FLORIDA A & M UNIVERSITY
BOARD OF TRUSTEES

IN RE: BOARD MEETING

TRUSTEE MEMBERS:
KELVIN LAWSON, CHAIR
BETTYE GRABLE
DAVE LAWRENCE
MATTHEW CARTER
THOMAS DORTCH
HAROLD MILLS
KIMBERLY MOORE
BELVIN PERRY, JR.
CRAIG REED
NICOLE WASHINGTON
ROBERT WOODY
JAYLEN SMITH

DATE: FRIDAY, JUNE 10, 2016

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

LOCATION: GRAND BALLROOM
FAMU CAMPUS
TALLAHASSEE, FLORIDA

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

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

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

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

TRUSTEE LAWRENCE: So move.

TRUSTEE MOORE: Second.
TRUSTEE GABLE: Second.

CHAIRMAN LAWSON: Moved and properly seconded.

Are there any questions?

(NEGATIVE INDICATIONS).

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

(AFFIRMATIVE INDICATIONS).

CHAIRMAN LAWSON: All right. The motion carries.

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

ASSOCIATE VICE PRESIDENT POOLE: Yes.

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

ASSOCIATE VICE PRESIDENT POOLE: Very quickly, thank you.

I just want to give you some background. In December of 2015, the Budget and Finance Committee approved a $2 million request from the Business and Auxiliary Services Department for dining room renovations. That included upgraded equipment, prep space, additional seating, and office space for that team.
Subsequent to that meeting, although the committee approved the $2 million request, it did not make it to the Board for full approval. Subsequent to that meeting, the team went out, got bids, found out that there were some changes in scope and value engineered the project and actually reduced the cost down; so the request is actually $1.3 million, not $2 million.

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

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

So we only need $1.3 million not the original
$2 million request, and that's what we're asking for today.

TRUSTEE LAWRENCE: So moved.

TRUSTEE PERRY: Second.

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

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

(NEGATIVE INDICATIONS).

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

(AFFIRMATIVE INDICATIONS).

CHAIRMAN LAWSON: The motion carries.

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

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

TRUSTEE MOORE: Motion to approve.
TRUSTEE WOODY: Second.

TRUSTEE GRABLE: Second.

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

TRUSTEE WOODY: Yeah.

TRUSTEE WASHINGTON: So Chair, really a quick thing.

CHAIRMAN LAWSON: There are questions, okay.

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

CHAIRMAN LAWSON: Okay. I'll address that from the standpoint of -- and then I'll get to Trustee Lawrence. One of the items even coming out of the session this morning was just a more detailed look at the budget, and I think that one
of the things that had been asked of me by another trustee as well is even detailing out the trustee expense line to see what's in that. So that will be --

TRUSTEE WASHINGTON: That's true.

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

Thank you, Trustee Washington.

Trustee Lawrence.

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

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

TRUSTEE LAWRENCE: Oh, okay.

CHAIRMAN LAWSON: Are there any other questions?

Yes, sir.

TRUSTEE MILLS: And does the Office of
Communications have its own communications? Does the University have another communications company separate?

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

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

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

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

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

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

So that's the answer to that question.

TRUSTEE MILLS: Okay. Thank you. And I just -- it seemed -- I wanted to make sure it
wasn't duplicated, but I also want to make sure we're not setting up a structure that's, you know, not aligned with, you know, the enterprise itself; that it, you know, should be one kind of messaging center because you can set up a structural antagonism. You know, it just feels different and unusual that there will be separate kind of scenarios, messages particularly since we have so many issues with press management, media management anyway.

CHAIRMAN LAWSON: Okay.

UNIDENTIFIED TRUSTEE: Well stated.

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

CHAIRMAN LAWSON: Please.

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

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

My understanding is this firm was retained prior to my coming on board, and there was just that antagonistic relationship between the office
and this firm before. I have some issue trying to move forward because I'm not really sure what they are doing that the Office of Communications is not doing, first of all.

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

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

Additional comments by Trustee Moore and then Trustee Washington.

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

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

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

CHAIRMAN LAWSON: Thank you.

TRUSTEE WASHINGTON: Mr. Chair, so just to add, it sounds like we need a communications plan more broadly, and who channels what information to whom and how the communications flow in general. I will say that during the audit dissemination I worked very closely with Elise, she was very
responsive, we got a number of things done, you know, it can happen.

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

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

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

ASSOCIATE VICE PRESIDENT DURHAM: Okay. Sure.

TRUSTEE GRABLE: Mr. Chairman, yes. I think I'm almost hearing two different messages: That you are suggesting, Ms. Durham, that we need a global firm, on retainer is what I think you probably were suggesting; but then again, you don't feel we need Brock Communications. So I think that
there seems to be some -- I'm a little confused, so I think I would certainly concur with Trustee Moore -- or Vice Chair Moore, and maybe this is something we can discuss later because time is of the essence and we still do have other issues on the agenda for today.

CHAIRMAN LAWSON: Thank you, Trustee Grable.

Trustee Lawrence.

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

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

So I think we need to get our act together on this, and it does -- it certainly builds out of the strategic plan. It all ought to be fully correlated, coordinated with the office. I think these folks are pretty good myself, that's my own impression. I just want, for one Board member,
very timely information that I don't need to find
on Facebook.

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

(NO RESPONSE).

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

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

Yes, Trustee Lawrence.
TRUSTEE LAWRENCE: I'd vote easily in the affirmative on the basis that there is subsequently a full reconnoitering coincident with the strategy --

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

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

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

TRUSTEE REED: Okay.

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

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

CHAIRMAN MONTGOMERY: Only within the scope of services.

TRUSTEE REED: Only within the scope of services.
CHAIRMAN LAWSON: Yep.

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

TRUSTEE MILLS: Call the question.

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

TRUSTEE MILLS: Yes.

CHAIRMAN LAWSON: All those opposed.

TRUSTEE MILLS: Aye.

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

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

It had historically been our position -- or at least my position -- that we were not yet prepared to have a discussion because I felt we needed more
data around the second year's performance review. I felt like two years of documented data would put us all in a better place; however, at this point we have not reached an agreement on that particular discussion point; therefore, we do need to take up a discussion of the President's contract. And so consequently now I will -- with that being said, I'll push it to the body for feedback or comment.

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

CHAIRMAN LAWSON: Is that your motion, Trustee Woody?

TRUSTEE WOODY: That's my motion.

TRUSTEE GRABLE: Second.

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

(NO RESPONSE).

CHAIRMAN LAWSON: Seeing as there are no questions, all those in favor.
(AFFIRMATIVE INDICATIONS).

CHAIRMAN LAWSON: Motion carries.

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

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

(NO RESPONSE).

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

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

And as you guys all know, we've had a very
robust discussion around what should the size of this institution be, consequently how many resources do you need to drive that engine, and how do you go about getting those resources. I think that's kind of the overarching, you know, challenge that we all individually have in our heads that we want to sort through during this discussion.

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

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

I work with about 420 public college and university presidents in terms of their federal and public advocacy work on The Hill and also at the White House, and I'm also responsible for their professional development.
So that's all I'll say about what I do in DC. When I'm talking to students, I usually text message them I'm the Pell lady, so I am happy that the Senate has moved year-round Pell forward; so we hope by next summer students will be able to access that Pell. But it still has to go through the full Senate, and the House also has to put together a bill that coincides with that.

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

Well, if you all can see it, I'm going to move forward to the next slide, and in the next slide it kind of gives us an overview of what the -- why we think strategic planning is important. All of you are familiar with either doing business plans or
strategic plans for all of your organizations, and so you know that a strategic plan helps you to create a formalized road map. It's kind of a compass, it sets direction for the institution. It's not set in concrete or stone and it's usually a living document.

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

So those are some of the backdrop rules to how colleges and universities set their strategic plan. The next slide we're talking about the process, so I just want to do a little bit on that. And the big questions for the Board about this should be: Where are we? What do we have to work with? Where do we want to be? How do we get there, and how will we know when we get there? So we should be able to find the answers to all of those questions in that document that you have a draft of.
FAMU is trying to create a 21st road map for the institution, but the most important thing it has to do with this strategic plan is to maintain its institutional and its specialized accreditation. And so if we can have the slides on accreditation, I'll just quickly flip through those.

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

Your specialized accrediting bodies in the next slide also will have to ensure that an institution-wide accreditation strategic plan is in place. Right now you have 51 programs that are accredited within the University; 35 of them are at bachelor's level; 11 at master's; and you have 5 at the doctoral level. So when those accrediting bodies visit the campus, they also will want to
take a look at the institution's strategic plan and
to see where their programs fit within your overall
framework for supporting your students.

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

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

So the key components of a strategic plan for
higher education are: Mission, vision, core
values, your goals and objectives -- or in this
case, we're calling them destinations -- and of course your metrics. And this group has done an amazing job in making sure all of those components are in place. Most colleges and universities have a difficult time finding and figuring out how to bring the metrics in place and how to report them out. But this draft of this document shows that this institution understands what metrics are, and they know how to tie them back to the goals and mission.

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

TRUSTEE MOORE: Guys, it's -- Trustees, it's Page 7 of our FAMU Forward book or Forever Forward, so that you can see it better, Page 7.
DOCTOR HOWARD: Thank you. Mr. Chairman?

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

DOCTOR HOWARD: Sure.

CHAIRMAN LAWSON: Okay.

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

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

DOCTOR HOWARD: Okay.
TRUSTEE MILLS: Say the last part of your comment, Trustee Moore.

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

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

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

DOCTOR HOWARD: This one is from 2009.

TRUSTEE DORTCH: This is 2009, current mission?

PROVOST DAVID: This one was adopted in 2009.

CHAIRMAN LAWSON: We don't have --

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

TRUSTEE DORTCH: Okay.

DOCTOR HOWARD: May I --
TRUSTEE MILLS: Core values inside the book?

PRESIDENT MANGUM: Uh-huh.

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

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

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

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

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

PRESIDENT MANGUM: Secede from the 1890s.

DOCTOR HOWARD: -- dismissed from those --

TRUSTEE MOORE: No, I don't think anybody is wanting to change that.
TRUSTEE DORTCH: We should never even --

DOCTOR HOWARD: -- special and important
designations.

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

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

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

DOCTOR HOWARD: Sure.

TRUSTEE MCCOY: Compared to other mission
statements that you have seen, is this mission
statement in terms of detailed length, composition
in line with other universities? In my experience,
mission statements are generally much shorter, more
succinct, you can almost repeat it. You can, you
can -- I would have a hard time at this age in my
life remembering this and reciting it; I'd have to find it and read it. So can you give me some -- give us some feedback on that?

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

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

CHAIRMAN LAWSON: Just a question, I just want to kind of get back on -- not back on track, but just kind of understand where we're going. I guess maybe the first thing I would do is ask the President, because she's been really close to this, and her Leadership Team: Do you all see any opportunities to make changes? Because I mean I
think the last time we had this discussion, everybody felt good, even when we took this to the Board of Governors, we all felt good about where we were, you know, from a mission and vision statement. So that would be one question.

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

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

CHAIRMAN LAWSON: Okay.

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

CHAIRMAN LAWSON: You are very comfortable with ours?

DOCTOR HOWARD: Yes.

CHAIRMAN LAWSON: And I would then ask the President -- because I know we talked about this once at the -- we were doing the work plan I believe, and we said that we were very comfortable with the current mission statement. I don't know
if that -- that may have changed over time. So as you look at this, do you and the team see opportunities for any significant overhaul?

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

CHAIRMAN LAWSON: -- having that conversation.

PRESIDENT MANGUM: -- written.

CHAIRMAN LAWSON: Trustee Lawrence.

TRUSTEE LAWRENCE: Well, I don't have any assuming the President and others are comfortable with what's in here and my mission wouldn't be to change, to use your word, anything -- I don't know how to use this as a word -- inculcates, whatever the word was that you used, but it's sort of a wooden piece, it's not very inspiring. I promise
you -- this isn't arrogance -- I could take it this and edit it so it would be shorter. When you need -- when you do something will continue to provide mechanisms, you're not selling the western world on this is the sweetheart of institutions.

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

DOCTOR HOWARD: Okay.

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

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

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

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

Then we go again later on in the statement where it says, again, FAMU's distinction as a
doctoral research institution will continue to provide mechanisms to address emerging issues.

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

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

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

But the first and, very important, that last paragraph with tweaking on both of those paragraphs should be the mission. I don't think all of the other language in between should be in this place.
It should be somewhere else in a document but not in the mission.

TRUSTEE LAWRENCE: I'm okay.

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

(NO RESPONSE).

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

TRUSTEE LAWRENCE: More inspiring.

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

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

TRUSTEE LAWRENCE: Say again.

CHAIRMAN LAWSON: Maybe assemble a team of two
other people and, you know, take a stab at your version of what you think this should look like, and then we will then, you know, socialize that with the balance of the Board and the President's Leadership Team to see if they agree.

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

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

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

Okay. Let's move to our vision statement, we've discussed mission. The vision statement is another important component of the strategic plan, and actually the vision statement normally expresses the University's aspiration. It's usually a description that's intended to be completed within a certain timeframe, and it defines the institution's strategic position in the future.
Now normally mission statements tend to, once you put them in place, tend to last longer. They may take some editing like two of our trustees have proposed to work on, but in essence, the purpose of the why the University exists will still show up I'm sure in your edited version; whereas, in the vision, normally when you have a different president to come in, that's an opportunity for that president, along with the Board, to talk about their aspirations for the future.

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

And that statement is also on Page 7.

TRUSTEE DORTCH: And I guess the only other question here is not the vision statement of the President and the trustees, it's the University's vision statement, or is it normally you single it
out? I'm asking that.

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

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

DOCTOR HOWARD: Yes.

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

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

TRUSTEE DORTCH: Okay.

CHAIRMAN LAWSON: Can I provide just a little bit more background on that question for Trustee Dortch? There was a Strategic Planning Committee headed by Doctor Larry Robinson that had, I'll call it 15 people on it, and one of the things that they did is they went out to seek extensive feedback from the constituency: Alumni, the community, the faculty, et cetera. And they fed back to the Leadership Team their view of what the strategic plan should look like, which included the mission and vision. In addition to that, they also fed back what they call destinations that they wanted
the strategic plan to focus in on. And then the
President's Leadership Team took that -- and please
correct me if I'm wrong -- and made an attempt to
operationalize it to say: Based on what this
committee has come back with, how would we get it
done? So I think I'm speaking correctly there.

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

UNIDENTIFIED TRUSTEE: I think it's the
wording.

TRUSTEE DORTCH: I think so that I can
clarify, I think it's a very good vision and I
think the President does a great job in explaining
that vision. I was simply asking as it relates to
the document. Do you single it out as, quote, the President's vision, or is it the University's vision? Because to have a public vision, the trustees also buy into it, which we have and I think it's great. I was just simply asking how it's titled, not so much --

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

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

CHAIRMAN LAWSON: Correct.

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

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

DOCTOR HOWARD: I --

TRUSTEE MCCOY: Mr. Chairman, I'm sorry, what Trustee Dortch is pointing out is an important distinction. Again, if we want everyone from
faculty, the administration, trustees, everyone -- everybody wants to feel as it's their vision, it encompasses their vision, and I think that's an important decision. And I think part of what we've heard this morning is everyone wants to be strongly connected and part of the future of this University.

CHAIRMAN LAWSON: Right.

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

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

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

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

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

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

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

PRESIDENT MANGUM: Yes.

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

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

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

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

CHAIRMAN LAWSON: Yes. Yes.

TRUSTEE GRABLE: I like what we just discussed in terms of it being our, but I want to definitely point out that I think this vision statement developed by the President's Leadership Team is very much on point. You can identify whether you're faculty, staff, students, community members. It is on point. I can read through this and remember specific phrases: Best in class, land
grant, doctoral research, today's student, addressing social issues. She puts a modifier on issues.

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


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

And so the group came up with a little bit of a lengthy list of what they thought the institution's core values should be, and so I'd like for you to take a look at them and give us feedback on: Do we have too many, should we consider on combining some, or did we get it just right when you look at scholarship, excellence, openness, fiscal responsibility, accountability, collaboration, diversity, shared governance,
ethics, freedom, collegiality, respect, integrity, courage and fairness.

TRUSTEE LAWRENCE: Are they in here?

CHAIRMAN LAWSON: Doctor Howard.

DOCTOR HOWARD: Yes.

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

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

So I don't want to be out of turn, but there might be a better way to get through this and give
us some time to digest the material and give you some substantive feedback.

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

TRUSTEE WASHINGTON: Right.

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

CHAIRMAN LAWSON: Yeah, I think at this point I know -- you know, in fairness, we had the luxury of having Doctor Howard, so maybe we ask for just more input on the types of things that we should be thinking about as we go through the discussion of our strategic plan, because I know that the administrators have pulled together pieces of work in their functional area that maybe I think the right thing to do would be to let's digest it but not necessarily have a lot of commentary or comment
on it and then we can come back at a later date
after digesting it visually today and then reading
it later, and then we can set a date certain to
come back and provide feedback on it, okay?

TRUSTEE DORTCH: Mr. Chairman.

CHAIRMAN LAWSON: Yes.

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

CHAIRMAN LAWSON: Yes.

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

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

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

CHAIRMAN LAWSON: Yeah, hers comes right after
this.

DOCTOR HOWARD: Yeah.

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

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

CHAIRMAN LAWSON: Okay.

DOCTOR HOWARD: And I think it's terrific that
the Board wants to take more time to digest this information.

CHAIRMAN LAWSON: Okay.

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

CHAIRMAN LAWSON: Sure.

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

CHAIRMAN LAWSON: Right.

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

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

CHAIRMAN LAWSON: So with that being said though, let's kind of go back and realign on the expectation for the rest of the afternoon. So as I understand, the rest of the afternoon the expectation is we will simply be exposed to the
latest thinking from each functional area with maybe a question or two. We will then take that away, digest it, come back a date certain with any feedback that we have for that functional area, then that feedback will be worked into the strategic plan element for that particular unit of the University. Are we in alignment with that as an approach?

(AFFIRMATIVE INDICATIONS).

CHAIRMAN LAWSON: Okay. Great.

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

DOCTOR HOWARD: You're welcome.

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

PRESIDENT MANGUM: Okay. Leave it where it is.

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

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

TRUSTEE PERRY: The strategic plan, Mr. Chair, isn't an accreditation board going to be looking at our plan?
CHAIRMAN LAWSON: Yes.

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

CHAIRMAN LAWSON: Yes.

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

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

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

CHAIRMAN LAWSON: Okay.

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

CHAIRMAN LAWSON: Okay. Great. Thank you.

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

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

TRUSTEE DORTCH: What page?

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

So you'll see that plan in its entirety that was submitted to us, and you'll also see the members of the Task Force that participated in it. In my convening the Task Force and appointing the chairs, the co-chairs and the liaisons, which it also included a Board of Trustee liaison to the committee, Trustee Chair Lawson, as well as faculty members, members of the community, members of the faculty and members of student body. That report
in its entirety is also available on the website if you wanted to see some of the background detail.

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

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

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

So we started with that as a framework, and the background information that she was giving you related to our accreditation agencies, the number
of programs that we have that have their individualized accreditations is important for you to know because that's where we would be in the marketplace. It's not just SACS that comes for the institution as a whole, but it will be the accreditation agency for law, for pharmacy and for the other schools.

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

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

So what you see on the monitor is kind of a statement of the six-year graduation rates that date back to -- in the last century to 1990 all the
way to 2008. If you look at that line, which is kind of flat, it says that in 1992 we were at 47 percent of the students; and our next highest rate would have been in '95, where we were 46 percent of the students were graduated and graduating in six years.

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

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

That is not the story that we want to tell. That is not what I mean by best in class, and that is what my vision statement is about, our vision statement is about by being best-in-class. We want our students to come, we want them to become entrepreneurs, we want them to be innovators, and
we want them to graduate, not just come to Florida A & M University. One of our alumni -- alumna at the national meeting was describing in a joking fashion, how you know a person that's a real Famuan, and he said: You recognize them because they don't ask you when you graduated, they ask when you got in.

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

My guiding principles that go throughout this plan, and in order for us to strategically implement this plan, quality, and that's the quality of our academic programs, the quality of our faculty, and the quality of our students, and the quality of our facilities. That's what's most -- that's what drives me and that's what we -- that's what's going to be driving the implementation strategy throughout this strategic plan. And it's built into our goals and objectives each year, and it's built into our -- well, into all of our actions.
Integrity is paramount. So from that list of values that you saw, core values that we have, I pulled out a few that I want to focus on because I believe that we can pull them down to a smaller number because many of them overlap, but so that's -- integrity is important, transparency is extremely important for us to be able to offer the quality of education and the experiences that we want for our students.

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

I don't want to diminish our brand by jokes or comments that talk about the inefficiency, but things that we value that talk about our expertise and the quality of our programs and the quality of our students. That's what makes Florida A & M
University great. When we refer to our alumni, we're talking about the great ones, and that's what we want to continue to do, to value that excellence that we talk about so often.

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

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

The best-in-class means, and I say it a lot because some -- the uniqueness about being best-in-class is basically creating a differentiated identity that will maximize our potential, to create ideas, processes, as well as
our research which should in effect end up with products that we can share in the market. We're talking about changing and increasing the quality of life and the standard of living for the students that come to Florida A & M University but also for their families, that they will be impacted.

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

Nelson Mandela spoke to education as the best weapon of war. If you want to change, if you want to give people an opportunity, education is what's going to change things for them. So we want our students to be able to excel, to create opportunities to contribute to economic growth and to innovation. That means they're going to solve problems, but they're not going to just solve problems for the neighborhood, they're going to solve problems for people in China, for people in Haiti, for people in Germany, in South Africa and
the Caribbean. That's what we do. We want them to have those exposures, and that's why we say globally give them that exposure. They can see other people, they can see problems.

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

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

Focusing on our programs, making sure that we are offering academic programs that reach into the future, that reach towards future needs is an important part of being best-in-class, but my concern is that we do not lose our focus and understanding of the liberal arts and a liberal
arts education. We should not get totally
distracted by the need for science, technology,
engineering and math.

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

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

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

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

So that's where that F cubed comes from, because it resonates with all of our history and it picks up on what we want in terms of having a high impact. So it can be three Fs, or it could be F cubed, however you think of it, it gives us the energy and the strength and the impact of the
exponential factor that we believe that we can have in terms of the programs that we offer.

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

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

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

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

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

Provost David.

PROVOST DAVID: So I should start off by saying that I stand here not as just myself but I'm also standing in for Doctor Hudson who was called
away, but that's okay because we work in partnership. And so a lot of the things we have been talking about throughout because -- let me just back up for a second.

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

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

So Trustee Washington, we were told by the President she didn't want us marching through, so we're not going to march through. I will say that for each of these destinations or areas, we did try to identify specific action steps so not just where are we going, what is the destination, but what are the specific things that we want to prioritize in terms of getting there, and then targets so that we
know we got there and we can get off one train and
get on to the next train.

And so I'm not going to read all of them, I'm just going to focus in an overview fashion on five areas that are particularly resonate for me: Engaged, well-prepared, well-supported students; engaged active faculty, positive learning environment, strong academic processes, and policies and technology and data as a driver of success.

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

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

TRUSTEE REED: Okay.

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

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

TRUSTEE REED: Okay.

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

TRUSTEE REED: Okay.
TRUSTEE MOORE: So don't be concerned with the book.

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

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

And when we talk about best teaching methods, we're talking about methodologies for instruction which can include flipped classrooms -- I'm sure you've heard a lot about flipped classrooms, where people are expected to kind of do the learning part, read the materials, not have that kind of lecture content in the lecture room, get all of that on the outside, and then use the time in class to do group projects, group exercises that will help cement the learning and help them move forward.
We want to take advantage of ebook, ebooks because, again, this all fits very closely together. Not only is using ebook technology something that can provide more material and linked content, internet content, video content and all of those kinds of things together, but it can also drive down the cost for our students which is, as you know, a prohibiting factor for our students moving forward.

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

And we had a pilot group tested out. They were excited about it. We debriefed, and they were
so excited they actually got filmed so that they can be incorporated in some of the modules going forward. So that's the kind of excitement we want to have around teaching.

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

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

Outside-of-the-classroom learning is very important for building -- and I'm going to tell you, I stole this from my dean of the law school at Iowa, so I give a shout-out to her -- competence
and confidence. We want people to practice so that they can build their competence in what they're trying to become, what material they're trying to master; but also their confidence in delivering it.

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

We want students to have more laboratory and research opportunities so that they can get in the lab and try things out and explore new ways of thinking about solving problems, and then through group learning. And group learning can happen, and I'll talk a little bit more about this, through study halls that we're trying to get more of, study spaces. We had some money we put into library renovations to have more group study spaces with the kind of boards we can write on the walls. We're trying to get students to say, okay, I can
learn from my colleagues. And so living/learning communities that we talked a little bit about, and we'll talk a little bit more about are very important.

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

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

The one with the gold is this current year. We wanted to have the historical perspective, so we provided years out and years from the beginning, 2010, which is the beginning of this strategic plan.
We've talked a lot about our enrollment. Our enrollment this year is 9,908. We are projecting that our enrollment will go to 9,000 going forward. We talked a lot about it, we haven't said why.

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

As we also try to improve our six-year graduation rate, what's going to happen going forward? More of those students are going to leave; that's what we're hoping for. And so that means that we are going to have to recruit more FTIC students and more transfer students and more graduate students in order to maintain this high level of -- and that's the reason why people say, well, why are you only saying 10,000 in a few years? That's because we know we're going to be hopefully pushing more people successfully with our love and great congratulations out of the door as
they graduate in six years, in five years, in four years. And we have to start pulling in more people in order to catch up on that deliberate-planned-hoped-for gap.

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

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

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

We are a small school, so we are able to push that envelope a little bit because we won't have as much of an impact on that system-wide. So that's
one of the reasons why you saw yesterday when Vice
President Hudson was saying we are going to target
those National Merit students across the country.
That is one of the reasons why we are able to say
we are going to target international students and
we're going to do all sorts of things in order to
bring to our campus students who will be able to
thrive.

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

We're trying to grow our graduate population.
We expect our professional population will remain
relatively stable because usually the professional
programs, and here I'm thinking of particularly our
graduate professional programs, the pharm D program
and the law program and the like. You're going to
have controls on the size of the body, likely to
accreditation and capacity. But we do think
there's a lot of opportunity for our graduate
program and we definitely want to grow that, and
that's in line with where we want to be in terms of
going, not -- being firmly in our research two
category and trying to think about what we need to
do to get to research one.

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

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

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

Are you telling me to stop?

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

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

TRUSTEE DORTCH: I do have a --

PROVOST DAVID: See there, but I'm substituting in for VP Hudson. He would say residence halls.
TRUSTEE DORTCH: Question, I know when we were at the governance conference and seeing it throughout the country with strategic approaches to community colleges and recruiting there, do we have anything in your strategy that focuses on that level of students and trying to compete? Because I've seen some of the top universities in the country that are really increasing their enrollment by having partnerships and working with organizations and all, even the 100 Black Men has a program that I've been amazed at how many universities -- because they come with matching funds and come with the support system.

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

TRUSTEE DORTCH: Okay.

PROVOST DAVID: What we need to do is have more infrastructure in place that will allow us to do that successfully. Part of that is having partnerships through articulation agreements that are well-supported, so we need to beef up the support in that area. That's an area of an investment that we have identified because you want
the students to take classes so that when they transfer to the University setting there are no surprises, they don't have extra classes to take, you want them to be clearly on board with their progress.

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

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

CHAIRMAN LAWSON: Oh, great. Okay.

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

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

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

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

And then the other thing that we saw at that conference, Trustee Dortch, I think you'll remember, there were a couple of schools that had taken a real hard look at the cost of a degree; and they had put some processes in place to actually reduce the cost of a four-year degree for a
portion -- you couldn't do it for everybody, but for a portion of their population that achieves certain performance, you know, criteria at the school. And they even, if I'm not mistaken, even requested incremental -- I may get this wrong -- but requested incremental funds from the State to help support that initiative.

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

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

CHAIRMAN LAWSON: No, just students in general.

PROVOST DAVID: Okay.

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

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

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

CHAIRMAN LAWSON: Right.

PROVOST DAVID: And that's really important for us to appreciate. We have a fabulous retention rate for our first year. First year to second year retention rate is over 80%. If you calculate it for progress to degree -- I'm sorry, academic progress rate, the APR, that's what we report in our performance funding. That's retention plus the
2.0 GPA, and that's still pretty high for us, it's in the 70s, and we've made great progress in that over the past few years. Where we fall off tends to be between the second year and the third year, and a lot of reason why we fall off between the second year and the third year is because students don't have the finances to continue.

CHAIRMAN LAWSON: Right.

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

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

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

But the student engagement and involvement
with the recruiting in Atlanta, the alumni hosting
and being aggressive, I think there are some
formulas. And one last thing, when Doctor
Humphries used to come, when he'd come to Atlanta,
he's a long-time friend. He thought we were
crazy -- we were stupid, but the issue was, he came
in with the inspireds. He said, look, you bring me
your top student, your merit scholar, and I'll give them a full ride.

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

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

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

When I get to the bullet point on data, part of it is that we don't collect and have the best data platforms, and that's one of the things we're
investing in so that we'll be able to keep track of those and follow up because right now you're in a market against the Howards and the Syracuses and all of those other places where they have market data, market segmentation, they're pinpointing a student, and they'll say, oh, Elmira, your birthday is June 10th, and I'm going to send you a little postcard that says, hey, FAMU says happy birthday, Elmira, we hope you'll join us. You know, we need to get into that game, and we haven't quite been there yet.

TRUSTEE DORTCH: Good.

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

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

And also, have we looked at models -- like Georgia State has a similar population to ours and has done dramatic things in the last five years in increasing their retention and completion rates. I
mean we don't have to reinvent the wheel, there are models out there. Are we collaborating with them, talking to them? I mean UCF is great, but they're technically kind of one of our competitors. So if we go to another state, you know, we might be able to have some synergies there.

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

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

Part of this is when we talk about analytics being able to predict, track and help understand what the roadblocks are going to be for a student even before they understand what the roadblocks are going to be, so that's something we're paying attention to. In December the -- regulation, I believe it was -- the regulation that you all passed in December that allows us to say to a
student, okay, we know at this point in time that you're probably not going to be successful in this particular major because we have this analytical perspective and being able to say to a student, okay, now is the time for us to talk about moving you to another major. That's going to help us. Those are some of the things that we're thinking about.

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

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

DOCTOR PALM: Yes, he is.

PROVOST DAVID: Oh, Donald Palm is back there so he might yank me off the stage. But I tried to
get him to commit to a number, he wouldn't commit
to a number, but I still think he would agree that
we're on target to make more progress with our
six-year graduation rate.

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

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

PROVOST DAVID: Yes, exactly.

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

PROVOST DAVID: Exactly. I mean we want to
keep -- we want to reverse that second-year slump,
and for that one -- and we have been working on
making phone calls to people. You saw Britt Gamble
was up there. She's one of the people -- her team,
they made phone calls to the first to second year
students and second -- some of the second to third year students. We also partnered with our colleges to get some of that done to see what is a barrier for you coming back. And the number one barrier: I have a balance.

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

TRUSTEE DORTCH: Right.

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

PRESIDENT MANGUM: If they leave us?

TRUSTEE WASHINGTON: Uh-huh.

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

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

PROVOST DAVID: No.

TRUSTEE WASHINGTON: No? Okay.
PROVOST DAVID: Okay. So I do want to --

TRUSTEE GRABLE: Excuse me, Mr. Chair.

PROVOST DAVID: Sorry.

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

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

But it is also important when we do send out
communications that it's on point, and that was one of the issues that a faculty member brought to me about a month ago. So I know that we're working on that, and I just wanted to confirm and agree with you in regard to that.

PROVOST DAVID: Okay. Great.

CHAIRMAN LAWSON: Yes, Trustee Smith.

TRUSTEE SMITH: Yes, good afternoon.

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

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

PRESIDENT MANGUM: Out of your league.

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

We are planning on going, talking to high schools and that, with the game and having student ambassadors and the like. So I don't think there's
any intention to eliminate the role that students can play because students can relate to students, or prospective students can relate to students and they can explain the experience much better than I will ever be able to explain it.

TRUSTEE SMITH: Okay. Thank you.

PROVOST DAVID: Sure.

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

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

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

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

I also wanted to point out that we want to carefully nurture investment in faculty success. To my mind, if we invite somebody to be a faculty member here and I don't care what their status is, but in particular, if we invite somebody to be a faculty member here and they're on the tenure track, then we need to do everything we possibly
can to help them be successful in research, their scholarly research activity, because sometimes it's not necessarily research that we think of in a lab, right, their teaching, and in their service component.

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

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

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

TRUSTEE GRABLE: Mr. Chair.

CHAIRMAN LAWSON: Yes.

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

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

TRUSTEE GRABLE: Oh, excellent.

PROVOST DAVID: So one of the things that I want to make sure we understand is that while I said teaching, service, scholarly activity and -- what did I miss? Service, scholarly activity -- whatever, it's not 33 and a third percent, right? You can't expect that every person is going to
exactly be a third of this, a third of this, and a third of that. And so that's something that we have to do, is we have to recognize and have flexibility. That's one of the reasons why we're really thrilled that you approved the idea of having research faculty on our campus, people who can focus solely on research. We're real excited about that as an opportunity to allow people to play to their strong points.

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

I think I've slowed down a little bit, so I'm going to move forward. One thing that I do want to talk about is promoting a highly active research environment, and we talk about R2. I'm not sure you understand what R2 means. There's -- It's not
There's a Carnegie classification, and it goes from R0, essentially, which is to say you have no research activity. Typically those are institutions that don't award graduate degrees. R1, R2, and the highest designation is R3. R3 is where you find all of the big boys and girls who have huge research-intensive activities. Usually they have healthcare institutions that are driving NIH funding and super grants of that nature.

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

TRUSTEE DORTCH: R1?

TRUSTEE MOORE: R3?

PROVOST DAVID: Sorry, R3, I said that the wrong way. But it's firmly going to be important for us to continue to generate that research by providing opportunities for faculty to do research, right? And it also is going to be very important for us to recruit and support and get graduate
students here who can help engage in that research and also help contribute to our scholarly and academic environment.

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

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

Best-in-class educational experience also requires providing a positive learning environment. Did we miss one? Positive -- there we go, positive
learning environment. I was really hoping to win that $1.5 billion PowerBall so I could go across and be a fairy godmother and update all of our classrooms and our laboratories. We need to update many of our classrooms and many of our laboratories, our teaching laboratories as well as our research laboratories. This is really important for us because having the technology that is persistent throughout the University so that the experience does not depend on what classroom you're in is extremely important. Having the technology so that whether a fac -- I'm not going to say every faculty has to use all of the technology, but whatever technology they want to use, they should be able to use it in whatever classroom that they have; and that's a point that we really need to get to.

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

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

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

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

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

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

The next bullet: A strong academic processes and policies and support services. So these basically are three items that are designed to respond to all of the anecdotes that you hear about
students who say they have to walk up the hill, they have to walk down the hill; they have to walk over; they have to go to four offices in order to get something done. Part of that is because we have more of a siloed operation than I think we need to have.

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

But we also need to make sure that our policies and procedures are very clear to the students because sometimes people are applying procedures and the students don't understand: Why
is this happening? And there might be a really
good reason for it, because of a policy or
regulation that nobody knows anything about.

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

Last, I think you've probably understood
throughout this how technology and data can help
us, it can help us drive our decisions, it can help
us move the information, put it together, help us
communicate more across boundaries that are
boundaries for student services, and it can help us with our recruiting, it can help us better track faculty effort, it can help us do a lot of things. We have what I call a data deficit on our campus, and that's one of the things that we're investing in because we do recognize how it permeates all of our efforts on all of our levels.

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

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

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

But one of the most difficult decisions businesses have to make is: What is your core
competence, right? And we can't be all things to all people, let alone the best in all things to all people.

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

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

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

What we have done in this past year is we looked at some programs that were not as productive in terms of student enrollment, some of them were combined, particularly in the College of Education.
where there had been a push to segment out educational specialities. And now what we have done is we have rolled them out so that there are some synergies so that they can still graduate students with a concentration but not necessarily in separate degree programs, and that allows us to utilize our faculty more efficiently in that area. But that's one certain way of starting that conversation is to look at that.

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

And so, you know, that's another way that people approach it, is they say, what are the areas, the programs that are going to be kind of most productive for the state or most strategic for the state? But that's not necessarily the areas
that the students are interested in being in. So that's something that you have to think about when you're thinking about those kinds of questions.

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

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

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

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

PROVOST DAVID: Right, and we are looking at it from various perspectives. I will -- you know, there are other things that should be put on the table, one is that we are funded partially by performance. We're also funded by research. We are funded for graduate students in a different way than we are from undergraduate students. Performance funding metrics focus primarily on the undergraduate student experience and not on the graduate student experience. So it can't just be lined up against performance funding metrics.
either, so --

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

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

CHAIRMAN LAWSON: I think, I think --

TRUSTEE REED: Just one other point.

CHAIRMAN LAWSON: Yes.

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

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

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

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

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

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

TRUSTEE LAWRENCE: I'd only give you one
observation. This is my very first meeting, but hearing the President and hearing the Provost, I would love for every constituent of this University, every alum, the Governor, the Legislature, the Board of Governors, every student here, every teacher hear to have heard this presentation. You would be energized for the future of this place hearing both of these people talk.

CHAIRMAN LAWSON: Thank you.

TRUSTEE LAWRENCE: It was very exciting.

(APPLAUSE).

CHAIRMAN LAWSON: Thank you, Provost David.

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

PRESIDENT MANGUM: Okay.

(BRIEF RECESS).

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

We are -- believe it or not, we've caught up,
we are back on schedule, potentially a little ahead of schedule.

TRUSTEE DORTCH: There you go.

TRUSTEE WASHINGTON: Don't say that.

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

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

So with that, I'd ask Mr. Cotton to give us an overview. And then, Board, at the conclusion of this, in speaking with Doctor Mangum, we're going to talk a little bit about process, kind of where we want to go with this data and the documents from here such that we do a couple of things: One, we can provide intelligent feedback to you guys after really digesting this; and two, getting the President and her Leadership Team in a position to present this to the Board of Governors. But even
before that, Doctor Grable, there are some faculty
discussions that have to take place as well. So we
just need to, you know, make sure that we're in a
position to hit all the milestones once we leave
here today.

Okay, Mr. Cotton.

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

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

My team and I have put together concepts for
you expecting you to say: Have you considered or I
will be glad to introduce you to, and that is
something that we want you to keep in mind; that we expect as those who bear the fiduciary governing responsibility, we expect you to weigh in and say: I would love to introduce you to, as Trustee Woody did when I first arrived here last year. He put together what we think was a wonderful reception, he's since introduced us to people who are tremendous prospects, so we anticipate that happening.

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

So in order for us to get to those broader visions that people have been talking about, that academic support for faculty that Trustee Grable talks about all the time, the endowed chairs that the Provost points to, that Building Champions campaign that A.D. Overton talks about, we've got to literally forget the 2 to $3 million a year concept and we've got to moving ourselves to where
a university of our size needs to be, which is the 15 to $20 million a year piece.

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

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

Okay. Now let's go forward. Now the good part about that is I've been bragging about the fact that as of right now, and I had them to run
the numbers, we're at 61,000, less than $61,000 away from raising 6 million. But what's the next logical step? How do we put all this together? How do we get to the Building Champions Campaign? How do we do that? How do we get to fulfilling the President's mission of making us best-in-class?

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

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

Now how do you do that? Again, you begin with creating what I call that bright shiny object. The
bright shiny object is that thing that we all point to and say: This is FAMU.

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

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

So we've got to get the President and the Board of Trustees on planes with my team traveling all across this country, so we need your help. We
need you to set up and utilize your high capacity Rolodexes to introduce to people with money, and then we need to introduce those people to the President. Simply put, that's the way we've got to do it. I've been at five other institutions, and that's the way it's done.

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

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

Now I don't expect you, Trustee Woody, just to write me a check for 8,000 bucks, but what we do intend to do is we need to make it simple for you to be able to give us that money, at one time, spread out over payments, however you want to do it; but we've got to engage 8,000 people who have the capacity to do that. And for those of you who are the mathematicians, if you go down the list with me, you'll see how the math all adds up.
We also believe that we've got to increase our corporate engagement to a minimum of $25 million a year. We're right now hovering around 2 to $3 million in corporate gifts. Again, for a university of this size, we can't tolerate that. We can't just have corporations coming to campus, creating internships, albeit important and we love those internships, but we've got to stop allowing corporations just to come to campus, having career days and setting up internships, we've got to have them writing checks; and our base has got to be $25 million. So in other words, our corporate contributions have got to count for one fourth of our campaign.

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

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

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

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

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

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

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

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

We've literally taken 22,000 alum and we've segmented those 22,000 out into categories of where we think they have the capacity to give. Mr. Chairman, we've already placed the Board members in categories on that list. So in other words, we have a good feel for where we think you already are. We also have a good feel for where we think many of the people in the audience already are. Doctor Chipman, we've already put you on that list. So we know we have a good feel for where everybody is. That's how we're going to get to a hundred million.

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

The Provost is going to take a look at the list, and my bet is between the Provost and the President and the Board of Trustees, you're going
to give us a different perspective of where you
think the hundred needs to be, but we're starting
here.

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

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

I told you we're beginning with the 22,000.
We think we have 5 to 7,000 people who can write
checks for 25,000. Madam Trustee Washington, yes,
we put you on that list. But the critical factor
is we've got to find us ten anchor gifts. What are anchor gifts? Those are people who can give us between 1 and $5 million. We've got to find ten people who can do that. Because once you find ten people who can give us a million dollars, we've got a tenth of our campaign already beat.

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

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

So in other words, for the next six to nine months, we're going to be the traveling across the country silently talking to people about giving us money. Once we hit that magic number of $10 million, probably 10 to $15 million, we will then start talking about a public campaign.
Now this part won't happen, Madam President, but let's say that there is a tsunami or the martians invade and we don't get to our 10 to 15 million, we don't launch the campaign. You don't launch a campaign until you know you have your base money in hand. That's why it's called the silent phase.

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

We've got to start thinking about 8 to $10 million a year as a minimum, not even counting campaigns. The alumni have been our anchor. Greg Clark and his team have been irreplaceable. I don't know what we would have done without the NAA for the past several years. They have held this University together. But the alumni giving, we've
got to increase that to engage 8,000 people, and we've got to get alumni giving up to four to five million; and then finally, we've got to get our corporate giving up to that $20 million base. And we've got to move our cash and pledges up to $20 million just as a base every year for the next five years.

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

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

I think I'll stop. I could go on,
Mr. Chairman, but that's kind of a quick overview.

CHAIRMAN LAWSON: Okay. Thank you, Mr. Cotton.

VICE PRESIDENT COTTON: Any questions?

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

CHAIRMAN LAWSON: Yes, sir.

TRUSTEE DORTCH: We have a number of distinguished alumni, and of course we knew about the recent 5 million, but people like Will Packer and Common -- I see Will quite a bit between his Atlanta and California travels. But Will, Common, and we've got several other celebrities, I mean have we even started -- if we haven't cultivated the relationship and strengthened that because Will and Common and several of those could host things in LA. If their network and their buddies wrote checks, you know, they could bring things, just them; and then you look at all of our corporate people and you look at how many people we've got in corporate America who've come through the SBI program, if you go all the way back to the early days and moving forward. And then we've got people like Tom Joyner who's happy that Oscar and all of those came through here and all. Have we even
started on those strategies and locking into those? And that doesn't even deal with the folks we have in corporate America, and I didn't see on that category anything that tapped our pharmaceutical, our pharmacy program because there are big bucks in the pharmacy industry? Is there any reason why we're not in there? I have a mentee who is with Merck. His budget is 15 billion a year.

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

A lot of the behind-the-scenes conversations have already happened. But I will say this, and there is no way to underemphasize it, there are people in corporate boardrooms with whom you have relationships that we can't even get phone calls returned from because you have relationships with them. People give to causes and they give to
people that they know. So what we're saying to you is: We need you to call Common; we need you to call Will and say, Will, I want you to do this. And I'm using him just as an example of course because we -- the President has already had a conversation, I think a really positive conversation with Packer and with other people.

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

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

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

TRUSTEE MILLS: A quick question.

VICE PRESIDENT COTTON: Yes, sir.

CHAIRMAN LAWSON: Trustee Mills.

TRUSTEE MILLS: Oftentimes people get tripped
up mixing the capital campaign donors which are
one-time kind of numbers, one time spread out, with
the annual numbers. Does your data still support,
you know, those kinds of hundred million dollars
for a capital campaign plus the $10 million annual
numbers without duplicating the database?

VICE PRESIDENT COTTON: It does.
TRUSTEE MILLS: Okay.

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

You know, in sales one of the things I've
learned is you spend the most time where the most
capacity is. So we're going to be spending the
most amount -- once this campaign launches, we're
going to spend most of our time with the people who
have the capacity for giving us the most money.

CHAIRMAN LAWSON: Yes, Trustee Lawrence.

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

VICE PRESIDENT COTTON: I think Carolyn is weighing in.

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

TRUSTEE LAWRENCE: I can't hear a thing.

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

(INAUDIBLE).

TRUSTEE LAWRENCE: So am I hearing 10 million?

CHAIRMAN LAWSON: Yes, yes.

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

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

VICE PRESIDENT COTTON: Mr. Gamble --

TRUSTEE LAWRENCE: What?

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

TRUSTEE LAWRENCE: No.

VICE PRESIDENT COTTON: Okay.

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

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

VICE PRESIDENT COTTON: Sure.

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

Secondly, you talked about a campaign and
about a certain percentage raised in a silent campaign. Every major capital campaign I've ever been involved in has at least half raised before we start.

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

Finally, I haven't heard a word yet on it, but this ultimately needs to be a civilian-led campaign. I could have the deepest respect in the world for the development officer, but every capital campaign I've been involved in a very prominent citizen is willing to spend an extraordinary part of his or her life on this for a substantial period of time and maybe have some other people helping him, certainly has a committee of folks. But we need some born again, newly born FAMU-related person who just loves this place and
thinks of it as, my God, if I could do this, what a
great contribution it would be to my favorite place
in the world.

TRUSTEE MILLS: Like a chair or an honorary
chair.

(MULTIPLE CONVERSATIONS).

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

TRUSTEE MILLS: Uh-huh, yeah.

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

TRUSTEE MILLS: Yes.

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

CHAIRMAN LAWSON: Sure.

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

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

So, Mr. Cotton --

VICE PRESIDENT COTTON: And I've made note of
all that. And some of that, Trustee Lawrence, we actually have in the broader piece. What you have now is a snapshot, but he's right, you know, the campaign committee, the campaign chair, the expected giving, when you roll out the campaign, is all in the campaign design. But we did, in fact, just make note of everything that Trustee Lawrence just pointed out.

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

VICE PRESIDENT COTTON: Thank you.

TRUSTEE MILLS: I just had one more.

CHAIRMAN LAWSON: Oh, please.

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

VICE PRESIDENT COTTON: This one?

TRUSTEE MILLS: Yes, because, you know, we have to have full alignment in all of our activities. And back to the question of, you know, can we be great at everything? But once we decide, you know, what our priorities are as an organization and how we achieve best-in-class in those priorities, does that align with this chart
and this chart? Because that's ultimately what people, you know, will want to give to, is that vision.

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

TRUSTEE MILLS: Fair enough.

PRESIDENT MANGUM: May I add?

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

George, thanks. Nice job.

VICE PRESIDENT COTTON: No, thank you.

CHAIRMAN LAWSON: Madam Present.

PRESIDENT MANGUM: Okay. I will speak to my thoughts about the capital campaign and how we
pursue it and how we get the entire University involved in it. My vision for this, we do need chairs. And I say "chairs" because my thought about FAMU and the reach of its alumni across the country has us having several chairs on the campaign. And we thought about it and talked about it regionally to be able to achieve this particular goal. But my goal was twice as much as this one because I believe that it's there if we structure in the correct way.

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

So we do have to as a team gather around these broad concepts to identify what we need the resources for and how we want to invest in them. The people that I have talked to to vet as champions in different regions so far, we have
talked to them about how they could facilitate. But to bring it all together, we have to agree as a University to embark on a campaign. So we have specific pitches to people and different outcomes that we would expect them to be engaged with and approaching various members of the Board of Trustees who have reached into some of the lives of these people is also part of the strategy that I have. So I will be talking to you individually about people in your areas that could help us formulate a strategy that we know will win, and I think that's the key to it.

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

I think before we will be successful, honestly with any campaign is that we stabilize our message. And our message is that we have to be working to
move FAMU forward together. And if we do that, I think we have a really good chance of getting the resources that we need to support the institution. We aren't going to do it bickering, honestly.

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

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

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

PRESIDENT MANGUM: But I do believe that that's part of us getting into a culture of giving and building the compelling case for us to be able to move the institution forward in a very positive
way. That's part of what we do by trying to change
the way that we think about the resources that we
need and how we invest them.

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

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

So looking at where we are with the strategic
plan and our efforts, I believe that the campus
community and the team for sure has worked very,
very well together to come up with the ideas, the
strategies to build in our goals and objectives for
next year and for the next five years to be able to
reach a place where the institution is considered
to be best-in-class. We've done that with a focus
on the performance metrics, with a focus on being able to obtain the resources from the State, also with the -- the basic idea though is to get our students -- to make sure our students are successful and that we continue to progress and that they continue to progress and that they get jobs.

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

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

TRUSTEE WOODY: Is there a timeframe on that?

PRESIDENT MANGUM: How long do you guys --

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

PRESIDENT MANGUM: How long do you want?

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

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

CHAIRMAN LAWSON: It's somewhat self-directed.

PRESIDENT MANGUM: Yeah.

CHAIRMAN LAWSON: So my simple thought process, and I discussed this with the President at break, is that we've seen kind of the high level view, let's get the documentation, let's read through it, let's individually provide feedback in writing, and then I'm -- and we'll talk about this in a sec. I want to come back together in August, and it will allow us to kind of formalize our feedback against it. It will allow the team to then go away with those additional edits and inputs, also inputs from faculty, having a plan that we may or may not present to the Board of
Governors in September, depending upon our readiness. If we're ready, yes; if we're not, we don't have to rush it from what I've been told.

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

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

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

CHAIRMAN LAWSON: Sure.

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

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

TRUSTEE REED: And the performing --

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

TRUSTEE REED: Okay. Thank you.

CHAIRMAN LAWSON: Typically what we have done
or what we did in sometimes past, you know, to get these things through and to make sure that the trustees have a voice, we would appoint a trustee to kind of shepherd this through.

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

TRUSTEE WASHINGTON: Great.

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

Unfortunately Trustee Carter had to be taken to the hospital shortly after lunch. It seems like he's doing okay, but we'll probably know later more this evening. So, you know, keep him in your thoughts and prayers as you move through the evening.
So with that being said, Linda and I will connect as well with the Vice Chair, and we will come back tomorrow with a date for August so that everybody has that date. We will move to two-day Board meetings starting with the September meeting -- I'm sorry, one day Board meetings, one day committee meetings.

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

Now staff, what that will do for you is we are going to require prior materials seven days in advance of the meetings -- of the committee meetings so that we have an opportunity to digest, review. And I'm going to ask each leader, and I'll use Ms. Poole as a great example, get us on the phone, engage us in your content prior to us coming to Tallahassee, so that when we get in here, we're
well-informed, we know the issues, we know the backdrop, we're ready to engage and we're not asking a lot of setup kind of informational questions, et cetera, et cetera.

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

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

PRESIDENT MANGUM: They do.

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

I think the work on the strategic plan was really, really good work, but I think, guys, we are going to have to think really differently about how we move forward. What is our enrollment footprint? That is the fuel that drives the engine. How do we get the dollars that we need, corporate dollars, research dollars, philanthropy, et cetera, et cetera? How do we get those dollars?
And I know we didn't talk about it much, but at some point in time, athletic facilities will have to become a part of our discussion. That can be a money maker, it can be a recruiting magnet, and it can have a lot of positive halo.

The other thing about the strategic plan that I want us to give some thought to, and I worry about this because we've lost the physician that was on the Board. Are we putting enough focus on STEM? I don't know the answer to that. Strategically are we putting enough focus on STEM? I don't know, but I think we need to be -- we need to feel good about that prior to us approving this strategic plan.

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

It's hard, it's not easy, but some people have
done it. Not that we can do it, but I'd love to see us take a try at reducing the cost of a four-year degree.

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

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

With that, we're prepared to adjourn.
Tomorrow --

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

CHAIRMAN LAWSON: That's a great point.

TRUSTEE DORTCH: I wanted to remind you of those. And one other thing and to get out of the way, I think what we see in the strategic plan is a lot of hope and all, but I would hope that we refine and use the smart approach with a strategic, measurable, realistic target and if we can, you
know, make sure we can achieve, but this is a five-year plan. I think there's a lot of stuff in there to digest and all, but I think the key for us is being strategic and what really can we get in the first year, second year, so we can bite off each piece as we go and then not expect that miracles are going to be worked by the President and administration and even the trustees.

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

So I think as we look at what we have in our assets and we expand our presence and value, there's some low hanging fruit. And then the pharmacy and even the other areas as we look at, even in the construction industry, there are things that we can be doing for this institution. As we talk about best-in-class, we also need to look at how do we fill the void just from the conversation
about jobs and all from that conference we will have, so I just wanted to bring those up.

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

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

CHAIRMAN LAWSON: Yes, sure.

VICE PRESIDENT COTTON: And this may help your scheduling.

CHAIRMAN LAWSON: Yeah.

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

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

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

CHAIRMAN LAWSON: Right.

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

CHAIRMAN LAWSON: Yeah, and we --

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

CHAIRMAN LAWSON: We will have some individual discussions tonight. I will discuss with a couple
of people these appointments because I think that, you know, we have some things -- you know, as we talked yesterday, we want to start out with the Booster Club, that's a priority. So we just need to make the right appointments quickly on each of those DSOs, so thank you for bringing that up.

And thank you for those suggestions, Trustee Dortch.

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

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

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

We will start with an update on the Sunshine
laws, and then we'll move into some AGB topics, and the goal is to be done by one.

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

(WHEREUPON, THE MEETING WAS ADJOURNED).

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CERTIFICATE

STATE OF FLORIDA  
COUNTY OF LEON  

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

DATED this 4th day of July, 2015.

_________________________
NANCY S. METZKE, RPR, FPR  
Court Reporter