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STATE OF FLORIDA
FLORIDA A&M UNIVERSITY

VOLUME I

IN RE: BOARD OF TRUSTEES MEETING
DATE: MARCH 10, 2016
TIME: COMMENCING AT: 9:00 a.m.
CONCLUDING AT: 4:07 p.m.
LOCATION: FLORIDA A&M UNIVERSITY
GRAND BALLROOM
TALLAHASSEE, FLORIDA
REPORTED BY: YVONNE LAFLAMME, FPR

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1 B O A R D M E M B E R S

2 CHAIR CLEVE WARREN

3 NICOLE WASHINGTON

4 KELVIN LAWSON

5 ROBERT WOODY

6 CRAIG REED

7 MATTHEW CARTER

8 BETTYE GRABLE

9 GARY McCOY

10 TONNETTE GRAHAM

11 THOMAS DORTCH

12 BELINDA SHANNON (TELEPHONICALLY)

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2 CHAIRMAN WARREN: Good morning, again. I think
3 every time I put on this green and orange tie, I just
4 go crazy.

5 In case you woke up a little disoriented,
6 particularly if you're a new board member and arrived
7 here on the campus. The word for "disoriented" might
8 be demented, but you have landed on a campus of
9 Florida A&M University, the HBCU much to be proud of
10 here. I'm certainly proud to be a part of this board
11 and to be serving at this time as chair of the board.

12 I want to welcome all of you to our March
13 meeting. We have a fairly long agenda today, and
14 we're going to try and be efficient in the conduct of
15 the Board's business today, and the Board's business
16 is the University's business, so we'll proceed.
17 There's much detail; there's much to talk about.
18 There will be a break sometime in the middle of the
19 morning for lunch, and we'll reconvene, and try to be
20 done in the early afternoon somewhere so folks can
21 make their way back to home or catch flights and that
22 sort of thing.

23 But again, this is Florida A&M University Board
24 of Directors March meeting: Home of the Rattlers, if
25 you will. So with that, we'll start the meeting out
this morning with a confirmation of a quorum.

1 DR. STARLING: Trustee Carter?
2 TRUSTEE CARTER: Here.
3 DR. STARLING: Trustee Dortch? Trustee Dortch?
4 Trustee Grable?
5 TRUSTEE GRABLE: Here.
6 DR. STARLING: Trustee Graham?
7 Trustee Lawrence?
8 Trustee Lawson?
9 TRUSTEE LAWSON: Here.
10 DR. STARLING: Trustee McCoy?
11 TRUSTEE McCOY: Here.
12 DR. STARLING: Trustee Moore?
13 Trustee Reed?
14 TRUSTEE REED: Here.
15 DR. STARLING: Trustee Shannon?
16 TRUSTEE SHANNON: Here.
17 DR. STARLING: Trustee Warren?
18 CHAIRMAN WARREN: Here.
19 DR. STARLING: Trustee Washington?
20 TRUSTEE WASHINGTON: Here.
21 DR. STARLING: Trustee Woody?
22 TRUSTEE WOODY: Here.
23 DR. STARLING: Mr. Chairman, we have a quorum.
24 CHAIRMAN WARREN: Thank you. I see Trustee
25 Dortch walking in the door.

1 DR. STARLING: Trustee Dortch, we're calling the
2 roll. Thank you.

3 CHAIRMAN WARREN: Thank you very much. The
4 President's report, President Mangum.

5 PRESIDENT MANGUM: Good morning, everyone.

6 CHAIRMAN WARREN: Good morning, President.

7 PRESIDENT MANGUM: It's always good and exciting
8 to wake up to and listen to the Marching 100. It's an
9 exciting and very energizing performance whenever you
10 see it, so I always want to thank our music department
11 and our college, our seesaw, if you will, for
12 providing us such a great activity and source of
13 pride.

14 This morning, though, I would like to take the
15 opportunity to provide you with several key University
16 updates and also respond to the request made last
17 meeting for a six-month report on activity at the
18 University. We will have this material available to
19 you later today in form, in written form, if you would
20 like to take a copy of it with you, because it is
21 lengthy because we've been doing a lot over the past
22 six months and since when we started this fiscal year.

23 I do have a bit of exciting news to share,
24 regarding our forward movement in our achievements
25 towards our goals and objectives, so I'm going to just

1 delve right in, over the interest of time.

2 Over the last year or so, you've heard me say we
3 are pushing "FAMU Forward," and frequently on campus
4 you will hear this phrase and see it: FAMU Forward is
5 an expression of our commitment to rise to every
6 occasion, no matter what the challenge that we face.
7 It's also an expression of our holistic dedication to
8 the success of our students, faculty, staff, and
9 meeting the expectations that are set before us by
10 Board of Trustees, as well as by the Board of
11 Governors.

12 So today, I'm proud to say that FAMU is not only
13 moving forward, but FAMU is rising. Our faculty,
14 staff, students and alumni are consistently emerging
15 as global leaders in a number of areas, and our work
16 is being recognized by national research and ranking
17 organizations. Surely, we are headed towards a
18 bright, shining and sustainable future here on The
19 Hill.

20 Some points of pride that I would like to call to
21 your attention. In February, it was officially
22 announced that FAMU was elevated to an R2 research
23 university, or an institution with high research
24 activity, which is the second highest Carnegie
25 classification ranking for institutions of higher

1 education.

2 This special classification has elevated FAMU to
3 the same research level as institutions such as Auburn
4 University and Old Dominion University, with half of
5 the faculty. This achievement is complimented by our
6 listing by the Blue Ridge Institute of Medical
7 Research as the Number 12 pharmacy program in the
8 nation for generating the most research funding.

9 Under the leadership of Dean Michael Thompson,
10 the American Association of Colleges of Pharmacy; also
11 this pharmacy program as the largest recipient of
12 National Institute of Health research grants for all
13 programs in the state of Florida, as well as the
14 University of Georgia, Auburn and Stanford.

15 US News and World Report has listed FAMU as among
16 the Top 25 schools in the nation for enrolling the
17 highest percentage of students accepted, making us
18 Number 1 in the State of Florida and topping the
19 national average by nearly 20 percent.

20 In partnership with the US News, Internet giant
21 Yahoo News, FAMU is recognized as a Top 10 HBCU for
22 being among the top nation's producers of doctors,
23 scientists, and engineers, and offering opportunities
24 to our diverse student body.

25 The Florida A&M Developmental Research School,

1 under the leadership of Patricia Hodge, recently
2 celebrated achieving a graduation rate of 97 percent,
3 making it one of the top districts in the state in
4 this particular matrix. The University recently
5 kicked off the launch of its project GRAD Initiative.
6 GRAD stands for graduating, retaining and developing
7 tomorrow's as leaders. The goal of this campaign
8 initiates -- or this initiative is to raise \$5 million
9 annually, to support student enrollment, retention and
10 graduation.

11 The initiative is a great complement to the
12 current efforts of the National Alumni Association led
13 by our President Lieutenant Gregory Clark, who is
14 seated at the table with you this morning, to raise a
15 half-million dollars by the National Alumni
16 Association convention in May. The fundraiser will
17 also support student retention scholarships, and I
18 invite you to look at the monitor. Our communications
19 department has done a wonderful job with supporting
20 our activity.

21 During our FAMU Day at the Capitol last month, I
22 was proud to witness \$10,000 of scholarships that were
23 raised by the Alumni Association that reached our
24 students that were finishing up their degrees. And
25 thanks to our new Veteran Affairs program, under the

1 leadership of Major Raymond Spalding, the University
2 will be spotlighted in the February issue of GI Jobs
3 Magazine as a school of superlatives, a
4 military-friendly school, and to our dedication to
5 offering Veterans a high-affordable education.

6 The University was also recently highlighted in
7 Diverse Magazine, issues in higher education for its
8 efforts under the leadership of Dean Maurice Eddington
9 in the College of Science and Technology; to implement
10 unique retention efforts, through restructuring and
11 enhancing courses and teaching methodologies in the
12 core areas of mathematics, computer science,
13 chemistry, physics and biology.

14 Under AD Milton Overton's leadership, we are
15 continuing to build champions in the classroom, on the
16 field, and in life. This month, the FAMU cheerleading
17 team, under the leadership of Brandy Tatum, also took
18 home top honors, bringing home the goal and placing
19 first in individual, Allstar, co-ed and all-around
20 categories in NBAC competition. And thanks to the
21 leadership of Coach Darlene Moore, the Lady Rattlers
22 finished as runners-up in the 2016 MEAC indoor track
23 and field championship in February.

24 We also learned last month that the NCAA lifted
25 its APR-related sanctions on the mens basketball team

1 making them eligible to compete in 2016/17 post zone.
2 The NCAA also recently announced that our football
3 program will have full spring practice again for the
4 2017 season. These changes are a result of the NCAA
5 taking note of our commitment to academic success and
6 compliance.

7 I would also like to take this time to extend
8 congratulations to our Baby Rattlers at FAMU DRS; led
9 by Coach Erica Cromartie, once again, these dynamic
10 young ladies took home the basketball state
11 championship. You can give them a round of applause.

12 Thank you.

13 Our faculty and staff continue to set the bar in
14 research, service and teaching. FAMU Pharmacy
15 Professor Seth Ablordeppey was recently notified by
16 the National Institute of General Medicine Sciences
17 that he was awarded a total of \$1.4 million, to
18 conduct research that would lead to the discovery of
19 novel third-generation antipsychotics. Is he here?
20 Okay.

21 Last month, the College of Education Professor,
22 Informed Interim Dean, Patricia Green-Powell, received
23 the Sadie M. Yancey Professional Service Award; The
24 highest honor given to members of the National
25 Association of Student Affairs Professionals.

1 Dr. Green-Powell also has been named as the Interim
2 Vice-President of FAMU at Brooksville.

3 The Institute of Public Health Director Cynthia
4 Harris was recently honored with a Mike and Joyce Shin
5 African-American Leaders and Innovators Award. This
6 award recognizes leaders who emerged from the
7 University of Kansas and have had a profound impact on
8 society.

9 The School of the Environment Dean Victor
10 Ibeanusi was recently featured as an expert on Voice
11 of America, the official external broadcast
12 institution of the United States federal government.
13 On the broadcast, he discussed his patented research
14 that involves the use of micro-biosystems of
15 wastewater clean-up, and discussed the global energy,
16 water, food nexus, new science enterprise launched
17 here on campus last year.

18 FAMU Professor and Sustainability Institute
19 Faculty Director Mbuya Odemari has been invited to
20 serve as the keynote speaker at the International
21 Conference of Food, Water and Energy Nexus in the
22 arena of climate change. This prestigious event will
23 be held in India in October, 2016. Dr. Mbuya recently
24 represented FAMU before the United Nations and US
25 officials at the Climate Change Convention Conference

1 held in Paris earlier this year or late last year.

2 And last, but not least, and certainly not at
3 all -- FAMU small business development consultant
4 Chelsea Lewis was recently highlighted on CBS
5 affiliate WCTV for spearheading a community effort
6 that has sent thousands of bottles of water to the
7 City of Flint, Michigan.

8 These accomplishments are just a few samples of
9 the remarkable things that are happening at
10 Florida A&M University every day. Truly FAMU is on
11 the rise and we're working in unison to live out the
12 mission that we've set for ourselves, to the fullest
13 extent possible, through advancing knowledge,
14 resolving complex issues that impact our society, and
15 empowering citizens and communities.

16 Now, I would like to move in to the midyear
17 report on our goals and objectives.

18 As we marched forward in fulfilling our vision to
19 become a "Best-in-Class Land Grant Doctoral Research
20 University," with a global presence, and I'm hoping
21 that you will all remember that phrase because that's
22 what we say when we introduce Florida A&M University,
23 and that is the Best-in-Class Land Grant Doctoral
24 Research University with a global presence.

25 We are also making strides in the annual goals

1 and objectives that we set forth for our
2 administrative team, and I am pleased to announce over
3 the last six months, we've had several initiatives
4 that have reached the 100 percent completion mark and
5 make other initiatives nearing that completion mark.

6 In our role to develop and roll out a strategic
7 annual and major gift fundraising campaign, we've
8 reached the 100 percent completion mark. We have seen
9 thus far a 25 percent performance increase in
10 fundraising over the last year and implemented a new
11 end-of-year fundraising campaign and a holiday appeal.

12 We have also begun scheduling face-to-face visits
13 with high impact donors and kicked off regional
14 fundraising events and outreach programs. Under the
15 leadership of Vice-President George Cotton, we've
16 reorganized fundraising matrix levels for all
17 advancement staff and are conducting an expanded
18 review of all estate gifts and planned giving.

19 We are also finalizing the Top 500 prospects
20 lists as part of a silent phase towards our official
21 campaign launch. Our average gifts have increased to
22 \$1500, and that's up from \$767 last year.

23 In our objective to document the existing
24 financial conditions and provide a structure for
25 reporting all funds and expenditures to stakeholders,

1 we have reached the 100 percent completion marks and
2 recent efforts include presenting a University's
3 Foundation, structure, and processes to senior staff
4 in preparing and submitting a fund chart, outlining
5 expenditures, accounts, and Foundation fund balances.

6 Our strategic efforts to expand the use of campus
7 spaces by outside groups to expose the community to
8 our students and to raise funds to supplement
9 operating costs and facility maintenance, we've also
10 reached the 100 percent mark. This achievement is
11 highlighted by a record 115 external facility rentals
12 thus far this year. The documented three-year average
13 was eight major efforts and for the last year of event
14 rentals.

15 In our endeavor to provide professional
16 development opportunities for employees to facilitate
17 the use and best practices and creativity in program
18 delivery and design, we've also reached the 100
19 percent mark of our annual goal. This success is due
20 in part to the implementation to several new programs,
21 including a new supervisory boot camp which had its
22 first meeting in January.

23 This cohort training is designed to help new and
24 existing front line managers manage staff more
25 effectively. With approximately 15 training courses,

1 both online and on-site, pre-test and post-tests will
2 be used to gauge knowledge transfer and improve course
3 content.

4 Additionally, earlier this year, FAMU was
5 announced as a founding pilot partner in the American
6 Council on Education and Association of College and
7 University Educators New Course on Effective Teaching
8 Practices.

9 In our efforts to improve the accuracy of job
10 descriptions and assignments of responsibility for
11 faculty and staff and continue internal organization
12 for efficiency and effectiveness, we have also reached
13 the 100 percent mark of our annual goal. Several
14 departments have reorganized and enhanced their units
15 and at least 221 A & P and other job specifications
16 have been updated with three new classifications being
17 implemented as a result of the internal review.

18 This year, we have also focused on automating
19 manual processes, where possible, and aligning them
20 with performance goals. We've reached 100 percent of
21 our goal in this area. There are currently two
22 systems on campus, arms and Gideon Taylor, being
23 approved and implemented and nine that others have
24 already been implemented.

25 Our initiative to enhance Risk Management by

1 completing annual risk assessments, therefore helping
2 us to allocate resources to higher risk areas, has
3 also reached the 100 percent completion mark.

4 The development of the Risk Management plan was
5 completed successfully.

6 Our goal to increase efforts and establish STEAM
7 housing and collaborative study spaces that complement
8 our academic programs and priorities and group work
9 has also reached the 100 percent mark. At the start
10 of our efforts we targeted 60 students; however, we
11 exceeded our goal, reaching 201 students in total in
12 the areas that allied health sciences, business,
13 journalism, science, technology, engineering and math,
14 as well as honors.

15 This academic year, we have placed a strong focus
16 on identifying campus thought leaders to contribute to
17 the national and regional dialogue about the value of
18 the access and affordability for first generation and
19 adult students. Through numerous speaking
20 engagements, editorials, public submissions,
21 presentations and participation in national and
22 international conferences, and other similar events,
23 we have reached 100 percent of our annual goal.

24 Engaging in shared governance with the faculty to
25 enhance the University's performance, under the Board

1 of Governor's performance funding model, is another
2 one of our annual goals where we have reached 100
3 percent completion.

4 The Provost's office has worked with faculty
5 groups throughout the year to engage in meetings and
6 dialogue with Faculty Senate members, Executive
7 Committee members. As the office continues to make
8 its rounds, it has met with faculty in nursing,
9 agriculture, food sciences, and technology, the Deans'
10 Council and many other faculty groups.

11 I and other administrative team members have also
12 participated in multiple individual group meetings
13 with faculty, including the Faculty Senate meetings.
14 As a result of our town hall meeting on performance
15 funding and other related meetings, Deans and
16 department heads have branched out to hold their own
17 sections and trainings on how we can improve our
18 performance matrix.

19 As many of you know, we have also reached the 100
20 percent completion mark in the USDA land transfer
21 acquisition for Brooksville, which includes
22 development of a long-term strategy to generate income
23 and increase our reach, and you'll hear more about
24 that in a few minutes as I talk about my report.

25 We've also reached the 100 percent completion

1 mark in our efforts to support fundraising through
2 increased use of analytics and behavior-based
3 techniques. For instance, we have implemented the use
4 of Ad-Roll (phonetic) a behavior-based marketing for
5 recruiting, resulting in more than one million
6 impressions.

7 We also are using a website and social media
8 analytics to better target students and alumni. In
9 our objective to provide materials in print online in
10 Spanish, thus increasing our reach to worldwide
11 Spanish-speaking audience, we have also reached 100
12 percent of our goal.

13 We've completed the translation of key online
14 information from English to Spanish, French, and
15 Portuguese, and translated our marketing video from
16 English to Mandarin and Spanish. New translations
17 software powered by Google has been implemented on the
18 famu.edu website and marketing materials continue to
19 be updated.

20 Now, in the following strategic areas -- and you
21 think we might have done everything, but we haven't --
22 we have in several areas reached the six percent or
23 more goal, and I'll highlight those for you.

24 We've reached the 95 percent completion mark in
25 our efforts to develop a comprehensive strategy, to

1 identify processes, to promote tech transfer, with the
2 goal of moving patents and innovations to the main
3 stream, for the purpose of increasing revenues and
4 finding solutions to social, medical and technological
5 problems.

6 As mentioned at previous meeting, the Division of
7 Research has hired a permanent technology transfer
8 director. Further, we're emphasizing intellectual
9 property disclosures to capture, catalog and protect
10 our innovations. We're working with Domi Station
11 (phonetic) to accelerate the commercialization and
12 licensing of our intellectual property.

13 In our efforts to continue to increase transfer
14 and articulation agreements with high schools and
15 community colleges, we have reached the 90 percent
16 mark, including six MOUs or initiated agreements with
17 Santa Fe College, Tallahassee Community College,
18 Pasco, Hernando County State College, Gibbs High
19 School in Tampa, Lake Erie College of Osteopathic
20 Medicine and Florida Gateway College.

21 We've reached the 75 percent mark in the
22 development and implementation of strategies to
23 increase a number of degrees awarded in the BOG areas
24 of strategic emphasis, including science, technology,
25 engineering and math for undergraduate and graduate

1 degrees. Achievements of this area include developing
2 new collegiate admissions programs and partnerships,
3 holding ongoing dialogue with TCC with a special STEM
4 pipeline, rolling initiatives to enhance student
5 success and persistence, selecting a new Dean of the
6 Graduate College, and developing and implementing new
7 recruitment strategies.

8 In our efforts to continue the process of
9 rebranding towards the "Best-in-Class" university by
10 establishing matrix that send more efficient
11 operational results, we have reached the 85 percent
12 mark of our goal.

13 The Office of Communications has implemented
14 several programs to track the reach of our brand and
15 our efforts to communicate our vision, achievement,
16 successes and offerings and the like. Our news and
17 marketing website alone has reached over 215,000,
18 which is more than a 200 percent increase from the
19 previous year. We're succeeding and telling our story
20 beyond our local presence using today's information
21 technology. In February alone, we documented at least
22 four million impressions on social media.

23 In our efforts to eliminate the excessive use of
24 outside consultants in trades where we already have
25 the campus expertise, we have reached the 75 percent

1 completion mark. On average, an average of 87
2 providers were engaged over the past three years, and
3 at this six-month mark, we've only engaged 35
4 providers as consultants.

5 Individual units are insuring that full-time and
6 part-time staff are being appropriately utilized,
7 based upon their expertise and talents, in areas where
8 outsourcing is just unnecessary, so we're doing well
9 in that area.

10 We've also reached the 75 percent completion mark
11 in our goal to establish the comprehensive research
12 strategy linked to areas of critical importance to the
13 University. The Division of Research has related the
14 following research related thrusts: 1. Sustainable
15 agriculture; 2. Computer computational sciences; 3.
16 Biomedical sciences; 4. Small business development;
17 and 5. Developing a beta-sustainability institute-
18 affiliated faculty program policy that will pile
19 incentives for interdisciplinary research and
20 sponsored programs.

21 We also continue to offer STEM-related student
22 act challenges and mentoring events, as well as
23 technology commercialization acceleration programs for
24 our faculty. In our efforts to increase the number of
25 research, education and extension activities between

1 the University and small local farmers,
2 African-American farmers, and other agricultural
3 entrepreneurs, we have reached 75 percent of that
4 goal.

5 We are currently engaging Florida Black Farmers
6 Association to partner with us in pursuit of our
7 relationship of USDA, NIFA, and with the Beginning
8 Farmer and Ranchers Program. We continue to provide
9 group learning activities for state population
10 throughout our extension efforts, and we also engage
11 populations in the Brooksville area.

12 We are making great improvements in our goal to
13 expand and enhance our relationship with Brazil
14 through the expansion of the nonsegmental program. We
15 have reached the 70 percent mark, in our efforts
16 through working with the General Counsel's Office, to
17 execute that MOU for the student exchange.

18 The University is also engaged to provide of
19 services that support students and faculty that are
20 traveling abroad. Our initiative to create and
21 implement effective means connecting FAMU to potential
22 collaborators funding opportunities, has reached the
23 65 percent completion mark.

24 Our efforts include recent individual and joint
25 visits to Washington D.C. and other SUS schools to

1 discuss federal funding opportunities, initiating new
2 collaborative partnerships with organizations and
3 other institutions of higher learning and inviting
4 potential public and private partners and donors to
5 the campus.

6 Also, the Division of Research, under the
7 leadership of Dr. Timothy Moore, continues its efforts
8 to improve the identification of new research funding
9 opportunities. This process includes an improved
10 faculty list-serve, client calls and monitoring of
11 federal procurement websites.

12 Our goal to develop, and again, implement a
13 multi-year enhanced research capability in funding
14 across all platforms has reached the 65 percent
15 completion mark.

16 In efforts to enhance campus pride and beauty, we
17 have also reached 60 percent of our goal, hosting
18 several University-wide pride social media events,
19 town hall events, appreciation programs and community
20 events and various new alumni projects to re-ignite
21 the Rattler spirit across the FAMU community.

22 In addition, we are upgraded our campus
23 maintenance service levels and began updating the
24 iconic campus features such as Lee Hall and the
25 fountains facing in the quad. And our Facilities

1 Department continues to make improvements towards the
2 Department of Environmental Protection requirements
3 and crucial facility upgrades and repairs to our
4 classrooms, the office spaces, the living spaces, and
5 the general operational areas throughout the campus.

6 We've also requested funding from the Legislature
7 to support these efforts and we are working with the
8 US Department of Education to assist us in upgrading
9 our facilities.

10 Our annual goal to align the Direct Support
11 Organization more strategically, to support University
12 operations, is making progress. We have reached the
13 60 percent completion mark, and our efforts thus far
14 include establishing a Board of Directors' process
15 that assures membership engagement in support of the
16 university.

17 In expansion of our fundraising roles, setting
18 reporting and meeting structures with the Foundation
19 Board Chair and setting joint fundraising plans for
20 athletics and the Foundation is part of our long-term
21 strategy. The vision for the Athletics Department and
22 how we define and how we can assist Athletics is more
23 of a collaborative structure for our fundraising
24 through the FAMU Foundation.

25 Now I would just like to give you a brief update

1 on the strategic planning process and conclude my
2 remarks. As we move forward in completing our annual
3 goals and objectives, I want to switch the gears, as I
4 stated, and as promised we have completed the initial
5 strategic planning process, thanks to the hard work of
6 our Strategic Planning Task Force that was led by
7 Dr. Larry Robinson and Co-Chaired by Dr. Cynthia
8 Hughes-Harris.

9 What you see on this screen is just a statement
10 of the charge to the Strategic Planning Task Force.
11 Before I update you on the results, I would like to
12 thank each team member for their effort and commitment
13 to the process and express my gratitude to all of the
14 focus groups and stakeholder groups that to go the
15 time out of their schedules to be involved in the
16 process.

17 In addition to Drs. Robinson and Hughes-Harris,
18 Task Force participants included Trustee Kelvin
19 Lawson; College of Science and Technology Dean Maurice
20 Eddington; former City Manager, Anita Favors-Thompson;
21 Title 3 Director Wanda Ford; SBI Dean Shawnta Friday-
22 Stroud; Mr. Mario Henderson, a student; Professor
23 Maurice Holder; Associate Vice-President and Vice
24 Provost David Jackson; former NAA President Tommy
25 Mitchell, AVP Donald Palm; and AVP Charles Weatherford

1 and Ms. Beverly Barrington.

2 My charge to the Task Force was to update and
3 expand upon the existing 2010-2020 strategic plan so
4 that it responds to the changes that are occurring in
5 higher education, including the implementation of
6 State Universities Performance Funding Model. I also
7 ask the Task Force to explore ways to re-energize the
8 campus, create ideation around program enrichment and
9 funding strategies, and rethink how FAMU will achieve
10 its core mission.

11 Now that I have received their recommendations,
12 the next phases of the process are as follows: The
13 senior leadership team will review the recommendations
14 and conduct an operational assessment. The report for
15 the Task Force will be used to formulate the draft
16 strategic plan. The strategies and recommendations
17 brought forth from the Task Force will be aligned with
18 our 10-year enrollment rate, capital improvement plan,
19 and operating budget, in addition to the updated
20 master plan.

21 The draft of the plan will serve as a source for
22 dialogue and feedback from the Board, during our
23 strategic planning retreat and meeting, being held
24 June 9th through 11th. The final draft will be
25 submitted to the Board to begin the review and final

1 approval process.

2 The Task Force has prepared their recommendations
3 in the form of destinations.

4 Destination 1. Exceptional student experience
5 with several objectives, including delivering on a
6 world-class, cutting-edge undergraduate, graduate and
7 professional programs;

8 2. Implementing effective support programs and
9 activities to recruit, advance and graduate a diverse
10 population, creating innovative co-curricular
11 activities, and prioritizing student success across
12 all graduate and professional programs.

13 Destination 2 was high impact of
14 commercialization and public service. There were
15 three objectives under this particular destination
16 that you can see on the screen, including
17 institutionalizing cutting-edge research, our research
18 productivity, and outstanding public service.

19 In Destination 3. Excellent and renowned
20 faculty. A wonderful objective calls for recruiting
21 and retaining a diverse faculty with a commitment to
22 community engagement, teaching and research consistent
23 with a research-intensive university; maintaining and
24 developing high quality and sustainable facilities
25 that support the academic enterprise of the

1 university.

2 Destination 4. Transformative alumni, community
3 and business engagements with four objectives,
4 starting with strengthening the alumni relations of
5 the institution, building and leading strong networks
6 of supporters and partners, accelerating fundraising
7 activities focused on top institutional priorities and
8 establishing a "best in class" athletic program.

9 And Destination 5. First-class business
10 processes and exceptional customer experiences. The
11 objectives include developing and maintaining a
12 university-wide culture of excellent customer service,
13 using state-of-the-art technology and business
14 processes to improve transparency, compliance and
15 efficiency.

16 With these destinations and objectives in minds,
17 the proposed themes of our strategic plan offered by
18 the Strategic Planning Task Force are: Student
19 success, community engagement, quality, exceptional
20 performance, sustainability, diversity, globalization
21 and accountability.

22 Now, as I stated earlier, my charge to the Task
23 Force was to include the performance funding model in
24 our strategic approaches, which is an area of great
25 and necessary focus across the university community,

1 and we're making great strides in improving our
2 matrix.

3 And the Provost will provide specific update to
4 the Academic Planning Committee, the Academic Affairs
5 Committee in their report. We have some exciting
6 news. Implementation of initiatives -- so I'm going
7 to move on to other initiatives and then close out, if
8 you will.

9 Implementation of initiatives, such as the
10 Brooksville Research Program, will further assist us
11 in supporting those goals. And on that note, I would
12 like to take a few moments to update you on our
13 progress in Brooksville. It's a beautiful land, as
14 you can see. In our efforts to maximize the success
15 of this historic acquisition, in February, I announced
16 the formation of an Advisory Planning Committee,
17 comprised of established researchers, community
18 leaders, state and local officials, higher education
19 trailblazers and distinguished alumni.

20 The committee will assist the University with the
21 preparation of a long-term strategic plan to provide a
22 road map for development of the 28-acre research
23 property. Committee members include:

24 Monica Rainge. She is State Coordinator for
25 Federal Southern Cooperatives Land Acquisition Fund;

1 Dr. Ray Mobley, former associate professor and
2 coordinator of animal science and research programs at
3 FAMU; Dr. Ulysses Glee, FAMU alumnus and managing
4 member of the Fenton Group; Dr. Timothy Berd, FAMU
5 alumnus and president of Pasco Hernando State College;
6 Mr. Leonard Sossamon, Hernando County Administrator;
7 T. Jennene Norman-Vacha, City Manager of Brooksville;
8 V. Eugene Brooks, former coordinator at the University
9 of Florida Institute of Food and Agricultural Science;
10 Dr. Robert Taylor, Dean of FAMU College of Agriculture
11 and Food Sciences; And Dr. Fred Gainess, former FAMU
12 president and farmer.

13 In addition to the formation of the committee, we
14 have engaged the Florida Black Farmers and
15 Agriculturalists Association for a one-year term for
16 the purpose of hay farming and maintenance of the
17 property.

18 We've also begun the planning and implementation
19 of organizational chart for the Brooksville campus.
20 This campus will house a small farmer training
21 program, a subtropical resource project and land grant
22 programs. As these positions and programs are
23 executed, we will continue to update the board on our
24 activity.

25 One of our main goals as expressed with the US

1 Department of Agriculture has been to share our
2 research opportunities with fellow 1890 schools that
3 do not have the massive land as Florida A&M
4 Universities. So we are looking for a lot with the
5 cooperative relationships with the potential of
6 expanding our research opportunities and research
7 funding for this particular area.

8 As you can see from our strategic planning
9 process, performance funding and Brooksville efforts,
10 we're reaching inward and outward to insure the
11 success sustainability of our institution. As we have
12 discussed at these very meetings, connecting the
13 campus to the community, and vice-versa, through
14 strategic partnerships is vital to our success.
15 Indeed, we're making great strides in this area.

16 This semester alone, we have hosted and
17 participated in numerous events, bringing people from
18 various backgrounds and interests to our campus and
19 engaging our alumni. Arranging from hosting a service
20 to hosting the Florida Conference of Black State
21 Legislators, the third annual symposium in partnership
22 with the College of Education.

23 We've also participated in several city-wide
24 initiatives including the Jet Blue and Amtrack
25 campaigns. In January, we opened the world-renowned

1 Kinsey collection, an exhibit that has placed
2 African-American treasures, celebrates black history,
3 and is the creation of our very own alumni, Bernard
4 and Shirley Kinsey.

5 We also hosted our first ever date of service in
6 January. Alumni, students, faculty, staff,
7 administrators and supporters around the globe
8 recently commemorated the life and legacy of
9 Dr. Martin Luther King, Jr., through providing various
10 forms of community service in their local communities.
11 FAMU alumna and actress and producer, T'Keyah Crystal
12 Tamar, served as the honorary chair.

13 From serving as the less fortunate in Birmingham,
14 Alabama, to a children's book drive in Philadelphia,
15 Pennsylvania, Rattlers everywhere displayed the heart
16 of FAMU's mission.

17 In February, we hosted another esteemed alumnus,
18 Microsoft Chair John W. Thompson, who participated in
19 a special fire-side chat with students in our high
20 achievers and scholarship program, and hosted an
21 intimate conversation with not only our students,
22 faculty, and staff, but also with community members
23 and business leaders across the Big Bend area and
24 beyond.

25 Earlier this semester, we launched our revamped

1 artist in bloom festival which brought national
2 thought leaders to campus such as Nikki Feeney and
3 Pearl Pledge. The festival runs through April.

4 And on February 28, the University hosts its
5 first ever Harambe Festival at Cascades Park. The
6 event was hosted in collaboration with the City of
7 Tallahassee and drew hundreds of residents from all
8 walks of life, including new partners, business
9 sponsors and vendors.

10 Beyond the borders of North Florida, our
11 students, faculty and staff are engaging with national
12 leaders and organizations around the world through
13 various emersion, educational and professional
14 development programs. We have faculty and students
15 working with residents in Haiti to train them in
16 agriculture and entrepreneurialship. Students
17 participating in the planning and execution of the
18 Olympics in Brazil. Faculty students and alumni are
19 visiting South Africa and Dubai and participating in
20 the service learning project at Oprah's Leadership
21 Academy for Girls, and the membership of senior
22 leadership, team, and staff who recently participated
23 in the historic commemoration of the Selma marches.

24 If you would indulge me for a moment, I promise
25 I'm ending. I would like to share with you a recent

1 video that captures the essence of the experiences and
2 opportunities we've been trying to provide to all of
3 our students and faculty through our Passport Program,
4 international programs and other initiatives.

5 The video is not -- technology people, really?

6 Okay, we're working on that. Something always
7 happens, but, as you can see, at some point we'll send
8 you the video.

9 We are making a global impact and we really are
10 raising the next generation of international leaders
11 that will help solve problems throughout our world and
12 society.

13 I just want to end by thanking all of you for
14 your commitment, for your time, and for your support
15 as members of the FAMU community, as we strive to move
16 and make this a greater university.

17 And so, moreover, I would just like to end by
18 saying "FAMU Forward, Backward Never," and it rings
19 true more today than it ever has. So we just thank
20 you for the time to talk to you this morning, and I
21 know it was extended, but we're doing a lot of things
22 and I don't want you ever to leave here thinking we're
23 not working, because this University community,
24 faculty and staff and the students are committed to
25 sustaining this institution.

1 We have a lot more events planned and I'm hoping
2 that we will get great contact information from all of
3 you that you will be able to take the time and come
4 and attend some of the events.

5 Things are happening on this campus every day.
6 We've got an honors congregation coming up on the
7 first of April. We have an annual STEM day on April
8 9th. We have Principal Investigators Awards, where we
9 show off our faculties and they receive awards from
10 us; April 15. We have spring commencement on April
11 30th, and the Artisan Bloom Festival with contemporary
12 dance is going on.

13 And this is our second year of celebrating
14 women's history on this campus. We have several
15 events remaining. And women's history is not just for
16 women. It is for everybody that knows a woman and
17 that is a woman. So, we have our Sacred Self on
18 March 15, and extraordinary leaders where we're
19 bringing women presidents from other universities to
20 campus to talk with us about moving our agendas and
21 education forward.

22 And I just want to extend a special thank you to
23 Trustee Washington for helping us kick off our first
24 Women's History month event earlier this month, so
25 thank you very much for that. It was an exciting

1 conversation.

2 With that, I will say thank you to all of you,
3 and that concludes my report.

4 CHAIRMAN WARREN: Dr. Mangum, before you leave
5 the podium, I just wanted to give the opportunity for
6 the members to ask questions about anything they might
7 have heard that they want to inquire about.

8 TRUSTEE CARTER: Mr. Chair?

9 CHAIRMAN WARREN: Trustee Carter?

10 TRUSTEE CARTER: I just have one. On the
11 Strategic Planning Task Force, when you listed those
12 focus areas as one, I think what needs to be added
13 that was not there, and that's transparency. I think
14 that accountability is one thing, but without
15 transparency it may not necessarily meet the full
16 measure. So I think that's a key component, should be
17 transparency. Other than that, I thought the focus of
18 the Strategic Planning Task Force was fine, but I do
19 believe we need that.

20 PRESIDENT MANGUM: Thank you.

21 TRUSTEE WOODY: Mr. Chairman, I don't have a
22 question. I'm very impressed with the presentation
23 and what's going on at the University. I had an
24 opportunity; the President entertained me on
25 February 25th to go down to the law school down in

1 Orlando, and we spent the day with staff, and I was
2 very impressed with the law school.

3 When you talk about diversity, when you talk
4 about students that graduated from law school and take
5 the exam for the first time with a 72 percent
6 graduating, or passing the Bar on the first time,
7 that's impressive. And to go back to diversity, I
8 think a lot of the institutions within Florida or
9 around the country could learn a lot about the law
10 school and how they're doing it.

11 So I made a request to the President, and I told
12 her I would share with the staff, is to make a
13 recommendation we have a board meeting down there, for
14 my fellow board members to get a chance to see it and
15 get a chance to see exactly what I'm talking about.

16 CHAIRMAN WARREN: Thank you, Mr. Woody.

17 I would also like to mention, also, Dr. Mangum
18 and I attended the National Prayer breakfast in
19 Washington D.C. I forget exactly what day of the week
20 that was, but it was the same week as the FAMU
21 legislative day here at the Capitol. It was quite an
22 event, hosted by Senator Nelson; attended by just
23 numbers of Congresspersons and US Senators, and people
24 from around the world, quite frankly. I was surprised
25 at the diversity -- and Trustee Woody was on the

1 subject of diversity people in costumes -- "costumes"
2 is probably not a great word to apply for this, but in
3 the garb from which the countries they come, talking
4 about their spiritual experiences and so on.

5 The thing that was quiet impressive to me, in
6 addition to that, was Dr. Mangum's working of the
7 crowd, if you will, and alone in a DC area who would
8 have lined up for conversations with her. I sat in on
9 many of those, as we talked about their alumni
10 relations in their areas, their love for the
11 University, their willingness to help in a variety of
12 ways, not just in their treasure but in their time and
13 talents as well. And that was a working event. Even
14 though we were there for just to participate in the
15 prayer breakfast activities, it turned out to be a lot
16 of work. I will think twice the next time I go with
17 her on a trip. There was a lot to do, and I want to
18 thank you for inviting me to come along. That was
19 very beneficial.

20 Trustee Lawson?

21 TRUSTEE LAWSON: Yeah, I just had a comment.
22 Dr. Mangum walked us through a strategic plan, and I
23 don't know if time will not permit her to go into
24 detail and we'll do that at the retreat. I again
25 wanted to recognize the committee who worked on the

1 plan, and I think when you-all see some of the work
2 and you see the exhaustive process they went to
3 collect data from stakeholders, whether it be a person
4 working on campus, a graduate, even going out the
5 external industry that employs a lot of our students
6 and talking to them, getting feedback from the
7 President and her leadership team, and we even spent,
8 I can't remember -- I think it was two or three hours
9 with Allen Levine from the Board of Governors, getting
10 his perspective on where we are relative to where the
11 Board of Governors is.

12 So not that it's perfect -- it's a long way from
13 perfect -- but I think there's been a robust body of
14 work put together, so again, I wanted to recognize
15 that committee. Some of them are in the room. I see
16 Dr. Eddington and others are here today, but I think
17 they've done some outstanding work, and I very much
18 look forward to the rest of the Board seeing some of
19 the work that I had an opportunity to sit through.

20 CHAIRMAN WARREN: Actually, I think they are due
21 a round of applause for that. It was Yeoman's work,
22 for sure, and I thank you, Trustee Lawson, for
23 commenting on it. The Task Force put a lot of time
24 and effort into it.

25 Just a little bit of background in the strategic

1 planning process, it always starts with something
2 called an environmental scale; that's the gathering of
3 information. Like my 5th grade teacher,
4 Ms. Miller-Smith, "Before you start talking about
5 something, you ought to fill the wagon first," and
6 that's an old way of saying gather the facts before we
7 start to think. There's nothing to think about
8 without the facts.

9 So the Task Force has done a great job on
10 compiling the facts, if you will; gathering our
11 information from stakeholders, from faculty, from
12 students, from community members, from board members.
13 If you remember the survey we all had to fill out, all
14 of that provided input. It's not just fodder, but
15 it's genuine input to the creation of the strategic
16 plan.

17 So again, I want to thank the task force for all
18 of the work put into it, and to you as well, Trustee
19 Lawson. We have much to do, and the plan is
20 ultimately finalized and it will be, quote, unquote,
21 our plan.

22 We have a retreat planned for the members of the
23 Board to entertain the recommendations of staff. You
24 have gone through that environmental matrix that is
25 necessary, where we resource money to do these kinds

1 of things and where we find the talent to get it done,
2 and then we can agree on as a Board where we settle it
3 and then becomes The Marching orders for us and the
4 University. I'm looking forward to that process.

5 PRESIDENT MANGUM: Thank you. I will also add we
6 did feed them. We celebrated with a nice lunch, and
7 so they got the best of FAMU --

8 TRUSTEE LAWSON: I'm still open to you guys
9 making good on the lunch and stuff.

10 PRESIDENT MANGUM: Thank you.

11 TRUSTEE GRABLE: Mr. Chairman, I would also like
12 to complement the President on her presentation. I
13 was particularly happy to see that the goals and
14 objectives included the issue of shared governance,
15 which I know we all believe in, and that would be a
16 particular area where I think we can continue to move
17 forward and enhance, and thank you for that, President
18 Mangum.

19 PRESIDENT MANGUM: Thank you.

20 CHAIRMAN WARREN: So, strange coincidence, or
21 maybe it's actually what I would call great timing.
22 We have someone here today from SACS, the director of
23 training at the Southern Association of Colleges and
24 Schools, the Commission on Colleges, Dr. Alexei
25 Matveev is going to talk to us for a moment about for

1 the completion rates for institutions such as ours.

2 Mr. Matveev, I would like to say welcome.

3 DR. MATVEEV: Thank you, Mr. Chairman.

4 Good morning, everyone. My name is Alexei
5 Matveev. I am the Director of Training and Research
6 of the Southern Association of Colleges and Schools
7 Commissions on Colleges, or SACSCOC.

8 I joined the Commission about four years ago,
9 2012. Prior to that, I served as an Associate
10 Director of the Institutional Assessment and Director
11 of Quality Enhancement Plan at Norfolk State
12 University, a public urban HBCU in Virginia, for more
13 than 12 years.

14 Before that, I taught statistics and research
15 methods.

16 So thank you for enlightening me to present the
17 National Student Clearinghouse, based on student
18 completion for SACSCOC four-year institutions.

19 Today we will be focusing on the 4-year
20 institutions on that exclude community and technical
21 colleges. First, SACSCOC is student achievement and
22 student success is not new for SACSCOC. In fact, some
23 people believe that SACS stand for "Students Are at
24 the Center of Success." However, what is new is
25 increasing pressures on individual institutions and

1 accreditors for uniform measurement, benchmarking,
2 transparency of student achievement.

3 However, benchmarking measurements reporting
4 depends on valid matrix. Unfortunately, as we all
5 know, the traditional IPEDS graduation rate, the most
6 common matrix for student achievement is grossly
7 inadequate because it focuses only on the first time
8 full-time students, who complete the education at the
9 institution where they began, and we all know this is
10 the decreasing proportion of college students these
11 days.

12 So, we need to explore new matrix for measuring
13 and capturing student achievement, and one of the
14 matrix is National Student Clearinghouse completion
15 rate matrix. So we are talking about the completion
16 rate, which is different from the graduation rate. So
17 the purpose of today's presentation is to provide the
18 general landscape for the SACSCOC accredited four-year
19 institutions in terms of completion rates.

20 I hope that you will find this information useful
21 and beneficial for your determinations as you continue
22 your work on insuring student success. In fact, a few
23 days ago, Association for Governing Boards issued a
24 statement on work responsibility for the oversight of
25 college completion, and their principle Number 1

1 states that it's important for the Board to review
2 matrix about student enrollment, retention and
3 completion.

4 So, I thank you very much for being proactive and
5 for utilizing me to share this on completion rates, so
6 in the next few minutes I will touch up on three
7 things. First, I will briefly outline the concept of
8 completion rate and how it is different from the IPEDS
9 Graduation rate, and then we will get some
10 comparisons, primarily at the comparisons that we deem
11 institutional SACSCOC management, and I include my
12 overall observations by offering some benchmarks for
13 student completion.

14 So but Data Council National Student
15 Clearinghouse this is not a government organization
16 that tracks students enrolled in US colleges and
17 universities and verifies the enrollment and
18 educational achievements.

19 At this point, more than 3600 public and private
20 institutions participate in NCSC data collection
21 efforts, and this participation empowers 98 percent of
22 all US students. In the databases, they have more
23 than 230 million records on students' production and
24 completion.

25 The sample that will be based on our discussion

1 today comes from the full 2000 cohort. That's the
2 most recent information available, so these are the
3 students who began their college period in full of
4 2007. It goes from the national perspective; from
5 SACSCOC perspective, it equals 321 four-year
6 institutions, so 78 percent of all SACSCOC
7 institutions, and it's based on almost 400,000
8 students.

9 A fundamental feature of the clearinghouse data
10 is that it is based on tracking individual student
11 records. And this is a very big difference from the
12 federal graduation rates, because federal law
13 prohibits collection of the individual graduate data.
14 I already mentioned it's based on the students
15 beginning fall, 2007, and the snapshot is taken in
16 May, 2013, or six years after they began their college
17 career.

18 The first big difference between completion rate
19 and graduation rate is that completion rate that we'll
20 talk about today, includes part-time students and this
21 is a significant proportion of student populations on
22 main campuses.

23 Completion is defined as having a post-secondary
24 credential degree or certificate. It is important the
25 Clearinghouse tracks students' completion not on the

1 institution where they began, but it has an ability to
2 track students if they complete at another institution
3 where it's a four-year institution or a two-year
4 institution.

5 In addition, it captures not only students who is
6 completed after six years but also those who are still
7 enrolled; they still hope they can complete one day.

8 So we're getting close to the actual data, how it
9 is presented. The clearinghouse data is broken into
10 two big parts, public and private. You're a public
11 institution, but still private data would still
12 provide some important benchmarks for comparative
13 purposes. We will be focusing again on the six-year
14 completion rate, which is a technical term known as
15 150 percent of standard time completion.

16 So let's take a look at the data. And so what we
17 find out is after six years, about a quarter of
18 students both private and public institutions are no
19 longer enrolled. I labeled them lost. We had about
20 15 percent of students who are still enrolled after
21 six years in college, and these are the "hope"
22 students that we hope complete their degree.

23 And finally, these are the completion rates. For
24 public institutions, it's a 59 percent, and private
25 institutions of 64 percent of completion rate.

1 The next step is to look closer at this
2 completion rate. Remember the 63 percent for private
3 and 59 percent for public institutions.

4 First, we look at the students who complete at
5 the institution where they began. For public
6 institutions, it's about 45.6 percent. This number is
7 the closest approximation to the traditional
8 graduation rate, but it also includes part-time
9 students the IPEDS graduation rate fails to include.

10 An additional nine percent of students for public
11 institutions completed at another four-year school, so
12 completion rates is credited to the original school
13 where the students are originally enrolled.

14 About four percent in both public and private
15 schools followed the downward transfer, so they moved
16 from the four-year institution and completed at the
17 credential at the four-year school.

18 So let's look at the selected comparisons and
19 first let's look at the compared SACSCOC institutions
20 with the national average. As you can see, the
21 (unintelligible) are virtually the same. Public
22 institutions slight out from the national average, and
23 privates at a slightly lower levels than the national
24 average. What's more important, I believe, is to not
25 how SACSCOC compares with the national average, but

1 look at how different institutional segments within
2 SACSCOC on this completion rate metric.

3 There are a number of variables that you can
4 slice and dice data, and you can see we have about 10
5 different multi-level variables. You can spend a
6 whole week doing different analysis, so I will limit
7 my discussion to the so-called second level of
8 comparisons and we look at the simple statistics and
9 means and averages.

10 So let's look at how different institutions
11 within SACSCOC region performed based on different
12 institutional categories. The first one is the
13 Carnegie Classification. The Carnegie Classification
14 Foundation classifies institutions in various
15 categories. But the three major categories are the
16 baccalaureate institutions, masters institutions, and
17 research doctoral institutions. The clear dynamic
18 here is the higher the Carnegie classification is, the
19 higher the completion rate is.

20 As you can see, this trend is true for both
21 private and public institutions. Another
22 (unintelligible) -- campus setting and it looks where
23 the campus is primarily, or only computer campus, or
24 whether it has substantial proportion of students
25 living on campus. As you can see, the institutions

1 with the most students living on campus have slightly
2 higher completion rates, which is especially true for
3 the private institutions, rather than for public,
4 where there is a difference but not as dramatic as the
5 privates.

6 Now, the enrollment size. This is one of the
7 items that I personally was surprised. So we will
8 check institutions between a 1,000 and 5,000 students,
9 institutions between 5,000 and 9,000; medium size,
10 relative large institutions, and very large
11 institutions. The dynamics that is interesting here,
12 especially for the privates is the more students you
13 have, the higher the completion rate appears to be.

14 For the publics, it's true primarily when
15 institutions reaches that 20,000 student point and
16 becomes large. This is somewhat counter-intuitive and
17 contradicts some of the research that says smaller
18 campuses with a family-like atmosphere are more
19 conducive for student retention and for student
20 success. I still think it's true, but probably some
21 other factors that are behind the enrollment size that
22 are in play.

23 So let's look at some other of these factors.
24 One of the variables that clearinghouse has is the
25 endowment size for student FDE, and this is a rough

1 approximation for institutional resources, especially
2 since many academic scholarships, many programs that
3 focus on the developmental students are from endowment
4 size.

5 I think so it's clear here that the more
6 resources that an institution has, in terms of
7 endowment, means the higher the completion rate is.
8 Look at the public institutions or the institutions
9 with very small endowments for students, so 50 percent
10 or completion rate, or very rich institutions, it's 88
11 percent. So it's 38 percentage point difference, so
12 clearly resources matter, and we also probably can
13 extrapolate it's not only endowment size but other
14 funding that the institution has, so money matters for
15 student success and completion rates.

16 Now let's take a look at some student population
17 categories and student population affects completion
18 rates. First, we look at the percentage of minorities
19 and the categories here have proportional minority
20 students enrolled at the institution. For
21 institutions that's enrolled with less than 25 percent
22 of minority students and institutions that have
23 enrolled between 35 and 50 percent, and 75 to 100.

24 So, you can see it again the trend is clear: The
25 more minority students enrolled in a given institution

1 or the larger proportion of minorities enrolled in a
2 given institution, the more completion rates will be.

3 A few minutes ago, we looked at institutional
4 wealth in terms of endowment size matters greatly for
5 student completion. Now let's look at the individual
6 student's financial resources, financial background.
7 Proportional students receiving Pell Grant recipients
8 in a standard approximation that indicates the
9 proportion of students that come from lower
10 socioeconomic statuses. And again, it's the
11 proportional students that receive federal grants.

12 Look at this dynamic. The institutions have
13 enrolled very small percentage of Pell Grant
14 recipients have completion rates more than 3/4. The
15 institutions that have a high proportion of Pell Grant
16 recipients; those institutions that serve students
17 from lower socioeconomic statuses have completion
18 rates of about 40 percent. So again, 36 percentage
19 points difference. Again, the money matters both for
20 institutional level, at the individual student level,
21 and in both cases, the difference is dramatic, more
22 than 30 percentage points.

23 Another measure is selectivity; whether an
24 institution has a very high admission standards, or
25 whether it's an open-access institution that focuses

1 on providing access to students for higher education.

2 Another significant factor. Again, it is not
3 surprising factor but I personally was surprised to
4 see the results of these facts. The completion rate
5 almost doubles when we compare non-selective
6 institutions with more selective institutions.

7 Now we will look at student population. As we
8 look at the individual student categories, the first
9 one is gender. My wife said, "I am not surprised to
10 see it." So, women perform at a slightly higher
11 levels; about 10 percentage points than men for
12 private and public institutions.

13 Age. Here we're looking at the age of students,
14 when they began their college career, and the numbers
15 indicate that the younger students tend to have
16 slightly higher completion rates. Again, this is
17 somewhat counter-intuitive, because the older students
18 are more focused, more motivated on their status, but
19 on the other hand they also have other
20 responsibilities, family responsibilities, work
21 responsibilities.

22 The part-time students is our next category and
23 clearinghouse data brings students whether they were
24 enrolled exclusively full-time throughout their
25 career, whether they had the mixed enrollment -- that

1 is, one semester they were full-time, another semester
2 they were part-time -- and they also looked at the
3 students who were enrolled exclusively part-time
4 within the six year period and look at the difference.

5 Again, it is not surprising that the probability
6 for part-time students to complete within the standard
7 time is smaller, but I was personally surprised to see
8 such a big difference. It's almost 50 percentage
9 points difference for students enrolled exclusively
10 full-time and exclusively part-time.

11 So in summary, I put the word "predictor" in
12 quotation marks, because these aren't quite true
13 predictors. To identify true predictors, you need to
14 conduct operation analysis, and I encourage the
15 institutional research office to engage in this type
16 of size. But in looking at these basic descriptors of
17 the averages, we can kind of come up with this
18 summary.

19 What increases probability or higher completion
20 rates? Large enrollment size, large endowment size,
21 high Carnegie classification, and high admission
22 standards. What kind of pulls the completion rate
23 down is the percentage of Pell Grant recipients,
24 percentage of minorities, and percentage of part-time
25 enrollments.

1 This is a very important philosophical
2 observation. What would be the easiest way to improve
3 completion is to minimize the number of Pell Grant
4 recipients, minimize the number of proportional
5 minorities, mandate that all students follow the full-
6 time schedule, and increase your admission standards.
7 This is what's called mission creek; a change of the
8 mission.

9 I think it's important for us to stay true for
10 our original missions and to be aware of these factors
11 and find out efficient ways to help students from
12 those categories to achieve the education goal.

13 Another observation I would like to make is that
14 we look at just individual variables. Again, I
15 encourage you in institutional researchers to look at
16 the interplay at how this multiple variables are
17 combined and what impact they make.

18 Also, we need to make sure that we are aware of
19 high variation within institutional segments. We
20 looked at the difference between the segments, but
21 even the similar type of institutions we can find
22 significant differences in completion. And also,
23 within the institutions. Probably going to
24 interdisciplinary studies program, have a completion
25 rate that's different from the computer science

1 program that is different from the nursing program.

2 So it's, again, important to drill down and look
3 at the completion and graduation rates at the program
4 level.

5 And I would like to conclude my remarks by
6 talking briefly about benchmarks. We are increasingly
7 required to set the benchmarks and it is necessary for
8 good playing and for accountability, but we always
9 need to ask questions, benchmarks for whom, because
10 again the interplay of multiple variables.

11 Let me give you an example. Let's look at the
12 two institutional segments. One segment is a private
13 but very selective, large endowment, low minority
14 students, low Pell Grant students. On the other hand,
15 also a private institution but very different: Not
16 selective small endowment, high minority, high Pell
17 proportion. The difference is dramatic. It's more
18 than 50 percentage points.

19 What is the benchmark? Again, we need to define
20 the benchmark for whom. We need to define what our
21 peer group is and then to work on the benchmarks.

22 Let me give you a further example. We have the
23 same segments, but look at the different types of
24 students. We will include only full-time students in
25 the first group and only part-time students in the

1 second group.

2 If you are a full-time student in this resource
3 reach institution with selective admission standards,
4 you are almost guaranteed to complete a credential
5 within six years; however, if you are a part-time
6 student in an institution that's less selective and
7 have less resources, the probability of completing
8 within six years is close to zero. Again, my point is
9 as you work on insuring accountability and
10 transparency for the institutions, you will probably
11 need to come up with some formal standard and
12 benchmarks, but you need to ask the question,
13 benchmarks for whom; what is our peer group; does this
14 peer group really reflect our mission.

15 So you need to exercise very careful analysis and
16 extreme caution when we set the benchmarks. And I
17 believe the benchmarks set by individual institutions
18 are more meaningful than these benchmarks that are set
19 by institutional segments. The difficulty is -- see
20 if you come up with your own benchmarks. You will
21 need to provide a very strong and rigorous
22 justification of the properness of these benchmarks.

23 Thank you. I know that we covered a lot of
24 information, but I believe that most of the
25 information we covered is not new. We kind of felt

1 this but it was good to see that the numbers confirmed
2 our session.

3 CHAIRMAN WARREN: Thank you, Dr. Matveev.

4 If you'll stand for a moment to entertain a few
5 questions from the members. In advance of that, I
6 would like to say that the information was quite
7 sobering, to say the least. It's interesting what we
8 can do with this information. If we just impose our
9 own performance and our own benchmarks for us. You
10 ask the question "for whom," and equate those to what
11 our performance requirements in this performance
12 funding environment lies. So if any members have
13 questions or comments?

14 TRUSTEE DORTCH: I would like to start. I want
15 to make sure I'm clear, especially when it comes to --
16 as we talk about mission and where we want to end up.
17 And six years is great; four years is marvelous, but
18 what we've found is that institutions of higher
19 learning, that fulfills the mission of educating a
20 populous, I want to make sure we're not talking about
21 us, being not elitists, but institutions that does not
22 take into consideration that our public school systems
23 across this nation have not done the best jobs of
24 moving students from where they are to where they
25 should be at graduation; and whether or not Florida

1 A&M Universities of the world and others are going to
2 say, "Well, that's sad and unfortunate, but we're
3 going to now minimize minorities, minimize our
4 students who come with Pell Grants;" or are we going
5 to fulfill America's dream, as it should be, to say,
6 "We will take you from where you are to where you
7 should have been, and then move you on to be
8 productive citizens," which is a significant number of
9 our US citizens who are in this nation.

10 And so, I want to make sure I'm clear that while
11 we want that graduation rate in six years, is this
12 something that says we should not at least shoulder
13 the responsibility, not to be reckless or just take
14 any student, but understand if we don't do it, then
15 we're talking about citizens who are going to be out
16 there who is going to create a bigger burden on all of
17 us who pay taxes, on our communities, and that the
18 mission sometimes has to also drift a little more than
19 standard.

20 And clearly, Harvard, Yale, Yashiva, all of those
21 institutions do a great job, but they couldn't do what
22 HBCUs and many community schools do. They cannot
23 educate a diverse population, because they get a
24 certain segment of students who come ready, who are on
25 cruise control. And I've been in -- when I was in

1 graduate school at Georgia State University, all I did
2 was go in the classroom, do book reports and move out.
3 They weren't just teaching me. I was just doing what
4 the Fort Valley State University had prepared me to go
5 do.

6 So my question here, and I understand the numbers
7 that you're doing, and you're giving us facts, but is
8 SACs also indicating that it should be our mission as
9 an institution to neglect and to push that group
10 aside? Or should we not, if nobody else is going to,
11 when you look at what the majority of this nation is
12 going to be for citizens of color. Over the next 20
13 years, the majority is going to be people of color;
14 who is going to take that responsibility if our public
15 education systems don't improve?

16 DR. MATVEEV: Thank you for the comment. I would
17 like to make a few comments.

18 First, SACs Commission Colleges, the primary
19 foundational concept is institutional mission.
20 Institutional mission drives everything. The second
21 thing -- you're absolutely right -- that these numbers
22 might lead to very dangerous interpretations and
23 applications, and that's why I mentioned that we
24 really need to stay true to our missions.

25 I'm from Russia. I received my education in the

1 Soviet Union. When I came to the United States, I
2 realized that the reason why US higher education is
3 still the strongest in the world is because of the
4 diversity of institutions that it provides access to
5 many different types of student populations.

6 I think this is the strength, and this is
7 something that institutions and the nation needs to
8 capitalize on. So, in no way do I indicate or suggest
9 that the mission should creep to artificially improve
10 these benchmarks, vice versa, I advocate that we need
11 to stay true to our missions but take these numbers
12 seriously and find creative and efficient ways to keep
13 performance.

14 CHAIRMAN WARREN: Okay.

15 Trustee Carter?

16 TRUSTEE CARTER: Thank you, Mr. Chair.

17 On your slide, where you talked about resources
18 matter And you looked at the endowments, were you able
19 to come at I guess would be an average of the amounts
20 of those endowments which increases the graduation
21 rates and those sorts of things? I couldn't tell from
22 what the numbers were, but in terms as to the size of
23 the endowments, I know that in the United States, you
24 have got about 80 schools and at least a billion
25 dollar endowment, but a lot -- most of them don't have

1 a billion dollars, so where is the...

2 DR. MATVEEV: Unfortunately, I cannot give you
3 the exact number because that would require a more
4 statistical analysis look at the in fact size of
5 increase of every thousand dollars of endowment and so
6 on. Unfortunately, with the Clearinghouse, it
7 provided anonymously for us. We don't know which
8 institutions are included, so that prevents us from
9 running this type of analysis. So that's what we have
10 discovered the birds eye view level of the resources.
11 But the dynamics are so clear that money matters, but
12 I cannot give you specific amounts that move to the
13 next level.

14 CHAIRMAN WARREN: We'll take one more question.

15 TRUSTEE LAWSON: Thanks for the presentation.
16 You know, the data that you showed, I think all of us
17 probably could have come to that conclusion pretty
18 quickly when you look at resources versus -- like Pell
19 Grant versus non-Pell Grant.

20 I guess my question more for SACs is, is there
21 any interviewing work being done on the right side of
22 your graph to say, the students in that cohort, what
23 are some of the things that should be done to perform
24 their performance relative to the students on the left
25 side of the cohort; meaning, the students who didn't

1 have the strong economic base, who were high Pell
2 recipients, et cetera? Is there any work being done
3 today, here's how we should impact that population so
4 that they become a little more reflective on the
5 population on the left side?

6 DR. MATVEEV: The SACS Office of Research is
7 relatively new. We've been around for about four
8 years and basically two persons office.

9 So to answer your question, not formally. But
10 there's being a lot of research done by other
11 scholars, by other agencies. Institutes for higher
12 education policy, for example, focuses on providing
13 support and access to low-income minority students.
14 They did a fantastic job.

15 And there is a lot of scholarship. I think
16 attended a meeting for Association of Institutional
17 Research yesterday, in Washington D.C., and they
18 talked about how we can help students, and the overall
19 conclusion is we have knowledge of what works; the
20 problem is implementation. So we need to take what's
21 there and start implementing it.

22 But the flip side is implementation costs money,
23 and the institutions that need more interventions and
24 more new activities have less money, so that's a
25 catch 22.

1 Another note about SACSCOC, right now we are in
2 the process of reviewing our principles of
3 accreditation of standards and requirements, and there
4 is a discussion about standard or two that would be
5 looking at the completion, so something might be
6 coming down the road in the next two or three years.

7 TRUSTEE LAWSON: Thank you.

8 CHAIRMAN WARREN: Thank you, Dr. Matveev.

9 Dr. Mangum, Dr. Matveev's presentation was very
10 informing, and as I stated earlier, the timing of his
11 being here today -- we didn't plan it this way, but
12 it's fortunate that we are in the strategic planning
13 mode. This is information that will inform as we
14 piece together our own strategic plan.

15 It will be interesting Dr. Hudson, Dr. David,
16 others on the staff, if you could come together and
17 just impose our own scenario on this investigative
18 work. Only for this purpose, as you frame your
19 thoughts to us. Because ultimately, you will come
20 back to us with this proposal and strategic
21 planning -- Dr. Matveev says the problem is
22 implementation. No strategic plan is worth it if it
23 doesn't overcome those things that you have discovered
24 in the environmental scan process. You discovered
25 obstacles and barriers. You discovered those things

1 that we do well that if we accentuate, then they
2 facilitate our success.

3 So, with this kind of information that informs
4 us, as we go forward, my hope is that we come up with
5 those implementation strategies that help us overcome
6 what we view we have determined by way of survey, by
7 gathering all of this information and how we overcome
8 them. It is those things. If you take the Steven
9 Covey approach to success is to identify the goal that
10 you want to achieve, and on the other end of is
11 everything in the way of you getting there.

12 In the middle are the implementation strategies
13 to overcome the barriers to success, and on the other
14 side of that is where we're going, and we stay laser
15 focused on achieving that wild and crazy idea that we
16 have as a University, and we want to be by whatever
17 the timeframe you set in a strategic plan.

18 So I want to thank Dr. Matveev again for coming
19 and sharing with us. We've been given more
20 information to use in the assessment process as we
21 work our way through to the point of constructing a
22 strategic plan, as opposed to a report. Now, the
23 plan. The plan has just been formed in my mind with
24 more information that we can use as we develop a plan
25 around what is norm for us and where we go with the

1 students we attract here at Florida A&M University.

2 So thank you again, Dr. Matveev.

3 We are several hours in to the board meeting and
4 we have yet to get to the meat of the business aspect
5 of the meeting as well. So as we get to that, I would
6 like for y'all to think about when you do approach the
7 podium later for your committee work, in particular,
8 that we try to economize the time. We don't want to
9 take anything out of the meeting, but let's ensure
10 that we do get to that aspect of the meeting where you
11 have a role to play that you are respecters of that
12 time.

13 As I just said, and I understand we have some
14 celebrities in the room, the girl's basketball team is
15 back there. Where are they? You make us all proud to
16 be Rattlers. Thank you very much for your performance
17 as well.

18 We're going to move into public comment. Do we
19 have any signed up?

20 DR. STARLING: Yes, Chair. There's three
21 individuals signed up. The first individual is
22 Michael Williams.

23 CHAIRMAN WARREN: Good morning.

24 Good morning, Mr. Williams. Let me remind all
25 who have signed up for public comment, the public

1 comment time frame that you have is three minutes, and
2 I see they have put it here in front of us all so we
3 can track the time that you have. I would also like,
4 as you think about what it is that you would like to
5 talk about, the purpose of the public comment
6 opportunities is to talk about those things that you
7 think we're going to be dealing with in our agenda.
8 So as to not make the public comment opportunity a
9 free-for-all or soapbox kind of opportunity; it is to
10 focus on those things that we might be dealing with
11 today in the agenda. So with that, you're on.

12 MR. WILLIAMS: Thank you, Chairman Warren, and
13 I'm going to be very respectful of your time. Each of
14 you should have a hand-out that I've given regarding
15 my presentation here today.

16 Again, I'm Michael E. Williams, and I'm a 1966
17 graduate of this once great university. I was not
18 only a student of Florida A&M University, but after
19 graduation I became an employee.

20 Who I am and what I am today is because of the
21 many opportunities made available to me and my
22 experiences at this university. I was chairman of the
23 first FAMU National Convention in 1999 under the
24 leadership of my good friend, Bernard Kinsey. We had
25 over 900 Rattlers and supporters to attend the

1 convention and netted the alumni association over
2 \$300,000. That convention was held in Orlando.

3 The questions I am going to be asking today are
4 solely my own. I am not representing any other person
5 or persons, nor am I representing any organization. I
6 am here today because I am concerned about the current
7 downward spiral of FAMU's status. The continuous
8 action at the administrative level is destroying the
9 positive and strong foundation of the University, and
10 thereby creating a negative image across Florida, this
11 nation, and the world.

12 Even though I am here on my own, I am sure there
13 are some graduate supporters and friends of the
14 university who deserve answers as to why this
15 destruction is being allowed. Today, I am
16 respectfully asking the following questions be
17 addressed by the body, in order to receive truthful
18 facts and answers. My concerns and questions are:

19 Number 1. What has caused a terrible and
20 unacceptable visible relations between the President,
21 some of the level administrative team and faculty,
22 other employees and support organizations.

23 Number 2. What did the mandate outside financial
24 audit review reveal about the renovations of the
25 President's house and construction of a garage. It

1 was due on February 16th.

2 Number 3. Why has Academic Athletic Department
3 been faced with the problem of working with an unusual
4 number of different athletic directors within a period
5 of less than two years, and what is being done to
6 reduce astronomical deficit.

7 Number 4. What are some of the sources of funding
8 for the total cost of the extensive travels,
9 international and in the United States by the
10 President since the signing of the employment
11 agreement in February of 2014.

12 Number 6. Why was FAMU day at the Capitol
13 without participation of the President and the Chair
14 of the Board of Trustees. It's amazing that the
15 funding source of the University was ignored by the
16 top leadership of the University.

17 7. Why did the administration direct the Faculty
18 Senate to violate the "Law in the Sunshine," a state
19 mandate.

20 And finally,

21 8. What is happening with the hiring, firing and
22 salaries over the past two years? From the visible
23 side it, appears appointments versus postings,
24 assigned salaries versus following established
25 structures and short notices for current personnel

1 being reassigned or released from jobs at the
2 University.

3 There is more to it, but you have that, and I am
4 hoping that I will get a response from you. Thank
5 you.

6 CHAIRMAN WARREN: Thank you, Mr. Williams.

7 DR. STARLING: Next individual is Mickey Clayton.

8 MR. CLAYTON: Good morning.

9 CHAIRMAN WARREN: Good morning.

10 MR. CLAYTON: Before you stands a loyal 4th
11 generation Rattler: Grandmother, mother, Hall of Fame
12 dad and two daughters; although to some degree, these
13 days all our FAMU degree does is put a target on your
14 back.

15 Usually, we're quiet, because if you speak up you
16 usually get fired or they come after you to damage
17 your character, and I fully expect something to happen
18 as a result of me speaking up today. I can't begin to
19 share with you what I and The Boosters have been
20 through. It almost takes a pound of flesh.

21 The Boosters are the only organization in the
22 history of this school, which seven years ago took out
23 a half-million dollar loan to assist the University in
24 purchasing the basketball scoreboard, which the school
25 desperately wanted in a football jumbotron. We even

1 bit our tongue on the unimproved usage of the
2 equipment which led to its early demise. We didn't
3 say a word.

4 Our Board can never understand where there's such
5 a fight for the money to come to The Boosters, unless
6 perhaps there's money that's supposed to be coming to
7 us that we don't know anything about. A recent
8 Democrat article talked about the new bill that was
9 passed that would allow caterers and vendors working
10 with not-for-profit groups, like The Boosters and the
11 Urban League, to offer beer and liquor at events. The
12 move would be worth as much as \$50,000 to Rattler
13 Football Boosters, according to our house analysis
14 from last year.

15 The Boosters two years ago began offering a game
16 day experience in the north end zone club; season
17 ticketholders paying for extra buffet, watching the
18 game on a flat screen television in a
19 climate-controlled tent. The thing is, it wasn't a
20 Booster event then, nor is it now.

21 In the five-year plan, Athletic requests
22 multimedia rights in parking inventory. They've had
23 the Rattler Sports Network for two years. We paid the
24 scoreboards off early and they started selling ads on
25 the jumbotron last year. Two to three revenue streams

1 already removed under this administration. The only
2 thing that's left is parking, and the athletics want
3 that.

4 The Boosters have not agreed to that as we're
5 nearing a midpoint of our membership drive. The
6 battle started two years ago when an AD said, "Mickey,
7 I'm going to get rid of you. I'm going to tear down
8 the Booster Club. I'm going to get rid of the Board,
9 and recreate it in my own image." I told him that
10 would be hard to do. He said, "I'll get the President
11 to support me and the Board will, too."

12 They want to know how they'll raise additional
13 money: Win is one way. What we have to do is be able
14 to get students and their energy back in the game,
15 provide an opportunity for the students by scanning
16 their cards where they can get meal cards, where they
17 can get hot dogs, hamburgers, chips and a drink; place
18 some moratorium or limits on out-of-state scholarships
19 for four years; put the scholarship budget in
20 alignment, calculating out-of-state fees and how you
21 save money; limit competition to regional schedule;
22 schedule home games that include the -- we have one on
23 the road one year and one home one year. Our largest
24 football game revenue are non-MEAC games. We might
25 need to consider getting out of the MEAC.

1 Thank you for listening to me. I appreciate it.
2 The Boosters want to be an ally. We do not want to be
3 considered an adversary. We want to continue to help
4 and be a viable DSO organization to help raise money
5 for the University that all of us love. Thank you.

6 CHAIRMAN WARREN: Thank you, Mr. Clayton.

7 DR. STARLING: Maurice Holder is the last
8 individual on the list.

9 DR. HOLDER: Members of the Board, you are
10 basically a new board at the threshold of facilitating
11 acts that can maximize FAMU for its improvement. You
12 must go forward with that task, quickly, but with
13 sensible with bold and informed focus on quality for
14 FAMU.

15 As such, I want to stress four points for you to
16 remember. FAMU has been slipping as --
17 (unintelligible) more so in recent years than in
18 others. Here, those things must be taken into
19 consideration by. You've heard some great things this
20 morning, and you'll probably here some greater things
21 as you listen to Academic Affairs.

22 The second point is that the Governor, the
23 Legislature, the Board of Governors have collectively
24 set the course for higher education in Florida;
25 therefore, leadership or FAMU in that venture must be

1 inescapably clean, inclusive and cooperative at all
2 levels. You hold the reigns for that through the only
3 employee that you supervise.

4 Thirdly, academic institutions reach prominence
5 spread vision, accepted goals and activities are free
6 of bicker and banter, and all communities within the
7 academy are cooperatively engaged towards the end
8 point. Insist on that. And fourthly, blatant
9 mistakes, lies, manipulation and ambiguities have no
10 place in the quest for quality for FAMU. In fact,
11 they hinder performance. You should not tolerate them
12 at all.

13 And finally, I challenge you to take full charge
14 of your Constitutional responsibilities as the Board
15 members, such that everyone in this academic
16 environment has time to study, time to dream, time to
17 think, time to write, and perform meaningful works
18 without impediments; acts that boredom and bullying
19 have no place at FAMU.

20 I thank you for your time.

21 CHAIRMAN WARREN: Thank you, Dr. Holder.

22 At this point in the agenda, we'll move on to the
23 consent agenda. If there are items on the consent
24 agenda that some members would like to remove for
25 some, particularly to take action on the item or to

1 air it before the Board.

2 TRUSTEE LAWSON: Yes, Chairman Warren, I would
3 like to remove item BF2, as we did not have a quorum
4 for our committee meeting and move it to and make it
5 an action item within the larger financial report,
6 which would be making it item 8B. Right now there's
7 an 8A, and there will be A and B.

8 CHAIRMAN WARREN: Is that, A, as in "alpha," and,
9 B, as in "bravo"?

10 TRUSTEE LAWSON: Yes. BF2, the approval of
11 University's axillary's operating budgets with revenue
12 bonds for the prior year. It is an item that needs to
13 be voted on and the rationale is just due to the way
14 we moved out committee meetings. It was just an item
15 that was not available at the time to be presented, so
16 Mr. Cassidy will be prepared to present it for
17 everybody's understanding and vote. But it is an
18 action item because our committee was not able to vote
19 on it because we didn't have a quorum.

20 CHAIRMAN WARREN: Okay. Are there others?

21 TRUSTEE WOODY: Do you need a second,
22 Mr. Chairman?

23 CHAIRMAN WARREN: We'll take that as a motion
24 from you to remove it?

25 TRUSTEE LAWSON: Yes. I move that we add it as

1 8B; currently there's only an 8A.

2 TRUSTEE WOODY: Second.

3 CHAIRMAN WARREN: Second by Trustee Woody. Are
4 there any questions about the move? All affirm by
5 saying "aye."

6 (All answer in affirmation.)

7 CHAIRMAN WARREN: Are there others that would
8 like to have items to be removed from the consent
9 agenda? If not, I will take a motion to approve the
10 balance of the consent agenda.

11 TRUSTEE CARTER: So moved.

12 TRUSTEE WOODY: Second.

13 CHAIRMAN WARREN: All in favor, signify by saying
14 "aye."

15 (All answer in affirmation.)

16 CHAIRMAN WARREN: So let's go then to the
17 committee reports. The first committee is the Special
18 Committee on Athletics.

19 TRUSTEE LAWSON: Mr. Chair, are you ready?

20 CHAIRMAN WARREN: Trustee Lawson?

21 TRUSTEE LAWSON: Okay. Good morning.

22 Mr. Chair, the agenda for the Special Committee
23 on Athletics included one action item and one
24 informational item.

25 A quorum was not present on the conference call

1 at the posted time for the meeting, and therefore the
2 meeting was cancelled. The action item has been moved
3 to the Board agenda for today's meeting, and to add a
4 little more comment to that, Mr. Cassidy will review
5 the five-year plan for athletics during his update for
6 us to have any additional conversation on.

7 Mr. Chair, that concludes my report for the
8 Special Committee on Athletics.

9 CHAIRMAN WARREN: Thank you, Trustee Lawson.

10 Any questions of Trustee Lawson from the members?

11 If not, we'll move on to the Budget and Finance
12 Committee.

13 Trustee Lawson?

14 TRUSTEE LAWSON: Thank you, Mr. Chair. The
15 Budget and Finance Committee includes one action item.

16 A quorum was not present on the conference line
17 at the posted time for the meeting and therefore the
18 meeting was cancelled. The action item which was
19 planned for the consent at today's Board meeting will
20 become an action item. And again, that is the
21 bond-related issue, and Mr. Cassidy will review that
22 for us, and again, the rationale for it not being
23 reviewed previously was due to the timing change of
24 our meeting. It's a fairly straightforward issue, but
25 Mr. Cassidy will give you all of the ins and outs and

1 entertain any questions that any board member might
2 have. It's an important issue because it affects our
3 bond rating, but it is fairly straightforward so it
4 will be added to the agenda.

5 Mr. Chair, that concludes the report of the
6 Budget and Finance Committee.

7 CHAIRMAN WARREN: Thank you, Trustee Lawson. The
8 Special Committee on Governance.

9 Trustee McCoy?

10 TRUSTEE McCOY: Yes. Good morning. Our board
11 convened, and we had one action item, which was to
12 approve the minutes. Those minutes were moved and
13 seconded. The minutes were approved as presented.

14 We did have one question, which was, how were we
15 as a committee going to move forward. Are we going to
16 be a catch-all for all of the items that may come from
17 various committees or are we a very specific role.
18 And my informal comment was, I don't think any
19 committee should be a catch-all for everything. So
20 most likely, we will try to review our role and
21 mission defined well enough to where we have a very,
22 very clear way forward, and we will continue to do
23 that review and bring our recommendations center to
24 this forum.

25 I will take any questions, if there are any, at

1 this point?

2 CHAIRMAN WARREN: Any questions of Trustee McCoy?

3 I think one starting point, Trustee McCoy, the
4 operating procedures, if you will, for the Board are
5 always in constant review, so you may want to take
6 that up and give it some study with new eyes, if you
7 will. As we went through the transition process, from
8 one chair to the next, what we discovered is we had a
9 hole in it, with respect to the role of the vice-chair
10 and the absence of a chair who has stepped down. The
11 operating procedures did not anticipate the VP or the
12 vice-chair stepping into that role. So there was some
13 ambiguity in it.

14 One activity of your committee might be to start
15 to give attention to those procedures, and then the
16 procedures don't point us in the direction. I don't
17 know if it's the right document for it to be, to point
18 us in a strategic direction in terms of what -- you
19 may give us some thought as to how it was codified in
20 the operating procedures for the Board.

21 So with that mandate as a starting point, I
22 entertain the input of your committee as you come back
23 with recommendations as to how it may be modified to
24 improve the efficiency of the Board.

25 TRUSTEE McCOY: I welcome the guidance as I move

1 into this new role, and certainly we will take that as
2 our kind of counter-vision as to where we need to move
3 forward. So thank you, again, and I welcome the input
4 of any board members, as well, as we formulate our
5 specific roles and responsibilities.

6 So thank you so kindly.

7 CHAIRMAN WARREN: Does anyone have thoughts on
8 this?

9 TRUSTEE LAWSON: Yeah. The only other thought I
10 would have would be to agree with Trustee Warren. We
11 need to look at our bylaws and operating procedures
12 and make sure they're reflective of our current
13 environment. We had the one issue when former
14 Chairman Montgomery resigned that really left us in
15 somewhat of a lurch for a couple of weeks. So we did
16 address that via special meeting, so I would ask that
17 we look at the bylaws.

18 And another thing that I ask is we also make sure
19 that the committee has an eye on, is the shared
20 governance. We have unfortunately had some challenges
21 around shared governance, and I would ask that this
22 committee take that as an action item as well, to
23 ongoing keep the board apprised of best practices, or
24 what our roles should or shouldn't be in the area of
25 shared governance.

1 TRUSTEE McCOY: Again, thank you. Unfortunately,
2 I don't have the benefit of history, so I'm grateful
3 for those comments. At the same time, I assure you
4 that I will delve into this, and I will probably call
5 on many of you for some additional guidance as I try
6 to figure my way forward. This is a new territory for
7 me, very comfortable for many of you, but until I
8 fully understand what I'm doing, I want to make sure I
9 understand what I'm doing. I don't want to come
10 forward with recommendations that are not well thought
11 out or that I have studied adequately, so thank you
12 again for that input.

13 CHAIRMAN WARREN: Trustee Dortch and then Trustee
14 Washington.

15 TRUSTEE DORTCH: As a new trustee, I really hope
16 the Governance Committee will review roles. I've
17 served on numerous boards at universities, as well as
18 private sector, and upon being elected to this board,
19 I have had so many calls -- conference calls and
20 meetings which I think we need to have a clear, I
21 think, balance and understanding between policy of us
22 as policy-makers and operations. I think that
23 operations administration must be held accountable,
24 and there must be a system where we get reports and
25 stay informed. But a lot of the calls I've been on,

1 quite a number of them were more meetings that I
2 thought should have been handled in administration
3 versus me as a new trustee. From me being on, I guess
4 I've been on at least seven or eight calls, including
5 Monday morning -- Tuesday morning, I had this call.

6 So, I think at some point we have got to separate
7 that. You're going to burn out trustees with all of
8 these meetings, one. And I think we need to be clear
9 on whether there's policy-making in our fiduciary
10 responsibility and what is basically more of a
11 responsibility of administration, but have a system so
12 that we stay briefed.

13 For me, more importantly, is that the Chair of
14 the Board become the central focal point on some of
15 those, that by just sending updates makes sense, as
16 opposed to spending all the time which takes away
17 administrators and faculty members on things they
18 could be doing for our great university and helping to
19 put that time in.

20 So I hope that from governance and we as a board,
21 Trustee Board, can find a way to separate that,
22 because again my question is, what is policy and what
23 is operations.

24 TRUSTEE McCOY: Again, if I'm out of line by back
25 and forth with the questions, please correct me since

1 I'm just not familiar with all of the procedures.

2 I'm making an assumption, since I don't have the
3 history. I'm not encumbered by it, but I also don't
4 have the benefit of it. You have had a Governance
5 Committee in the past; are these new issues? Or are
6 these issues that are just being raised?

7 CHAIRMAN WARREN: We'll take Trustee Washington's
8 question or comment, and then I'll come back to your
9 inquiry, and I think we'll be able to wrap it up
10 there.

11 Trustee Washington?

12 TRUSTEE WASHINGTON: Thank you, Chair. I was
13 just going to add that at a prior meeting, we had
14 suggested or discussed actually having special
15 committee charters that outline and give guidance for
16 the roles of each committee. I think that might be a
17 role that maybe the Governance Committee could take up
18 as well.

19 CHAIRMAN WARREN: That's a good segway in to my
20 point. If you go into the operating procedures -- I
21 think it's Section 4.2.7 -- there are some
22 bulletpoints there that attempt to define "charter"
23 for the Governance Committee.

24 In your work in the committee, I think what
25 you'll discover, as Trustee Washington pointed out,

1 there is a necessity for a prescription, a charter for
2 the committees, and that's what I think Trustee Dortch
3 is talking about. And what I mentioned earlier, that
4 if we can structure the operating procedures in such a
5 way that it points us towards policy-making, strategic
6 initiatives as opposed to engaging us operationally.
7 Now, that might be just the fault of staff and our
8 acquiescence to it, if you will, and our willingness
9 to being so engaged at the operational level as
10 opposed to staying focused.

11 But let's have the discussion about this issue
12 and the document itself at the committee level. Let
13 it float forward for our discussion and comment, and I
14 think for the General in charge of it, that we may end
15 up where we need to be in terms of a document. That
16 is a working document that guides all of us in the
17 performance of our work here as trustees.

18 Trustee Lawson, did you have something?

19 TRUSTEE LAWSON: Yeah, I just had one comment for
20 Trustee McCoy. I think being a new trustee to this
21 body, it might be helpful to go through the retreat,
22 Chairman Warren, to gain some additional knowledge
23 base around some of the history and some of the
24 challenges that we've historically had, and a lot of
25 those will be discussed at the retreat, I'm sure. And

1 then, coming out of the retreat, you'll probably be
2 able to form a clearer vision of where you want to go.

3 Now, I think it is a little unfair to double
4 requirements on you today versus having you spend some
5 more time with the body and research some issues we've
6 had historically. But I think broadly speaking, just
7 reviewing the operating procedures is one thing that I
8 would like to see the committee undertake; and the
9 second around governance maybe a little bit more of a
10 mid-term, post-June meeting, and as we get further
11 into the year, to come back and review that particular
12 issue.

13 TRUSTEE McCOY: Thank you.

14 CHAIRMAN WARREN: I bet you're sorry you opened
15 that can of worms.

16 Trustee Grable.

17 TRUSTEE GRABLE: Thank you, Chairman Warren.
18 Were we still making suggestions? I wanted to go back
19 to Trustee Dortch's comments. I think that is
20 extremely apropos when I look back over the time that
21 I've been here on the Board, and I am particularly
22 interested in some of the operating procedures that we
23 have. If I'm not mistaken, 3.5.2 is one that's at the
24 top of my list; that I think really does go to who has
25 purview over operations and then the Board's

1 responsibility in terms of policy. So I would like to
2 definitely hear some comments about that.

3 CHAIRMAN WARREN: Are there others?

4 So if I can put a period on that subject. I
5 spent some time last night talking to Dr. Mangum and
6 Mr. Miller, VP Miller, about the relationship of staff
7 to the board. Now, this is separate and apart from
8 operating procedures issue of the Governance
9 Committee, but since Trustee Dortch brought it up, if
10 you don't mind me dealing with it at this very moment,
11 and that is, to put a staff if you will to do its job
12 and not to invite us into it. What you bring to us
13 under those issues are policy-related matters that
14 require our decision-making, but don't ask us to make
15 operational decisions on your behalf.

16 So where the item, if you will, has a policy
17 component to it, then naturally we should be engaged.
18 What we would hope however, as you deal with the
19 operational matters is that you keep us informed. But
20 the frequency of meetings and telephone calls is
21 largely around a solicitation for response on
22 operational things. So maybe there's a thin line and
23 maybe not. Maybe it's a tall, Chinese wall between
24 the operational and tactical and strategic, because
25 you've got to use your better judgment there to

1 prepare, so we don't experience what Trustee Dortch
2 referred to as "trustee burn-out," just from the
3 frequency.

4 We are all -- as you are -- busy people, so allow
5 us to be busy at the work that we do when we're not
6 here, and we encourage you to be busy at the work that
7 you do when you're here every day. So let's balance
8 this out so that we don't burn out, if you will, from
9 the frequency of -- this is not to encourage you not
10 to talk to us and for us to come to you, but it is to
11 encourage you to think through what it is you want us
12 to get involved in. And what we're saying to you in
13 these sort of anecdotal or emotional comments about it
14 is the level of engagement for the members for the
15 moment is a bit too operational.

16 So with that, can that be a period on this and we
17 drive on? A period with the expectation that you'll
18 take some action to regulate this situation.

19 Okay? Thank you.

20 The next committee is the Special Committee on
21 Presidential Evaluation. Trustee Moore is not here.
22 Is there somebody standing in her stead?

23 TRUSTEE CARTER: Chair, standing in for her.

24 Trustee Carter, if I may?

25 The Special Committee on Presidential Evaluation,

1 the action items were put on the consent agenda, which
2 was approval of the amendment to the Presidential
3 Evaluation timeline, and the amendment to the approval
4 of the 2015-16 Presidential Summary evaluation.

5 The other items were primarily informational.
6 Whole view of committee and its responsibility,
7 overview of the presidential evaluation forum,
8 overview of the monthly report, and so basically,
9 those were the kind of things that happened in
10 committee, and I just wanted to report that on behalf
11 of Chair Moore, and that concludes the reports.

12 CHAIRMAN WARREN: Thank you, Trustee Carter.

13 Any comments or questions of Trustee Carter?
14 We'll move on then to the Academic Affairs Committee.
15 Trustee Carter?

16 TRUSTEE CARTER: Thank you, Mr. Chairman.

17 The action items for the Academic Affairs
18 Committee were all put on the consent agenda. One was
19 the accountability report, second was the tenure upon
20 appointment, and the third was the recommendation for
21 sabbatical and professional development leave. So
22 those are the kind of things that were taken care of.
23 They were put into our consent agenda and have already
24 been approved. And with that, Mr. Chairman, that
25 conclude my report, unless there's any questions.

1 CHAIRMAN WARREN: Any questions of Trustee
2 Carter? Thank you, Trustee Carter.

3 TRUSTEE CARTER: You're welcome.

4 CHAIRMAN WARREN: We'll move on to the Audit and
5 Compliance Report.

6 Trustee Washington.

7 TRUSTEE WASHINGTON: Thank you, Chair.

8 So the Audit Committee had a meeting on February
9 10th. The two action items: One was the
10 investigation report for the Pharmacy Phase II
11 allegations. That was approved on the consent agenda.

12 There were also a number of informational items
13 recording the roles and responsibilities of the audit
14 committee, as well as an update on reports, including
15 P cards, hiring process, procedures for background
16 checks. I will make a note that regarding the audit
17 for renovation and hiring incentive payments,
18 subsequent to the action taken at the October Board
19 meeting, the division and I have been working, or
20 worked, to develop a scope of work and secure outside
21 counsel. Grant Thornton is in the process of wrapping
22 up their investigation.

23 We had intended for them to be present and
24 present the findings at today's meetings, but we have
25 received some new documents as of this week and so

1 Grant Thornton has gone back and will continue to do
2 some due diligence to review those documents and we
3 will go back and record and incorporate the relevant
4 information in to the report and get that to you guys
5 shortly.

6 We also had a meeting on March 3rd. In that
7 meeting, the one action item was already approved on
8 the consent agenda and that was the acceptance of the
9 performance-based funding data integrity audit,
10 required by the Board of Governors as an annual audit.

11 Mr. Chairman, that concludes my report.

12 CHAIRMAN WARREN: Thank you. Any questions of
13 Trustee Washington?

14 TRUSTEE DORTCH: The only question then and that
15 issue will be on the agenda for the Board meeting in
16 June for finalization?

17 TRUSTEE WASHINGTON: For the...

18 TRUSTEE DORTCH: Final report.

19 TRUSTEE WASHINGTON: Yes.

20 CHAIRMAN WARREN: Are we talking about the
21 auditors?

22 TRUSTEE WASHINGTON: The Grant Thornton report?

23 CHAIRMAN WARREN: Yes.

24 TRUSTEE WASHINGTON: Yes.

25 CHAIRMAN WARREN: Okay, thank you.

1 Any other questions? Thank you, Trustee
2 Washington. I will go on to the Direct Support
3 Organizations Committee. Trustee Grable.

4 TRUSTEE GRABLE: Thank you, Mr. Chairman. The
5 DSO Committee has several informational items.

6 Vice-president George Cotton, Senior, provided
7 updates on divisional activities. A snapshot was
8 presented on fundraising. Year-to-date, 4.7 million
9 dollars, up by more than 12 percent over last year.
10 Slightly 600,000 over the same period last year.

11 The average gift increased significantly from
12 \$797 this time, last year, to \$1500 this year, as
13 indicated earlier also by President Mangum.

14 The 2015 calendar year closed with a \$1 million
15 gift from the Hershey Foundation to endow the Cybil
16 Mobley Chair in the School of Business.

17 We are currently in review status of readiness
18 capacity of the silent phase of the FAMU Capitol
19 campaign. The campaign is designed to be a
20 \$100 million comprehensive initiative. Once
21 implemented, the campaign be the largest campaign ever
22 for a public HBCU.

23 Now, we will move on to Alumni Affairs updates.
24 Lieutenant Colonel Gregory Clark has been elected
25 President of the FAMU National Alumni Association.

1 Congratulations, again, Lieutenant Colonel Clark.
2 FAMU's national day of service was held January 15th
3 through the 18th. FAMU day at the Capitol, held
4 February 4th, was a tremendous success. FAMU is proud
5 to host the international-acclaimed Kinsey Collection
6 in the Foster Tanner Fine Arts Gallery through
7 March 25th.

8 FAMU will also host a conversation with alumnus
9 and Microsoft Board Chairman John W. Thompson on
10 February 15th, and that event was attended by several
11 board members and it was an outstanding event. FAMU
12 alumni will host The Hoops -- and this is past. We've
13 already done this but I'm reading the report as given
14 to me.

15 FAMU hosted the Hoops Group Reunion to support
16 women's and men's basketball teams and cheerleaders
17 during the basketball Homecoming weekend, February 18
18 through 21.

19 VP Cotton presented an update on the FAMU
20 Foundation. The FAMU Foundation continues to monitor
21 its endowment progress and continues to work to grow
22 the endowment value. A discussion between VP Cotton,
23 Associate Vice-President Angela Poole, BOT Chairman
24 Cleve Warren, and members of the DSO Committee
25 followed VP Cotton's Foundation investments

1 presentation. Mr. Cotton presented an update on
2 Rattler Boosters. The Rattler Boosters began their
3 annual membership drive with the traditional "Early
4 Bird Special" to encourage members to join the
5 National Alumni Association and support FAMU.

6 The Boosters, FAMU Foundation, and the Athletics
7 Director are engaged in conversation.

8 Mr. Chairman, this concludes the report of the
9 DSO Committee.

10 CHAIRMAN WARREN: Thank you, Trustee Grable. Any
11 questions of Trustee Grable?

12 TRUSTEE CARTER: Are there any action items?

13 TRUSTEE GRABLE: No action items.

14 TRUSTEE CARTER: Thank you, Mr. Chairman.

15 CHAIRMAN WARREN: Before we move on to Facilities
16 Committee, Mr. Clark, from one Army guy to another, I
17 would just say "hoorah." Welcome aboard.

18 TRUSTEE CARTER: Thank you, sir. I appreciate
19 it.

20 CHAIRMAN WARREN: And with that interchange of
21 Army play, we will move on to the Facilities Planning
22 Committee.

23 Trustee Moore; is someone standing in?

24 TRUSTEE LAWSON: I'm standing in for Trustee
25 Moore.

1 Mr. Chair, the report of the Facilities Planning
2 Committee included one action item.

3 The approval of the December 10th, 2015, meeting
4 minutes and three informational items. The Facilities
5 Planning Committee heard a presentation from Associate
6 Vice-President Facilities Planning construction safety
7 concerning the following informational items.

8 The DOE Capital Financing primary application,
9 recognized in the prominent roles of Historically
10 Black Colleges and Universities and American history.
11 The US Department of Education Capital Financing
12 Program addressed a widespread need of HBCUs for
13 capital improvements and the general lack of access to
14 traditional funding sources. The primary application
15 for consideration in the Capital Financing Program was
16 submitted by CFO Cassidy on January 20, 2016. It
17 included a request to borrow 46.2 million for
18 refinancing of existing debt. In addition to bond
19 refinancing, the application also included a request
20 to borrow funds totaling \$20.3 million to create a
21 21st Century campus living-learning communities and
22 address the following: Refurbish existent student
23 laboratory space, create labs to support advanced
24 scientific research and interdisciplinary research,
25 multidisciplinary health sciences, simulation outreach

1 center and health mall.

2 Approval of the FAMU Facilities and Planning
3 Committee, FAMU Board of Trustees, and the Board of
4 Governors will be sought before the University incurs
5 any debt for refinancing or funding capital outlay
6 projects.

7 And update on the public-private partnerships,
8 P3, that a lot of people have been interested in.

9 And update on requests for qualifications, RFQ,
10 qualifications phase was shared with the committee.
11 Qualifications were received from 13 firms expressing
12 their interest in one or all of the phases of the
13 project.

14 12 of these 13 firms were short listed and
15 notified on January 21, 2016. The look ahead
16 scheduled for all P3 project timelines in this area of
17 approval milestones were discussed. P3 update will
18 continue being a standing item for the Facilities
19 Planning Committee, and will be brought again to the
20 full Board for approval, prior to closing and signing
21 of the contracts.

22 Number 3. Continuing Services Agreement. The
23 Facilities Planning Committee was also updated on the
24 selection of three companies for each category --
25 architects, civil engineering, and construction

1 management -- to provide services for the University.

2 Mr. Chair, this concludes the report of the
3 Facilities Planning Committee. I will entertain any
4 questions if there are any.

5 CHAIRMAN WARREN: Thank you. Trustee Lawson.
6 Are there any questions of Trustee Lawson?

7 Trustee Graham?

8 TRUSTEE GRAHAM: Thank you, Mr. Chair.

9 Trustee Lawson, I don't know if you can answer
10 this or not for me, but -- or to the Associate Vice-
11 President for Facilities Planning -- my question is,
12 why did we almost lose \$2.3 million in CITF funds
13 earlier last month?

14 TRUSTEE LAWSON: Is he here? Sir, would you mind
15 approaching the podium? Thank you.

16 Excuse me, sir. Just for all of our benefit, can
17 you explain exactly what those funds are?

18 MR. KAPILESHWARI: This is the student funding,
19 CITF funding which we did receive. And earlier this
20 month, we heard that there is a possibility of some of
21 those funds, as Trustee Graham mentioned, to be at the
22 risk of diversion.

23 So we basically work with Vice-President from our
24 Student Affairs and Ms. Graham to come up with a plan
25 of how are we going to use it, if that were ever to

1 have to happen. But right now, the funds are safe.
2 We have heard from the Board of Governors that there
3 won't be any diversion, so we are still not taking it
4 any slower. We have assigned a project manager to
5 work with the Student Government, to address some of
6 the pressing needs in what we have so we can continue
7 issuing the contracts and the appeals for those
8 projects.

9 TRUSTEE GRAHAM: Okay. I am aware of the
10 situation. I was wondering what happened on the admin
11 side, or what put us in this position, because as we
12 all know, I also serve on the Board of Governors, and
13 during my briefing back in November, the BOG staff
14 notified me that our stuff hadn't been processed and
15 that we were going to run the risk of approaching
16 February and it may be running into a reversion from
17 the Legislature downtown.

18 So I then brought those concerns to
19 administration, Dr. Hudson's staff, and I met with
20 some Facilities Planning staff, and we turned in a
21 proposal, which was submitted during my first term,
22 but only to get an e-mail saying that we were in
23 jeopardy of losing these funds.

24 And I understand things were done to rectify the
25 matter at the last minute, but seeing where FAMU is

1 and the relationship that our institution has with our
2 governing body right now, with the Board of Governors,
3 we shouldn't have to use "buddy passes" like this,
4 because I know it took extra work from VP Moore's
5 office, Dr. Hudson, as well as our lobbying and
6 governmental relations staff, to get this
7 accomplished, and it just kind of looks silly on our
8 part, and I wouldn't want the fees that my students
9 pay to go to waste. That's \$2.3 million that could be
10 easily lost, just like that, if it could have been a
11 proactive situation and handled in advance. That's all
12 I'm saying. So I just wanted to know, what, you know,
13 what were the issues; where was the ball dropped to
14 eliminate this from happening in the future.

15 MR. KAPILESHWARI: He is our executive director
16 and he is basically our business (unintelligible) so
17 he wants to add some comments.

18 UNIDENTIFIED SPEAKER: In addition to what
19 Mr. Kapileshwari mentioned, that we are working on it,
20 and we are working with the Student Government
21 regularly and keeping them updated on the projects.

22 The notice to divert these funds have never been
23 diverted before. They have been there from 2012 and
24 always they had some funds that were given each year,
25 and there was never reverting done prior to this.

1 But this, there was some thought in the
2 Legislature that was happening that they could be
3 diverted by the state, and. We would have about
4 \$95 million statewide across all of the universities,
5 so we got a heads up from the BOG saying there is a
6 possibility of reverging. Now, that did not go
7 through the Legislature as a diversion, but since we
8 heard about it, we wanted to make sure that we do not
9 leave anything that was already in the works or the
10 paperwork being processed; that we communicate to the
11 BOG and the State.

12 So when we got -- when we received all of the
13 documents, we actually sent it to BOG saying that, we
14 already have a plan, this is what we're working on,
15 the multiple projects we're working on. With the
16 student government we had approximate 1.4 million
17 dollars worth of projects already identified, and the
18 paperwork was moving forward. But it was just a
19 sudden thing, it was just an e-mail was nothing like
20 official documents saying -- but are requested by the
21 state for diversion. It was something some one told
22 us and everybody just panicked, right at the BOT level
23 as well. So that was a discussion. We tried to do
24 our best to make sure we don't lose the funds, but to
25 let them know what we had been working over the years

1 and what plan we had with the funds.

2 CHAIRMAN WARREN: Thank you.

3 TRUSTEE GRAHAM: This is my last comment about,
4 as I said a few minutes ago, they gave that
5 notification back in November, or the last weekend in
6 October before the November BOG meeting, and I came
7 back and our administration was notified.

8 But, okay, duly noted.

9 CHAIRMAN WARREN: Trustee Carter?

10 TRUSTEE CARTER: Mr. Chairman, let me just ask
11 you guys this. Lesson learned. How do we make sure
12 this doesn't happen again? Because, really, we, you
13 know, there's enough happening externally. We don't
14 need to do anything internally to shoot ourselves in
15 the foot. So what are our lessons learned going
16 forward so this doesn't happen again?

17 MR. KAPILESHWARI: Absolutely, and that's a great
18 question, and that's exactly what I was working with
19 our team as well; that we heard this morning from the
20 SACS and lack of funding and things like that, and
21 what we have, the little bit, we do not want to lose
22 that. Absolutely not. And especially in the
23 facilities world. We have a significant amount of
24 deferred maintenance across the campus that we don't
25 want to lose any from.

1 But the lesson learned is that we have to
2 continue the dialogue with the respective team, and
3 again, in this case, it was student government but
4 that will be the proof or even other source of
5 funding, like the funding for our DRS school, so we
6 have a plan, a prioritized list of projects, which has
7 already been with (unintelligible) those particular
8 division heads and facilities teams, so that when the
9 funds become available, we have the commitment and the
10 plan for encumbering those funds and moving forward
11 with those projects.

12 TRUSTEE CARTER: Mr. Chairman, three years ago I
13 was on the Board of Governors, and we dealt with a
14 similar issue where the Legislature swept the funds,
15 and so I'm always sensitive about that because the
16 Legislature gives and the Legislature takes away. So
17 if you have got resources that are specifically
18 designated to this University for a purpose, we need
19 to move with all deliberate speed, because if you
20 don't, the next budget cycle, it gets swept and then
21 we're even further behind. So that concerns me. We
22 should not let that happen again.

23 CHAIRMAN WARREN: Trustee Dortch wants to
24 comment.

25 TRUSTEE DORTCH: Chairman Warren, I concur. I

1 first want to, on the record, commend Trustee Graham
2 for being persistent and staying on top of it in her
3 leadership and helping our institution do what needs
4 to be done. But I would request that through the
5 appropriate departments from the President to you,
6 that a written plan of action on how this will be
7 avoided and what corrective actions have been taken so
8 we don't get to this point again, and if you can share
9 that to the Board. I think that ought to be a matter
10 of us getting in writing and not promises verbally on
11 what's been done and what's the plan going forward in
12 the future.

13 CHAIRMAN WARREN: A reasonable request, Trustee
14 Dortch. You have articulated what actions you plan to
15 take, but codifying that would be a benefit to us, so
16 we will look forward to receiving that from you.

17 Trustee Lawson?

18 TRUSTEE LAWSON: As the acting chair to-date in
19 place of Trustee Moore, Trustee Dortch really said
20 what I was going to say, because it's obvious to me
21 Trustee Graham is not comfortable with the timeline
22 that transpired, based on her comments. So I think
23 having it documented through the President for our
24 review -- and probably not so much for our review but
25 knowing that it's there and she's approved it. We

1 don't want to get into the micro-management of it but
2 I do think we need to have a sense of comfort that we
3 won't have ongoing issues like this.

4 MR. KAPILESHWARI: And that's fine, yes.

5 TRUSTEE LAWSON: Thank you.

6 Mr. Chair, unless there are any other questions,
7 that concludes the Facilities Committee report. I'll
8 look around to see. If there aren't any questions
9 that concludes the report.

10 CHAIRMAN WARREN: Thank you very much, Trustee
11 Lawson. We'll take the Student Affairs Committee
12 next, and after that committee we'll after that break
13 for lunch, that reminds you of the time frame. We
14 have a lot to do after lunch, so we will break for
15 lunch. And depending on Student Affairs Committee, we
16 will not do lunch for more than an hour.

17 TRUSTEE WASHINGTON: So I've been told by
18 multiple people that I'm the only thing that stands
19 between us and lunch, so I will make haste with my
20 report.

21 The Student Affairs Committee only had one action
22 item and that was approval of the minutes.

23 There were a number of informational items
24 presented by VP Hudson. There has been a 50 percent
25 increase in our summer applications and our fall

1 applications have remained steady compared to last
2 year. Our preliminary average GPA and test scores for
3 fall of 2016 cohort are 3.65, with a 1553 SAT and 23
4 ACT, which are both improvements over last year.

5 Students offered scholarships are submitting
6 their acceptance letter and official notices of
7 acceptance have been provided to students meeting the
8 final tier of admission criteria. Application reviews
9 for students in the summer access and community
10 program have already begun, and this process will be
11 completed and the students notified by March 30th.

12 Financial aid update we have awarded 10,394
13 students with financial award this year, and we have
14 awarded approximately, almost 22 million in Pell
15 Grants and 53-and-a-half million in student loans.

16 At the meeting, Trustee Carter asked what was the
17 percentage of students either on Pell and/or loans.
18 VP Hudson provided that information as well as
19 information regarding reasons for why students are
20 maybe not returning. The Student Affairs Office had
21 done a survey last summer where they called a number
22 of students who had registered -- who were registered
23 in the spring but had not yet registered in the fall
24 to find out if they were intending to reregister and
25 what those reasons were, and that information was

1 provided subsequently.

2 As far as student life and student government
3 updates, the spring 2016 election schedule concluded
4 and the new executive branch of student government
5 will take office at the end of spring term. There was
6 also anti-hazing and (unintelligible) update. VP
7 Hudson asked Mr. Brian Smith to provide a report.

8 3,331 students have enrolled in the SUS-mandated
9 Online Hazing Prevention course, which is the largest
10 percentage of students in the SUS.

11 And that concludes my report.

12 CHAIRMAN WARREN: Thank you, Trustee Washington.

13 Any questions of Trustee Washington? Trustee
14 Graham?

15 TRUSTEE GRAHAM: Thank you, Mr. Chair.

16 Madam Chair, can you provide an update on the
17 status of our Career Center?

18 TRUSTEE WASHINGTON: Maybe VP Hudson can do so.

19 CHAIRMAN WARREN: VP Hudson.

20 TRUSTEE GRAHAM: The status of our Career Center.
21 I'm asking because the Board of Governor's
22 communication office provides press releases for
23 everything on a weekly basis going on at the different
24 institutions within the system.

25 On February 18th, we got an article from one of

1 our sister institutions, FIU, as they plan to expand
2 their Career Services Office and focus on student
3 recruitment, retention and graduation rate. And the
4 article -- I only have one copy, but I don't mind
5 sharing it with the rest of the Board members. The
6 article basically is saying how they're investing and
7 putting money into their Career Center to provide a
8 better outcomes for their students, and in turn, this
9 raises their performance funding score within the
10 State University System.

11 So I just wanted to know where we stood with ours
12 and what could be done to ensure that my constituents
13 get the same opportunities that the other schools in
14 the system do.

15 DR. HUDSON: Good morning, Mr. Chair, and Board
16 members, and great question, Trustee Graham.

17 We are making some adjustments to the Career
18 Center. I actually had a budget meeting yesterday in
19 which we are requesting and proposing some additional
20 funding for the Career Center. We have had some
21 turn-over. We are improving. We have surveyed many
22 of the companies throughout the Unites States, who
23 does business with FAMU, but we also recruit our
24 students for employment to get their input.

25 So we're in the process of discovery and getting

1 information on how we can improve our Career Centers.
2 But as you stated, there is funding that's need to
3 improve their process and prepare our students for the
4 work force.

5 TRUSTEE GRAHAM: Well, I just ask -- my time is
6 winding down. I think I have 49 days left and y'all
7 ain't got to deal with me anymore, but I just ask that
8 as a Board, moving forward, I know there have been
9 departmental cuts. But I just ask this is something
10 that we invest in for the future of our students. And
11 I think the number was 4.8 million, roughly, that FIU
12 put in to theirs. I know we can't do that
13 financially, but I ask when these decisions are being
14 made in the future, that you-all take the risk and
15 opportunity to invest in something that can directly
16 impact the success of our students in life after FAMU.

17 I know a lot of the schools have been revamping
18 their Career Centers and enhancing them, and this is
19 something we could definitely use at this time. So I
20 ask that you all, you know, make the commitment and
21 investment to make sure that we put funds into this
22 get a direct output.

23 And job well done. I know AVP Alexander hosted a
24 health care career fair a couple of weeks ago here in
25 the Grand Ballroom, and that was successful, so I just

1 ask we keep making these opportunities and strides and
2 to put funding into things that directly impact the
3 student body and their success.

4 Thank you, VP Hudson.

5 DR. HUDSON: And I'll take half of that 4.8
6 million. Thank you.

7 TRUSTEE GRABLE: Mr. Chairman, question for vice-
8 President Hudson. I'm just curious. I know you said
9 there's been some turn-over, and you are taking a look
10 at, I guess, what direction the University wants to go
11 in.

12 I just want to make sure we do have an
13 appropriate variety of constituency involved in
14 providing input.

15 DR. HUDSON: Well, as you know, we always consult
16 with faculty before we make any decisions. We have
17 faculty input, and thank you for allowing me to attend
18 the Executive Committee for the Senate, and the Senate
19 meeting which I didn't get to present in.

20 TRUSTEE GRABLE: I look forward to seeing you
21 there. Thank you.

22 TRUSTEE WASHINGTON: Thank you, VP Hudson.

23 TRUSTEE CARTER: Mr. Chairman?

24 CHAIRMAN WARREN: Trustee Carter?

25 TRUSTEE CARTER: VP Hudson, I think I'm -- and

1 I'm not speaking for Trustee Graham, but I think the
2 question was, well, we got a program but how robust is
3 it and what do we need to do to improve on it.

4 DR. HUDSON: It is not robust enough, to be
5 honest with you. Having a career background, there
6 are a lot of items we need to improve upon to make
7 sure our students have the opportunities.

8 We talked about a lot of the things our students
9 are doing and a lot of the success that we have, but
10 we're willing to increase. We have to be able to
11 compete with other institutions and their career
12 centers and what they're doing.

13 And the Career Center isn't just for seniors
14 getting jobs. You have to start with the students
15 coming in and making sure they have a correct major
16 first and then guiding them through the process of
17 being able to do interviews. And I use SBI for an
18 example. They have a first-year class that prepares
19 students for the rest of their time at the University
20 and we communicate directly with the Deans -- the
21 Deans of each college and school to talk about what
22 are their needs.

23 Just like the health fair, we want to host those
24 types of fairs on campus for the business community in
25 Tallahassee, as well as state-wide, as well as

1 nationally, and I think we can do that with the
2 correct support. So we do need to be more robust and
3 include technology but also include other activities
4 to help students prepare for the work force globally.

5 TRUSTEE CARTER: Mr. Chairman, I was asking that
6 question, because I think by doing so, one, it's going
7 to enhance -- like Dr. Mangum says about "first in
8 class," it's going to enhance our brand, but more
9 fundamentally -- I say "kids," because as the kids in
10 Sunday School tell me, I was around Moses, so I'm a
11 little bit older -- when the student comes here --
12 this is my own personal opinion -- we have a moral
13 obligation to insure first of all that they graduate.
14 Secondly, we have a moral obligation to insure that
15 they can get a job so they can pay off their student
16 loan and they can become responsible citizens in this
17 is society.

18 So we really do need -- this should be an adjunct
19 kind of activity. This should be part of the
20 forefront of us improving our performance matrix. And
21 full disclosure, I do have a child in the SBI. I did
22 want to say that. Thank you.

23 DR. HUDSON: I wanted to add one thing, too. We
24 also have a component of fundraising in there. We
25 work directly with the Foundation, so that's another

1 aspect; having companies come into our campus,
2 recruiting students, but also having companies invest
3 in the University and providing funds to help our
4 students through the Foundation. So that's the other
5 aspect we're also adding to make it more robust as
6 well, and I've had some conversations with board
7 members about it as well.

8 CHAIRMAN WARREN: Trustee Lawson?

9 TRUSTEE LAWSON: I have a request that's probably
10 a little off from what we've been discussing, and I
11 would ask for the President and Board Chair to
12 consider, because I think it falls under this
13 committee, and that is, our team has done I think a
14 really, really good job of addressing the whole issue
15 around hazing. I think it's Brian, and the leadership
16 he's provided. So what I don't want to lose is
17 elevating those discussions to the board level. You
18 know, he's periodically given us an update on things
19 that have happened -- not the gory details of what the
20 complaints were, but the number of complaints and how
21 they're going dealt with.

22 So, because we don't have -- we have not had a
23 great history in that area, and that's why we brought
24 him in but he's done some good work since then and
25 we've not had any major issues since then. But I

1 don't want to lose that. I don't want to lose the
2 level of importance we have placed on that issue. And
3 so Dr. Mangum and Chair Warren, I would ask that we
4 give him a minute or two to give us a quick update.

5 I think he's done great work, but I don't want
6 to, just like everything, have that work float down in
7 priorities as other things come up. We do have a lot
8 of priorities but I do still think that should be on
9 of our major priorities.

10 CHAIRMAN WARREN: Thank you, Trustee Lawson.
11 Brian, you're in the room, right?

12 MR. SMITH: Yes.

13 CHAIRMAN WARREN: At the bottom of the agenda is
14 some chair time. I'll share it to you, okay? So you
15 be prepare to bring us up to speed on where you are
16 and what you're doing.

17 Thank you VP Hudson.

18 VP Hudson, before you leave the podium -- now I'm
19 in the way of lunch, right?

20 DR. HUDSON: I think you guys are throwing this
21 because you know my boot is off my foot now.

22 CHAIRMAN WARREN: Yeah.

23 Well, having heard the sentiments of members on
24 the subject of student placement in particular, I
25 think it's important you answered the question of

1 Trustee Carter about the robustness of your
2 implementation strategies to date with the placement.

3 So I think it's incumbent upon you and your
4 staff, as you think about how to make it robust, that
5 if we reflect in the strategic plan, the plan has a
6 subset to it and implementation strategies -- and
7 maybe the two of you will be sharing those duties and
8 responsibilities, but I guess the point I'm making is,
9 don't allow us, if you will, to design for you but to
10 express our desire for it to be one that is in fact
11 robust.

12 So when you bring the plan back and you get to
13 that segment that you articulate is an appropriate
14 implementation strategies, we will comment on that.
15 You can leave the room, if you will, and come back
16 with a codified plan that's as robust as it needs to
17 be for us to achieve the objectives that we want to
18 achieve for our students.

19 DR. HUDSON: Will do. And we're also looking at
20 other institutions as well.

21 CHAIRMAN WARREN: Provost David?

22 PROVOST DAVID: I'm sorry.

23 So, I thank you all for passing the
24 accountability report without me standing up and
25 talking about performance funding matrix, but I did

1 want to say that our employment statistic is one of
2 the areas where we are performing and are in the
3 excellence band. We always want to do better, we're
4 always trying to invest, but I didn't want the
5 conversation to suggest that we are not doing well for
6 our students.

7 We accepted the Governor's challenge to try and
8 improve even further. We are always looking for
9 resources. We are exploring the possible opportunity
10 for grants to help us make sure that our career
11 programming, and this is a joint partnership with my
12 office, members of my staff and members of VP Hudson's
13 staff. We're exploring a grant opportunity where we
14 would be able to really hone in on how we can relate
15 the curriculum, student experience and everything to
16 career pathways. It's called the Career Pathways
17 Initiative from the United Negro College Fund in
18 partnership with the Lilly Company.

19 So we're always looking for way to improve and
20 invest, but I didn't want the suggestions to be that
21 we're not doing well by our students. We want to do
22 better for our students, but right now that actually
23 is one of our performance metrics that we're really
24 doing well at, which is a testament for our faculty
25 and the students and the talent they have.

1 CHAIRMAN WARREN: Thank you for adding that. I
2 think the chicken is about to get dry.

3 TRUSTEE GRAHAM: Can I just say one more comment?

4 Thank you, Provost David, and Dr. Hudson for your
5 feedback. And that's great, but I just also ask that
6 it's quite evident it's not as robust as it should be.
7 I just ask that -- there is a lack of resources --
8 when Dr. Hudson and the Provost and their team gets
9 this plan, that whoever needs to approve it or write
10 the check, that the funding is supported, because
11 before we can get resources from elsewhere and grants
12 and all of this other stuff, sometimes we have to
13 invest in ourselves. And this being good on the
14 performance based matrix is well, but there's always
15 room for improvement, and I would love to see our
16 students get the opportunity and rise to the top, like
17 some of our sister institutions.

18 Thank you.

19 CHAIRMAN WARREN: Thank you, Trustee Graham.

20 Any others? We will take a little break for
21 lunch, and we will reconvene at 1300, 1:00, so we'll
22 see you after lunch.

23 (Lunch recess taken.)

24 (Thereupon, Volume I was continued to Volume II
25 without omission.)

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CERTIFICATE OF REPORTER

STATE OF FLORIDA)
COUNTY OF LEON)

I, Yvonne LaFlamme, Florida Professional Reporter
and Notary Public, certify that I was authorized to and
did stenographically report the foregoing proceeding; and
that the transcript is a true and complete record of my
stenographic notes.

I further certify that I am not a relative,
employee, attorney, or counsel of any of the parties, nor
am I a relative or employee of any of the parties'
attorney or counsel connected with the action, nor am I
financially interested in the outcome of this case.

Dated this 27th day of MARCH 2016.

Yvonne LaFlamme, FPR
Court Reporter
Notary Public
State of Florida at Large

