

1 **FLORIDA A&M UNIVERSITY BOARD OF TRUSTEES RETREAT DAY 1**

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TRUSTEE MEMBERS: Kelvin Lawson, Chair
 Kimberly Moore
9 Justin Bruno
 Matthew M. Carter, II
10 Thomas W. Dortch, Jr.
 Bettye A. Grable
11 David Lawrence, Jr.
 Harold Mills
12 Belvin Perry, Jr.
 Nicole Washington
13 Robert L. Woody

14

DATE: Thursday, August 17, 2017

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TIME: Commenced at 8:30 A.M.
 Concluded at 5:25 P.M.

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 225 East Coastline Drive
 Jacksonville, Florida 32202

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REPORTED BY: Stephanie Shear, Court Reporter
 First Coast Court Reporters
 2442 Atlantic Boulevard
20 Jacksonville, Florida 32207
 (904)390-1050

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1 P R O C E E D I N G S

2 CHAIRMAN LAWSON: Good morning, everyone,
3 and welcome to Jacksonville. Some people call
4 it the Bold City, some people call it the First
5 Coast City. This is our semi-annual retreat.
6 At this point, I'd like to call our retreat to
7 order. Attorney Barge-Miles, will you please
8 call the roll?

9 ATTORNEY BARGE-MILES: Trustee Bruno.

10 TRUSTEE BRUNO: Here.

11 ATTORNEY BARGE-MILES: Trustee Carter.

12 TRUSTEE CARTER: Here.

13 ATTORNEY BARGE-MILES: Trustee Dortch.

14 TRUSTEE DORTCH: Here.

15 ATTORNEY BARGE-MILES: Trustee Grable.

16 TRUSTEE GRABLE: Here.

17 ATTORNEY BARGE-MILES: Trustee Lawrence.

18 TRUSTEE LAWRENCE: Here.

19 ATTORNEY BARGE-MILES: Trustee Lawson.

20 CHAIRMAN LAWSON: Here.

21 TRUSTEE MILLS: Here.

22 ATTORNEY BARGE-MILES: Trustee Moore.

23 TRUSTEE MOORE: Here.

24 ATTORNEY BARGE-MILES: Trustee Perry.

25 TRUSTEE PERRY: Here.

1 ATTORNEY BARGE-MILES: Trustee Reed
2 informed us he wouldn't be able to attend
3 today.

4 Trustee Washington.

5 TRUSTEE WASHINGTON: Here.

6 ATTORNEY BARGE-MILES: And Trustee Woody.

7 TRUSTEE WOODY: Here.

8 ATTORNEY BARGE-MILES: Mr. Chair, you do
9 have a quorum.

10 CHAIRMAN LAWSON: Thank you. Let's move
11 right into the agenda. This morning I'm
12 pleased to welcome Dr. Belle Wheelan, president
13 of the Southern Association of Colleges and
14 Schools Commission on Colleges to our retreat.

15 Dr. Wheelan currently serves as the
16 president of the Southern Association of
17 Colleges and Schools Commission on Colleges and
18 is the first African American female and the
19 first to serve in this capacity.

20 Her career expands over 40 years and
21 includes the roles of faculty member, chief
22 student services officer, campus provost,
23 college president and secretary of education.
24 In several of these roles, she was the first
25 African American as well as the first female to

1 serve in this capacity.

2 Dr. Wheelan received her bachelor's
3 degree from Trinity University in Texas with a
4 double major in psychology and sociology, her
5 master's from Louisiana State University in
6 developmental educational psychology, and her
7 doctorate from the University of Texas in
8 Austin in educational administration with a
9 special concentration in community college
10 leadership.

11 Dr. Wheelan, thank you so much for
12 accepting our invitation, considering the large
13 number of colleges and schools that you
14 oversee. We are pleased to have you with us.

15 DR. WHEELAN: Thank you very much. It's
16 my pleasure to be here. You-all have been
17 SACSCOC'd to death over the last two days
18 because I understand Pete Silver was here, at
19 least talking with the faculty, maybe.

20 I am not here to criticize or to cajole;
21 I'm here to inform. Okay. You-all have had
22 your challenges with us, but that's over and
23 we're on a new path. I am excited about it and
24 I hope you are, too.

25 SACS has been around since 1895. It

1 started because colleges were fairly new then,
2 if you take out the HBCUs and William & Mary.
3 And people were trying to understand the
4 difference between a high school diploma and a
5 college degree. Okay. And so about nine of
6 our presidents got together and said here are
7 the things we think a quality institution of
8 higher education needs to have in order to be
9 recognized. And so they formed the Commission
10 on Colleges.

11 About six years ago, the K-12 division
12 moved out and formed another organization. At
13 the time, you might remember the nation was
14 talking about the Common Core so that all K-12
15 institutions would have the same set of
16 standards.

17 Well, he felt that, well, if we only have
18 one set of standards, we only need one
19 accrediting body. So he formed what he called
20 advanced ed and started pulling all of the K-12
21 units from the other accrediting bodies
22 together. And so they moved out of our
23 building which left us there by ourselves which
24 was just fine with us; but what it also did was
25 made us a little vulnerable because SACS being

1 a 501(c)3, if they went bankrupt he would have
2 gotten all of my assets. And I said that ain't
3 going to happen; I work too hard for my money.

4 So we became separately incorporated,
5 hence the name "SACSCOC." So you are no longer
6 accredited by SACS, have not been for the last
7 six years. You're accredited by SACSCOC. It
8 used to be that our board's decisions had to go
9 to the SACS board to be ratified which was why
10 you were then accredited by the parent company.

11 So it's difficult when you've been SACS
12 since 1895 to suddenly roll SACSCOC off your
13 mouth, but I need you to do that, please,
14 especially if there are any media here today,
15 please.

16 All right. What I want to do today is to
17 give you an overview of accreditation in
18 general from the national perspective as well
19 as who we are and then to talk a little bit
20 about not only our process and our
21 requirements, but some of those things that
22 board members do that get the institution in
23 trouble with us. Okay.

24 And I'm going to share some examples with
25 you today all of which are public. You know, I

1 have a conflict of interest statement and a
2 confidentiality statement I have to sign. I
3 like my job. I started year '13. I've done
4 real well. So all of this stuff has already
5 hit the paper, so you're already familiar with
6 it.

7 We have been in the paper a lot. I don't
8 know if you-all regularly read the *Diverse*
9 *Issues* or *Inside Higher Ed* or *The Chronicle*,
10 but our accreditation has had this bull's-eye
11 on its back for the last five or six years.
12 Everything that is wrong in higher education
13 is a accreditor's fault because, of course, we
14 validate, ensure quality institutions. So if
15 you screw up, it's got to be my fault; right?

16 There are also some new things that are
17 coming out. There is such a need to get people
18 educated and into the workforce that you've got
19 all of these things that are popping up to
20 hurry students out of school. Competency-based
21 education is one of those things where you
22 don't have to go to class anymore. You just
23 have to demonstrate that you've met a certain
24 set of competencies in order to get a college
25 degree. That's great, but it creates havoc for

1 students who start that kind of program and
2 then say, This is too much. I need to go to
3 the traditional way. How do we translate those
4 competencies into credit courses? So that's
5 something that's out there.

6 And there is no entity that accredits
7 those little pieces. We accredit entire
8 institutions. There is -- I say all that to
9 say there's more than one type of accreditor.
10 And so when you start complaining to the
11 president or he starts complaining to you,
12 please know to whom to direct your wrath
13 because I get blamed for enough stuff. It's
14 not all my fault.

15 There are national accreditors that do
16 the same things we do. They accredit
17 everything in an institution but they have no
18 geographic boundary. And most of their
19 institutions will have a single focus like an
20 osteopathic school that's not affiliated with a
21 college or university, like a freestanding
22 nursing school that's not, you know, affiliated
23 with a college or university.

24 When the online schools first came out,
25 there was the De- -- DEAC, DCA Distance

1 Education Accrediting Council [sic], DEAC, that
2 accredited them. So, you know, they have their
3 niches as it were.

4 All right. Then there are regional
5 accreditors which have been around a lot longer
6 than the nationals and tend to have more
7 credibility because we have been around longer
8 and because we tend to accredit the largest
9 percentage of institutions of higher ed in the
10 country. There are about 3,000 that the
11 regional accreditors accredit where there may
12 be only 500 that the nationals do.

13 But then there are also specialized or
14 professional accreditors: nursing, teacher
15 education, engineering, business, all of those.

16 The challenge is that if your institution
17 gets in trouble with any of those specialized
18 accreditors, it may also get you in trouble
19 with us. Okay. So we have communication with
20 them. When they send President Robinson a
21 letter saying, you know, We have some questions
22 about this or We're putting you on warning for
23 low graduation rates or whatever, we get a copy
24 of that same letter to see if indeed that
25 triggers noncompliance with some of our

1 standards. Does not always, but sometimes it
2 does, so you get caught in double jeopardy. I
3 just ask when you get mad, know at whom to get
4 angry.

5 We have several purposes of
6 accreditation. The first, the foremost, the
7 one that has been there since 1895 was to
8 improve the quality of instruction in
9 institutions or the overall quality of
10 institutions. That is still what we do. We
11 end up fighting with the federal government all
12 the time telling them what you want us to do is
13 not our job. Our job is to help institutions
14 improve. Okay. It's your job to worry about
15 financial aid. You loaned the money.

16 It also assures the public that you are a
17 quality institution; that you're worth parents
18 and students investing their time, energy and
19 money, you know, into attending because you've
20 passed this -- and most of you will recognize
21 this reference -- the *Good Housekeeping* seal of
22 approval. Some of y'all may not know what that
23 is, so just educate them if you would, but
24 thank you for being old enough to know what I'm
25 talking about.

1 And then we do serve as a gatekeeper for
2 federal financial aid. While regional
3 accreditation is a comprehensive and a periodic
4 process, we only come in once every 10 years
5 unless there's another reason to. It focuses
6 on institution-wide goals and processes and
7 outcomes. We have one set of standards for all
8 794 of our members because we evaluate the
9 effectiveness of each institution against its
10 own mission.

11 So while Gulf Coast Community College has
12 to meet the same compliance, we don't evaluate
13 them the same because their mission is
14 different. Okay.

15 We are regional in scope. Bigger than
16 that, we are voluntary. You do not have to be
17 accredited to exist. Okay. But semicolon,
18 however, comma, you won't get access to federal
19 financial aid which will kill your enrollment.

20 Any institution to which a student wants
21 to transfer credits will have great difficulty
22 because there's no way to access whether what
23 they took was of quality or not. And getting
24 into graduate schools will be difficult. And
25 even some employers are beginning to question

1 students who went to institutions that don't
2 pass some kind of external evaluation process,
3 but it really is voluntary.

4 And there are about a thousand
5 institutions in this country that are not
6 accredited by anyone that have students. They
7 cost a fortune. And, again, those students
8 have difficulty transferring and sometimes
9 getting jobs. Okay.

10 We are not a governmental entity. We
11 belong to you. We are a membership
12 organization. I will gladly call anywhere in
13 Florida because you want me to because y'all
14 pay my salary; don't have a problem with it
15 whatsoever. Does mean I stay on the road a lot
16 because we do have 794 members, but we belong
17 to you. And we cannot make any changes in the
18 things we do without the membership approving
19 it.

20 A classic example is that you-all are
21 about to turn in your compliance certification,
22 and yet that's going to change in December
23 because we've had a committee going through
24 reviewing our standards. They've renumbered
25 them. They've gotten rid of some of the

1 duplication that was in them. We put in a
2 couple of new ones and so when you get your
3 feedback or if you have any recommendations,
4 then you're going to have to respond to the new
5 standards assuming the membership approves them
6 in December. If they don't, then you'll be
7 fine.

8 Okay. And we really do have a
9 decentralized national system. Because we
10 don't have a ministry of education and we are
11 independent peer review college member-owned
12 entities, we have seven different regional
13 accreditors across the country that all have
14 different processes. But the reality is we're
15 all assessing the same things. We may have a
16 different process by which we do it. And we're
17 in constant communication -- we being the seven
18 regional accreditors.

19 We are not for profit, don't make any
20 money off of you. I have about \$4 million --
21 I'm sorry. We're probably up to \$6 million in
22 investments right now, but it's not because of
23 any money that you've given. It's just kind of
24 built over the years and we have good
25 investors. But there's no extra taxation that

1 you-all have that bills that. And it's there
2 for legal fees if we need those.

3 When we drop an institution for
4 membership and they appeal and lose the appeal,
5 they tend to sue us because that's the only way
6 they can stay accredited is if the Court tells
7 us to leave them accredited. And so we have to
8 pay lawyers to help defend us in those, or if
9 we had planned a meeting in Florida and a
10 hurricane came along and we weren't able to
11 hold it and then I could still have some money
12 to pay my staff and, you know,
13 keep-the-doors-open kind of thing.

14 But otherwise, it's just sitting there.
15 And we're not intentionally trying to grow it
16 like you would your endowment because those are
17 the only two purposes they have. And we hope
18 never to have to really go into either one of
19 those. Okay.

20 Here is a map that -- I do know that Ark
21 -- I mean Alaska does not belong down in the
22 Gulf. It goes up there. I just want you to
23 know I'm not geographically challenged. I
24 didn't make this map. I'm just showing you.
25 And the fact that the southern states is red is

1 not a political statement; though it could be,
2 it was not designed to be.

3 You can see that our region goes from
4 Texas up to Virginia and Kentucky and
5 everything south except Arkansas. Arkansas
6 used to be in our region. In fact, in the
7 1930s the K-12 division got mad about something
8 and they left and went north and when they did,
9 their colleges went with them.

10 So you can see that Arkansas is a part of
11 the North Central region. North Central is the
12 largest of the regions, both in states and
13 number of institutions but we educate more
14 students than any other region. I'm sure it's
15 not only the quality of the education, but the
16 warmth and the football and basketball.

17 TRUSTEE MILLS: So, Dr. Wheelan, real
18 quick --

19 DR. WHEELAN: Certainly.

20 TRUSTEE MILLS: I thought I had the SACS
21 and SACSCOC --

22 DR. WHEELAN: COC.

23 TRUSTEE MILLS: -- understood until I saw
24 this.

25 DR. WHEELAN: Okay.

1 TRUSTEE MILLS: So how does that work
2 again? Could you repeat what you said before,
3 the difference in the two?

4 DR. WHEELAN: What used to be called SACS
5 is now SACS Commission on Colleges because we
6 have a K-12 division --

7 TRUSTEE MILLS: Got it.

8 DR. WHEELAN: -- that's the council on
9 accreditation and school improvement. That's
10 where the split is, yeah. So they're
11 separately incorporated and so are we. So this
12 is SACSCOC's region.

13 TRUSTEE MILLS: Got it. Okay.

14 DR. WHEELAN: You can see middle states
15 over to the far has Pennsylvania, New York,
16 kind of the states between the New England
17 states and then Northwest where Alaska also
18 belongs.

19 The Western region has the Samoan Islands
20 which are those little pieces down there that
21 somehow do belong back in the Pacific though
22 not quite so close to Texas and Hawaii, but
23 mostly California. And they're having
24 difficulties because as a peer-review process,
25 we have the advantage of never inviting anybody

1 from Florida to serve on a peer review team for
2 any institution in Florida. It's too much
3 peer-pressure when you-all have to live with
4 each other. So when your team comes, there
5 will not be anybody from Florida on that team.
6 We have 10 other states from which we can pull
7 people.

8 California doesn't have that. And so
9 they're having some political difficulties out
10 there, you know, with folks not trusting
11 somebody from USC to evaluate somebody from
12 Cal, you know, that kind of thing. So they're
13 working through that one. Okay. Just so you
14 get the lay of the land.

15 All right. You can see that the size of
16 the regions does vary from 162 institutions in
17 Northwest to almost a thousand in North
18 Central. We had more than our 7- -- the 796
19 includes two new applicants -- two new members
20 that just came in, in June. I'm sorry. I had
21 794 on my brain. We had over 800.

22 Georgia has gone through this merging
23 process. They have taken 14 institutions and
24 merged them into 7 which kills my membership,
25 kills my budget because I lose about \$25,000

1 every time institutions merge, but that's all
2 right. We still love them. They're still
3 hanging in there.

4 So the numbers will fluctuate a little
5 bit, but not a lot. You know, new members
6 come. Others -- you know, we -- right now
7 Paine College in Augusta was dropped for
8 membership. They appealed and lost the appeal.
9 We're now in litigation with them. They are
10 included in that number, but if they lose the
11 litigation then they would be out. So those
12 numbers move back and forth depending on who's
13 coming in and who's going out, but it's been
14 fairly stable since I've been there.

15 I mentioned to you that we were a
16 decentralized national system. We formed an
17 organization that we called C-RAC and we put a
18 dash there because otherwise it would be CRAC
19 and they wouldn't take us seriously. We have
20 enough credibility issues as it is.

21 But this is -- me and my six counterparts
22 and our board chairs meet once a year, but the
23 execs meet three times a year in person. We
24 have biweekly phone calls. And I get more
25 e-mail from them than I do my own institutions.

1 We have the most communicative group of
2 people with whom I have ever worked. Part of
3 that is self-defense because we're in the
4 middle of the reauthorization of the Higher Ed
5 Act which is the federal government's rule for
6 governing higher education. And what they
7 require of one of us, they require of all of
8 us. And so we want to make sure that we're
9 educating because we don't lobby Congress --
10 educating Congress in the same language. So we
11 have brochures that we've, you know,
12 collectively designed; we have policies that
13 we've collectively implemented.

14 When distance learning first became the
15 new topic du jour, we came together and put out
16 a policy statement and a procedure statement so
17 that we could all be evaluating distance
18 learning programs the same.

19 We just did one on competency-based
20 education because that's the next topic du
21 jour. And we just -- we have a committee
22 that's working to give us a recommendation on
23 one for for-profit institutions.

24 If you have read *Higher Ed*, you know that
25 one of the national accreditors lost its

1 recognition with the Department of Ed. ACICS
2 was a national accreditor, had about 250
3 institutions they accredited. We have to be
4 accredited, or we call it recognized, by the
5 Department of Ed so that that financial aid
6 link stays there. Okay. And they lost that
7 link which meant their institutions lost
8 federal financial aid. So they're scrambling
9 trying to, you know, come back.

10 Well, some of those were online programs,
11 you know, some of them were not; but we're
12 trying to work together to make sure that
13 whatever the ACICS accepted, we may buy into as
14 well. Having difficulty with that because most
15 of the regional's standards are much tighter
16 than the national accreditor's standards.

17 TRUSTEE LAWRENCE: What if they lose it?

18 DR. WHEELAN: The depart- -- well, what
19 happens with -- and I'll show you in a minute
20 -- the accreditor has to do what you do and put
21 in a compliance certification to the Department
22 of Ed to show that we're still in compliance
23 with the things we've agreed to monitor.

24 The Department makes a recommendation to
25 an advisory committee we call NACIQI -- and

1 I'll show you that in a second -- that then
2 makes a recommendation to the secretary. The
3 Department felt that they were not adequately
4 living -- or complying with the standards for
5 which they were supposed to. NACIQI agreed
6 with them. The secretary agreed with NACIQI
7 and so they've lost it. They appealed, lost
8 the appeal. And so now all those institutions
9 are scrambling.

10 The government -- because it's not the
11 institution's fault; it's the accreditor's
12 fault but the institutions are being held
13 captive. So the Department gave the
14 institutions 18 months to go find another
15 accreditor.

16 The problem is most of our processes are
17 two-year processes. So they've had to ask for
18 extensions, you know, for six more months so
19 that students don't lose aid because the
20 students are the ones who are suffering in this
21 one.

22 And I don't -- I mean, I don't know the
23 specific compliance issues they had, but
24 whatever they were, they were bad enough. And,
25 you know, I've been in around 44 years in

1 higher ed. I've never known an accreditor to
2 lose its recognition with the Department. That
3 was the first one, so it must have been bad.

4 This is the process that I was talking
5 about. We send in, you know, a compliance to
6 the Department. NACIQI is the National
7 Advisory Committee on Institutional Quality and
8 Integrity. That's why we call it NACIQI. Even
9 that's difficult, but it's easier than trying
10 to mouth all that. SACSCOC is easier than
11 NACIQI.

12 It started out in about 1964 when the
13 Higher Ed Act came out and all of the members
14 were appointed by the administration or by the
15 secretary. With the reauthorization the last
16 time which was eight years ago -- they're
17 supposed to reauthorize it every five years --
18 we're already three years overdue -- it became
19 more political. The House appoints six; the
20 Senate appoints six; and the administration
21 appoints six. And of the House and Senate
22 appointees, three are Republicans and three are
23 Democrats. So it's taken on more of a
24 political flavor than it had in the past. And
25 then they make the recommendation to the

1 secretary.

2 We were just up before NACIQI. We had
3 our fifth-year review. I am proud to tell you
4 we got five years. That's the most they'll
5 give us at any time. I always tell
6 institutions, you know, you complain about a
7 10-year review; I've got to do this every five,
8 so just back off.

9 And it got very contentious because with
10 the last administration there was nothing --
11 there was no legislation that President Obama's
12 administration in Congress could agree upon
13 with higher ed, so they started putting in
14 their own regulations. Okay, presidential
15 regulations as opposed to things that had been
16 negotiated because the Higher Ed Act had been
17 there.

18 Well, we're technically not liable for
19 complying with those because they're not in the
20 law. Okay. But one of those was we've got to
21 increase the graduation rates or the completion
22 rates of students coming out of college because
23 we need them to be employable so our nation
24 won't lose any positional power. Okay.

25 So we don't have to do that. But all of

1 the regionals got together and said, We need to
2 monitor graduation rates and we need to do
3 something to get them up. So President
4 Robinson got a letter from me saying, Here is
5 the information you sent in to the National
6 Student Clearinghouse which is a data storage
7 that includes your full-time enrollment, your
8 part-time enrollment, your transfer in, your
9 transfer out, everything about your students.
10 Here is the information that you send to the
11 Department which is the same information except
12 the Department chooses only to use first-time
13 full-time students.

14 Now, when IPEDS, which is what that data
15 set is called, first came out that really put
16 that out to make sure athletes were going to
17 school full-time. I mean, that's really why
18 they had IPED. And 90 percent of students who
19 were going to school were first-time college
20 students who were going full-time.

21 Today, only about 18 percent of all
22 college students are first-time full-time
23 students. So when you use data that's only
24 derived from 18 percent of your students to
25 say, You-all have terrible graduation rates.

1 You've only got a 15 percent -- well, yeah,
2 because it's 15 percent of 18 percent of my
3 total population. Give me a break.

4 So we've got a plan where we've included
5 Student Clearinghouse data that includes IPEDS,
6 and that includes data that you send to us
7 annually. And I've asked the presidents to
8 say, Tell me which one you want to live with.
9 Which one best represents your institution?
10 And then how are you going to improve that
11 number? Okay.

12 During President Bush's administration,
13 there was -- when Margaret Spellings was
14 secretary, she coined this term "bright-line
15 indicators" or minimum standards. They want to
16 set a minimum graduation rate for all
17 institutions of higher ed.

18 That's not going to work. All of my
19 institutions are not alike. All my HBCUs are
20 not alike. All my research ones are not alike,
21 all of my community colleges are not alike
22 because they all have curricula and different
23 students.

24 So I didn't expect no bright-line
25 indicator. That's part of that message I'm

1 trying to get to Congress. Don't do that to
2 me. Tell me and mandate that there's got to be
3 a 3 percent increase in graduation rates, but
4 let me work with my institution to figure out
5 how to do that.

6 Okay. There was an article a couple
7 weeks ago that came out -- and in full
8 disclosure I'm also on the National Student
9 Clearinghouse Board not because I want to be,
10 but I am -- but they put out a report that
11 shows when you look at IPEDS data, it suggests
12 that -- they measure 150 percent of the time it
13 takes to graduate. For your students, it would
14 be a six-year graduation rate; for community
15 college it would be a three-year graduation
16 rate.

17 When you look at community college
18 graduation rates over three years, only
19 20 percent of their students graduate if you
20 look at IPEDS data. But if you look at
21 Clearinghouse data which includes part-time and
22 transfer students, it jumps to 40 percent.

23 So, now, tell me which number would you
24 rather your institution, you know, be -- by
25 which would you want them to be described?

1 Well, duh. So one of the things we're pushing
2 them for is a better data system, you know,
3 when the next reauthorization comes because
4 it's just unfair to label an institution being,
5 you know, so poor and it's completion agenda
6 when the reality is they're doing a lot better
7 than that.

8 When we in our own region looked at a
9 six-year community college rate, it jumped to
10 45 percent from 19 percent because the students
11 are going part-time and it takes them longer to
12 graduate, guys. Come on. Okay.

13 Now, is there room for improvement? Oh,
14 yeah, all over my region. You know, I have
15 some state institutions that I have some
16 selective admission requirement that still have
17 a 40, 45 percent graduation rate no matter how
18 you look at it.

19 So there's room for improvement
20 everywhere, but the reality is there are
21 different students, there are different
22 admission requirements at every institution.
23 And so it's just not fair to judge them all by
24 the same. You with me? All right.

25 So I spend my time coming to

1 institutions, especially to boards. And let me
2 tell you how this got started. About five
3 years ago, we were looking at our annual
4 meeting schedule. We have an annual meeting of
5 our membership every December. It has grown to
6 about 4200 participants. It was 2500 when I
7 first walked in the door. I said, obviously
8 it's the leadership that's bringing them in but
9 they just look at me like I'm nuts. But we --
10 it used to be all presidents coming.

11 But anyway, I was looking at the agenda
12 and I said, you know, We have a track here for
13 presidents. We have one day with activities
14 for presidents. We have a track for
15 accreditation liaisons. We have one for CFOs.
16 We don't have one for trustees. Do we not want
17 them to know what's going on? Do we want to
18 keep them uninformed?

19 So it was about the time of the last
20 recession. All the presidents said, This is a
21 great idea; however, I don't have any money to
22 bring them and because you-all have real jobs.
23 To ask you to give up three days from your work
24 to come to this conference may be asking a bit
25 much. So I instead started doing this -- this

1 is why I'm here, because I think it's important
2 that you understand, you know, what
3 accreditation is and the value it has and what
4 happens if you get in trouble with us. So
5 that's how this came about.

6 Here's a structure of the commission, of
7 SACSCOC. Our members run the place. We call
8 all 796 of our members the College Delegate
9 Assembly and each college is represented by its
10 president.

11 Whenever we vote on anything, it is the
12 president of the institution that does the
13 voting. Generally he or she will ask staff,
14 What do you think? Is this something with
15 which we can live? But the vote comes from the
16 president.

17 In December, we will have a section roped
18 off for presidents. They have special I.D.s
19 If they can't be there, I need a letter in
20 writing with your president's signature saying
21 I can't be there but please allow whomever, you
22 know, to vote for me. That's how serious we
23 are.

24 The membership elects two bodies every
25 December. They elect a 77-member board.

1 Mr. Chairman, feel good about the size of the
2 board that you have because my chairman has a
3 77-member board that I'll describe the
4 membership in a moment.

5 The other group that they elect is an
6 appeals committee. The appeals committee is
7 only activated if we drop an institution for
8 membership because you can be on probation or
9 warning or have a monitoring report, but you're
10 still fully accredited. You haven't lost
11 anything. Okay.

12 When you get dropped from membership, you
13 lose it all and so you have a right to appeal.
14 The appeals committee is made up of former
15 board members because they have to understand
16 the process but not current board members
17 because they may be evaluating themselves which
18 doesn't work. Okay.

19 The Board then, itself, elects a
20 13-member executive council. That's the group
21 to whom I report. Okay. And the other 64
22 members make up what we call colloquially the
23 C&R Committees, the Compliance and Reports. I
24 need you to remember the C&R Committees because
25 that's who -- those are your best friends or

1 your worst enemies, depending on how it works.
2 Okay.

3 The 77 people that I talked about, every
4 state has a minimum of three people who
5 represent the institutions. We have one person
6 who represents the associate and baccalaureate
7 degree-granting institutions and we have two
8 people who represent the graduate schools or
9 the upper division institutions. Okay.

10 Then there's a public member from each
11 state, someone who's not affiliated with higher
12 ed at all. When your terms on this Board are
13 up, you would be eligible to have your name
14 submitted to be a public member of our board.
15 But as long as you're affiliated with the
16 institution, then you're not eligible for that
17 particular position. Okay. So that's 44
18 people.

19 We had -- when I first came to the
20 commission -- I came from the Washington, D.C.,
21 area -- you know, on their license plates it
22 says "Taxation without representation." There
23 were about seven international institutions
24 that we accredit. One of them is Monterrey
25 Tech in Mexico that's been accredited with us

1 since 1952 which is longer than some of our
2 domestic institutions. They had never had a
3 voice on the board. I said, You think we could
4 take one of our at-large positions and give
5 them their own little state and then rotate the
6 person. So we now have one international
7 member who's also on our board.

8 The other 32 we call at-large members and
9 we use that to balance our board for gender,
10 for ethnicity, for public or private or
11 for-profit, for two-year, you know, to make
12 sure that the board is representative of our
13 membership.

14 States like Texas, Georgia, Florida, and
15 North Carolina have more people on the Board
16 because you-all have more institutions in the
17 state. Okay.

18 Public and private we also do
19 for-profits, all levels, whether it's a
20 community college, a law school, whatever it
21 is. We accredit anything that's within those
22 11 southern states. Our board only meets twice
23 a year, once in June and once in December which
24 is why our process is a two-year process
25 because they don't meet that often.

1 Our executive council is constantly
2 responding to substantive change requests,
3 however, because the board only meets twice a
4 year and we don't want institutions to have to
5 wait to put in a new program, open a new campus
6 or whatever it is that you're doing. Okay.

7 And our board -- like I said, it used to
8 be all presidents but now we have -- we had a
9 librarian from Southern University was on the
10 board for one term, and we've had orthodontists
11 on there as public members. It's been a very
12 diverse board over the time that I've been
13 there which is wonderful because you get a
14 greater perspective, you know, of higher
15 education when you can bring people from all
16 over the institution or from different areas.

17 I mentioned the appeals committee that
18 the only time it's activated is when we drop an
19 institution for membership. The principles
20 themselves -- President Robinson, how long have
21 you been in the higher ed?

22 PRESIDENT ROBINSON: Seven years.

23 DR. WHEELAN: Okay. You remember the old
24 criteria?

25 PRESIDENT ROBINSON: Yes, I do.

1 DR. WHEELAN: We used to have over 400
2 criteria to which each institution had to
3 demonstrate compliance. About 2000, people
4 said enough is enough. We were literally
5 counting library books per discipline because
6 we wanted to make sure that students had
7 original sources, you know, to do their
8 research which is admirable except databases
9 came along there and there were no library
10 books to count anymore so what are we going to
11 do? Okay.

12 So that's when we went to the current
13 principles of accreditation which there are
14 about 93. That's a big jump from 400 down to
15 93. The same areas were covered, but we became
16 less prescriptive. We've always had the
17 reputation of being the toughest of the
18 regionals. I don't apologize for that. I said
19 they figured folks are dumb in the South and we
20 don't know what we're doing. I've got a
21 different story for you, let me tell you. This
22 is why we educate more students than anybody
23 else in the country.

24 These are the requirements that in order
25 to become a member on the commission and to

1 retain your membership, you have to be in
2 compliance with all of our standards at all
3 times. Okay. And we have committees and task
4 forces of people from out in the institutions
5 that put them together. My staff does not
6 dream up this stuff. These are members who
7 dream up this stuff, and it can only be changed
8 by the vote of the membership.

9 Our most basic principle of accreditation
10 is that of integrity. There is no
11 documentation that your institution can submit
12 to show that you're acting with integrity.
13 It's the other stuff that you give us that
14 makes that question.

15 I think you-all got hit with an integrity
16 one because there were these audits that
17 supposedly were done and the summaries were
18 done, but we couldn't find the audits anywhere
19 so it's kind of like, If you lied about that,
20 what else you lied about? So it puts a little
21 cloud over the institution.

22 So while there's no single documentation,
23 it's kind of everything else. Edward Waters
24 got hit with that one right before I came to
25 the commission. They did what we ask

1 institutions to do and that is talk to other
2 institutions. Find out what did they submit,
3 you know, to satisfy our requirements but take
4 their name off the report. We've had others, I
5 just had to appreciate those. So that's what
6 the principle of integrity was.

7 University of North Carolina, UNC, Chapel
8 Hill. My God, we put them on probation. What
9 gall. Have you lost your mind? No, I ain't
10 lost my mind. You put in a course for 14 years
11 that has no teeth in it and you enroll all
12 these students and all they had to do is enroll
13 and show up and you're going to pass them? No.
14 That's at the heart of what institutions of
15 higher ed do.

16 If your academic program is questionable,
17 then why do you exist? And so, yeah, we put
18 them on probation. They were -- oh, my God. I
19 had members who wanted to drop them from
20 membership.

21 That's for 14 years this went on. We
22 didn't catch it because we don't delve all the
23 way down into course enrollments, but they knew
24 about it. There were plenty of people in that
25 institution that knew about it and they were

1 not forthcoming, so we hit them with an
2 integrity issue.

3 Okay. So you get hit with any, that's
4 not the one you want because it does, you know,
5 raise questions about what's going on.

6 Then we have what we call core
7 requirements. Those are those elements that I
8 told you, back in 1895, the colleges said,
9 these are the things that every institution of
10 quality has to have. You have to have a
11 governing board, and you have to have an
12 administration and never the twain shall meet.
13 Okay. Governing board does one thing;
14 administration does something else.

15 The administration's actions are driven
16 by the policies of the Board, but Board members
17 should not be administering the institution.
18 You want to administer institutions, apply for
19 a job. Okay.

20 You have to have a mission statement.
21 Why are you here? What is your purpose? Not
22 just to get state funds. Okay. You've got to
23 have a real reason, you know. You have to have
24 a curriculum that's appropriate to the college
25 level. You have to have learning resources to

1 help students get through those curricula. You
2 have to have adequate money to keep the
3 institution open. You have to have adequate
4 physical resources and make sure they're not
5 falling down around the students.

6 We have a safety requirement that -- and
7 you-all got hit with that one when the young
8 man was killed with the hazing incident.
9 Whether the incident is on campus or at a
10 college-sponsored event, you have the
11 responsibility of ensuring their safety. Okay.

12 You have to do evaluation and planning.
13 You know, you've got to have a road map. What
14 is that road map? And we've added what we call
15 a quality enhancement plan which was our way of
16 getting institutions to show us, how are you
17 focused on improving student learning? How are
18 you increasing those graduation rates?

19 I don't know what FAM's QEP is, but one
20 of my favorites was in Mississippi -- and
21 Mississippi is at the bottom of every
22 assessment, salaries, anything, student
23 performance, you name it, bless their hearts.
24 They're on the bottom, followed by Louisiana.
25 I mean, they just are.

1 So one of the community colleges said,
2 We're worried because students are not
3 finishing these academic programs. What's up
4 with that? So they looked at the data and went
5 back and were able to find that the grades they
6 got in an Intro to Math course were directly
7 related to whether they were continuing into
8 their program or not, whether it was nursing,
9 welding, didn't matter. So they decided for
10 their QEP they were going to revamp the Intro
11 to Math course. Instead of just pulling math
12 faculty together, they pulled faculty from all
13 over the institution to say, what do students
14 need to show in this class to ensure that they
15 pass this program?

16 So they revamped that. They put new
17 textbooks, you know, got new assessment
18 strategies, did an item analysis. When there
19 was a problem, they would go back and fix it.
20 The retention rate alone in the institution
21 jumped 30 percent in one semester and the
22 grades themselves improved from Cs and Ds to Bs
23 and Cs in one semester. Okay.

24 That process worked so well that their
25 nursing and allied health faculty did the same

1 thing with the anatomy and physiology course
2 because that's the weed-out course for nursing
3 and allied health programs.

4 That's the kind of thing that we want to
5 see with the QEP, that you've focused on
6 something that is directly related to improving
7 instruction or student learning. It could be a
8 process you have with faculty to help them
9 learn about learning styles so that you can
10 see, now that you know that students learn
11 differently, what are you implementing and how
12 can we track whether it's really worked.

13 We don't tell you what to do. Most of
14 the QEPs are focused on writing -- improving
15 writing or math skills or critical thinking
16 skills, but there are lots of them. You can't
17 tell me you're building a new parking lot to
18 put them close to the building. That one won't
19 work.

20 Then we have a bunch of comprehensive
21 standards that support those core requirements.
22 They're kind of the detailed pieces of those
23 big ones. An example of that is a core
24 requirement says that you have to have enough
25 faculty to carry out the mission of the

1 institution. But a comprehensive standard
2 says, and they have to be qualified. Okay.

3 Here is a hint for you, something you
4 don't want to happen: If you get a
5 recommendation in a core requirement, you will
6 automatically go on either warning or
7 probation. That's how important those core
8 requirements are because those are those
9 got-to-haves. And if you're not doing well in
10 those got-to-haves, the rest of them don't
11 matter. So you don't want any of those,
12 Mr. President.

13 There are also a bunch of federal
14 requirements. And we want to make sure that
15 the federal government gets credit for making
16 you do that and not us.

17 With the last reauthorization, there was
18 a big focus on for-profit institutions. They
19 were popping up everywhere. Students were
20 paying a lot of money. They weren't finishing.

21 We had students who were registering and
22 then somebody else was taking the test for them
23 but they were getting the grade and the
24 financial aid. That's fraud. So the fed said,
25 You-all are monitoring these institutions.

1 It's your responsibility to make sure that they
2 authenticate the student, that you know
3 whoever's registering is actually the one
4 taking the classes, taking the test, and
5 therefore getting the grade. And they wanted
6 to go farther to say, And you must use either
7 fingerprint or retinal scan to do that. Now,
8 this was eight years ago. Y'all got iPhones?
9 When did Apple come out with fingerprint
10 technology? Three years ago? Can you imagine
11 how expensive that would have been eight years
12 ago? So in my shy retiring manner, I said, Can
13 you tell me who the hell's going to pay for
14 that? My institutions can't afford that.
15 That's crazy. So they backed off. But you
16 still have a requirement if you offer online
17 instruction to authenticate the student.

18 The other question I asked was, do you
19 care about the on-campus classes that have 300
20 students? No, that's all right. We don't mind
21 if they're getting somebody else to take a
22 test. Federal government at its best.

23 The other piece related to online was the
24 state authorization process. Every institution
25 of higher ed has to register in a state and get

1 a license in the state to do business. But
2 with online instruction, airwaves open it up to
3 everybody. Well, states were complaining they
4 were losing revenue. So they wanted every
5 institution, no matter where it was, even if
6 they only had one student from another state to
7 have to register in that state.

8 Well, there is no similar entity in all
9 50 states to do that. There was no regulated
10 fee. The state of Massachusetts was charging
11 \$60,000 for each institution that wanted to
12 register in the great state of Massachusetts.
13 You would have gone bankrupt.

14 So former Secretary of Ed, Dick Riley,
15 and the guy who was head of the state higher ed
16 offices, Paul Ligenfelter, put together a group
17 to say we got to find a solution for our
18 institutions. And that's where NC-SARA came
19 from, the National Council on State
20 Authorization of Reciprocity Agreements. I
21 forget what it stands for. I'm on that board,
22 too.

23 And what it does is there are four
24 regional compacts. For our region it's the
25 Southern Region Education Board, SREB. All of

1 the states in our region collectively do that
2 and there's policy that drives the
3 institutions. For them, it's 15 states
4 Maryland, Arkansas, West Virginia are also in
5 that mix.

6 In New England -- there's the New England
7 one and the western areas. There's WICHE, you
8 know. So, you know, we said since they're
9 already working with these groups, why can't we
10 -- if you register with one of those, then
11 you're registering with all.

12 So that's what we did. It's a
13 \$2,500-a-year fee for every state. That's a
14 lot cheaper than 60,000 for one and who knows
15 how much for another.

16 So those are the kinds of things that the
17 regional accreditors do on your behalf that you
18 may never know about, but I want you to know.
19 And I'm earning my salary on your behalf. You
20 still with me?

21 So these are the things to which you-all
22 have to respond in this compliance
23 certification that's coming forward.

24 TRUSTEE MILLS: What's this complaint
25 topic? What do they mean by complaint?

1 DR. WHEELAN: Oh, well, the Attorney's
2 General get a lot of complaints -- consumer
3 protection, they're responsible for. We get a
4 lot of complaints when grades don't go the way
5 they want; when, you know, a faculty member
6 kicks a student out of -- and so we get
7 complaints about institutions all the time. We
8 only, however, look -- investigate those that
9 are directly related to our standards. Okay.
10 Otherwise, I'd be in the complaint business:
11 There's not enough parking over at FAMU; I
12 can't get close enough to the building; the
13 food sucks, you know. Those are the complaints
14 that y'all get to deal with. I ain't dealing
15 with that. I deal with the ones that are
16 directly related to our 93 standards.

17 TRUSTEE MILLS: But as it relates to the
18 federal side --

19 DR. WHEELAN: They require that we have a
20 complaint process. That's what that one is.
21 Otherwise, I would not get in your business
22 without your student complaints. What happens
23 with that -- well, let me back up, something I
24 missed.

25 There are four ways that I get to come

1 visit in an official capacity other than
2 something like this: One is through the
3 reaffirmation process. If that uncovers
4 something of which you're out of compliance
5 then we send teams in and we'll say, Okay.
6 Let's help you fix this.

7 Formal complaints are another one. And
8 we insist that if you're going to file a formal
9 complaint, we're going to sign it because
10 otherwise who knows whose out there. And you
11 can't sign it on behalf of your child. I don't
12 care if you are paying their tuition. It's the
13 child who was wronged, not you, so your child
14 has to sign that complaint.

15 But it's got to be directly related to
16 our standards. If you-all self-identify an
17 issue, then we will come in and investigate it.
18 And probably the biggest one is when it hits
19 the paper.

20 You-all function in such bright sunshine
21 here in the great state of Florida, that I know
22 everything y'all do whether I want to or not.
23 Okay. And so when stuff like that -- stuff
24 hits the paper, in all of those instances, what
25 I do is I write the president a letter and say,

1 It has come to our attention that you may be
2 out of compliance with our standard, and we
3 give you a number. Could you tell us what's
4 going on and make me feel good that you're
5 still in compliance?

6 Most of the time I get back answers that
7 satisfy me. It's like, okay. That's fine.
8 Thank you. Appreciate it. Sometimes it's
9 stuff, though, that is a little more than that
10 so I end up taking it to the board for them to
11 make a decision.

12 UNC Chapel Hill was one of those. That
13 came to our attention because it hit the paper.
14 That's a big institution with a lot of
15 political back -- I wouldn't like to vote on
16 that one. I took that one to the board. I
17 said, Y'all can have this one. That's why they
18 pay you the big bucks which is nothing, but
19 nonetheless.

20 Does that answer your question?

21 TRUSTEE MILLS: It does.

22 DR. WHEELAN: The process, then, through
23 which you-all are going is a two-year process.
24 It started last December when President
25 Robinson and his leadership team attended a

1 leadership orientation where we told them what
2 the standards were that had changed since the
3 last time they went through reaffirmation, you
4 know, timelines, policies, fees, all that kind
5 of stuff.

6 They came back home. And for nine
7 months, kind of like birthing a baby, they put
8 together the compliance certification. That's
9 due to us in September. So that's what they --
10 on which they've been putting the finishing
11 touches. That will come into what we call an
12 offsite committee.

13 We have about 14 committees -- we have
14 about 80 institutions that go through
15 reaffirmation each year. Okay. Forty for the
16 June meeting, 40 for the December meeting. So
17 that means that I have 40 committees twice a
18 year that have to look at -- it's not actually
19 40.

20 We give each committee three
21 institutions. So we now have three
22 agricultural schools all reviewed by one
23 committee or three HBCUs by one committee or
24 three community colleges so that there's some
25 consistency in the evaluation. But they

1 literally go through every word of every
2 compliance certification. And they will
3 send -- they send out a form that comes back to
4 the president that says, yes, we agree you're
5 in compliance; nope, we don't agree you're in
6 compliance; or I can't figure out whether
7 you're in compliance or not based on what you
8 just said.

9 The president then has an option -- and
10 it is optional, though I have not had a
11 president yet who did not exercise this option
12 -- to give us additional information on those
13 noncompliance and unsure compliance things
14 because you don't want questions to be hanging
15 out there. You want the board, you know, to
16 know exactly what you're doing.

17 Those two documents then go to the
18 committee that's coming to visit, what we call
19 technically the "onsite committee." We have
20 all these highfalutin names for these folks.

21 There are three things that this
22 committee is coming to do. It used to be that
23 the committee came and looked at everything.
24 Well, you've already had a review, a paper
25 review of what you do so we don't need to do

1 that all over again. That's redundant except
2 for the federal requirements which they want us
3 to verify on site. We're not looking for any
4 new information. They just want us to verify
5 what you said on paper. They're looking at any
6 noncompliance issues that are still hanging out
7 there, and then they're looking at the QEP to
8 see whether it did what you said it was going
9 to do. Okay.

10 They finish the report, then it goes to
11 -- you remember that group I asked you not to
12 forget about, the C&R Committees. That's the
13 other 64 members of the board. We divide them
14 into four committees so that they don't all
15 have to look at 80 reports. They make a
16 recommendation on whether you should have a
17 monitoring report; whether you will be put on
18 warning; whether you'll be put on probation;
19 whether you'll be reaffirmed to go celebrate,
20 glory, hallelujah; or whether you're dropped
21 for membership. Those are always the five
22 options that our board has. They make the
23 recommendation to the executive council. The
24 executive council can either accept their
25 recommendation or they can change it. And then

1 it's the council's recommendation that goes to
2 the full board.

3 It is not until the full board votes that
4 you know about the status of your
5 accreditation. We always call the president
6 before we call the media because we want the
7 president to have a chance to let the board
8 know before the stuff hits the fan. Whether
9 it's good stuff or bad stuff, we still want to
10 give, you know, them a heads up.

11 TRUSTEE MILLS: So what's our timeline,
12 relatively? I know the September --

13 DR. WHEELAN: Yep. Right now you're at
14 the second stage. The compliance certification
15 comes in, in September. It will be reviewed by
16 the offsite committee this fall, November-ish.
17 You-all have a committee that will come in, in
18 late spring. You'll have five months to
19 respond to any recommendations that may come
20 forward, and so December of '18 is when you get
21 to party.

22 PRESIDENT ROBINSON: March.

23 TRUSTEE MILLS: March. Got it.

24 DR. WHEELAN: Okay. So please be gentle
25 with your president because this is a big deal.

1 I mean, he has had to go through and lead an
2 institution into looking at everything you do.
3 We look at your board minutes.

4 You know, I have institutions that
5 televise their board meetings. It's better
6 than reality TV. I mean, it really is. And
7 they're not in the Sunshine State. So to try
8 to get an institution that is trying to teach
9 students to shift some of its focus to putting
10 this report together to show that we really are
11 doing what we say is taxing. Okay. And to try
12 to keep them pumped up for going through this
13 exercise is energy, number one, but also to
14 solve any of the crises that may be out there
15 before it comes to us because while you're
16 identifying it for a compliance, we also want
17 you to have a solution to it. Otherwise,
18 you'll be out of compliance when, you know, the
19 board votes. And you don't want that to
20 happen. So it's a tough two years. So I know
21 -- when I saw him, he had a 'fro out to here,
22 too.

23 I know you have a break scheduled in half
24 an hour. Would you like to take a bathroom
25 break or a coffee break?

1 CHAIRMAN LAWSON: We're fine.

2 DR. WHEELAN: Okay. Well, here is the --
3 this is why you really wanted me to come here.
4 What is it that you do that gets my attention
5 other than just an invitation to come to
6 Florida? There are three things that we ask
7 boards to do: One is to make policy -- not to
8 administer policy but to make policy,
9 periodically review it to make sure it's still
10 appropriate but to say here are the tenets
11 under which we will function.

12 We ask that you hire, regularly evaluate,
13 and, if necessary, fire the CEO. Okay. I have
14 found that it is unfortunate and unfair to both
15 an institution and the president when you omit
16 that evaluation stage. Okay. You need to give
17 the president regular feedback on whether
18 you're happy with the direction he or she is
19 taking the institution because to let stuff go
20 and not say anything and then on one day say,
21 Well, you got to go and he or she hadn't had a
22 chance to work on it, it's just not fair.

23 The strongest, most effective
24 relationship is the board chair president's
25 relationship. If you-all individually have

1 problems with President Robinson, you need to
2 let the chair know, and the chair then needs to
3 let him know.

4 What I have found with some of our boards
5 is that they get into trouble with us because
6 individual board members feel like, I'm tough.
7 You know, I was appointed by Governor Scott. I
8 can -- I don't care. I really don't. I mean,
9 I like Governor Scott. We've had our
10 differences. I've had him on speed dial for a
11 while. But you have no authority as individual
12 board members. Your authority comes
13 collectively as the board.

14 We've got the University of Virginia,
15 Mr. Jefferson's institution, on warning. Oh,
16 my God have we had balls or what? Because
17 there were three board members who wanted to
18 get rid of the president and rather than
19 bringing it to the board and going through the
20 official evaluation process, went behind closed
21 doors, tried to negotiate votes so that they
22 could get her out. That's not the way you do
23 it. It's just not the way you do it. Okay.

24 And those kinds of things get you in
25 trouble with us because you-all are required to

1 have policies that talk about how to get rid of
2 a president, or for that matter, how to get rid
3 of a board. Even if there's statutes that make
4 that determination, your board still needs to
5 adopt those statutes as yours. Okay. So that
6 is a very important thing for the effectiveness
7 of the institution.

8 The other thing we ask you to do is to
9 oversee the money. You have to make sure that,
10 number one, there is enough money. And that
11 may mean going to the wonderful governor who
12 appointed you and say, look here, Bubba, I need
13 some more money for my institution or whoever
14 it is that you have to lobby to get money.

15 It may mean donating it out of your own
16 pocket, or it may mean, you know, jacking up
17 your friends who got deep pockets and say, Look
18 here, I need you to help us over here with this
19 scholarship fund that we have going on.

20 Whatever it is, it is your responsibility
21 to ensure that this institution is financially
22 stable and has enough money to keep the doors
23 open. And if you find that it doesn't, then
24 that's when you start asking questions starting
25 with, how come? Why is this not working? What

1 is it that we're doing? How much money are we
2 spending for instruction? If we're spending
3 more money to raise money than we're raising,
4 something's wrong with that model. Okay. So
5 those are the kinds of questions that you ask.
6 You don't do anything about it. That's what
7 you're paying him for, but you do ask those
8 questions because we have found that our
9 institutions that get in trouble with us for
10 finances is because the board fell asleep at
11 the wheel.

12 St. Paul is a perfect example of that in
13 Virginia. The president did not listen to us
14 when we explained to him you cannot continue to
15 borrow money and not have a way to pay it back.
16 You need to go back and cut some of your
17 programs. You need to go lease some of your
18 land. I mean, we gave him all kinds of
19 suggestions. Bless his heart, he says, We'll
20 be all right.

21 Well, they closed. We dropped them from
22 membership. Nobody merged with them because
23 they had too much debt. That's the downside
24 of, you know, running out of money is you
25 either close your doors -- you'll become one of

1 those institutions that doesn't have financial
2 aid, you know, or you'll merge with somebody
3 else. Those are the general options. And
4 nobody wanted to merge with them because the
5 debt was too high.

6 TRUSTEE DORTCH: They had all that land.

7 DR. WHEELAN: They did. They did. But
8 those are your three jobs. When you start
9 stepping out of your lane, that's when I get to
10 come back. Okay.

11 At the end of each of these you'll see a
12 CS or CR. That stands for core requirement or
13 comprehensive standard. Remember I said if you
14 get a recommendation of core requirement,
15 that's a big deal. You automatically go on
16 warning or probation. And there is a time
17 limit as to how long you can be on warning or
18 probation. It does not go on forever because
19 the federal government doesn't want to pay you
20 money forever. You either come into compliance
21 or I'm not wasting my money on you. Okay.

22 Here is one that says -- it is a
23 comprehensive standard -- every board has to
24 demonstrate clear and appropriate distinction
25 both in writing, that is in your policies and

1 in practice -- that's where those TV cameras
2 come in, very interestingly -- that there is a
3 difference between the policy-making function
4 of the board and the responsibility of
5 administration and faculty to carry it out.

6 When you have -- and remember I -- I'm
7 bringing you other examples. I'm not talking
8 FAMU, but when you have board members that say,
9 You know, I've got this friend who's got a
10 welding shop. You know, we ought to give the
11 contract to him. That's not right, guys.
12 That's a conflict of interest. That's
13 management. You are not into management.
14 You're into governance. That's entirely up to
15 the administration to go figure out how to
16 solve the problem.

17 You identify the problem and you pay him
18 good money to go figure out how to do it. If
19 he's not doing it the way you want to, then
20 we're back to that second step about firing the
21 president but don't you step in to be the
22 president.

23 TRUSTEE MILLS: So that one -- we're in a
24 retreat --

25 DR. WHEELAN: Yes.

1 TRUSTEE MILLS: -- so I have a lot of
2 questions.

3 DR. WHEELAN: That's fine.

4 TRUSTEE MILLS: So that one is clear when
5 you have a -- when you have a -- I'm trying to
6 think. I had a little brain cramp here for a
7 minute -- a conflict of interest.

8 DR. WHEELAN: Yeah, I got a conflict of
9 interest policy, too.

10 TRUSTEE MILLS: Right, and the example
11 you just gave is kind of sort of like that.

12 DR. WHEELAN: Okay.

13 TRUSTEE MILLS: But relative to --
14 relative to doing work for the administration,
15 where does that become gray and --

16 DR. WHEELAN: If I find out about it,
17 then I'm going to come back and write you up
18 for being out of compliance with this --

19 TRUSTEE MILLS: So when I start doing
20 spreadsheets, you're going to be mad at me?

21 DR. WHEELAN: Yep.

22 TRUSTEE MILLS: Okay.

23 DR. WHEELAN: Unless you're on the
24 finance committee and then that's your job is
25 to lay out stuff so that all the board can

1 understand it.

2 TRUSTEE MILLS: I happen to be on the
3 finance committee, so don't be mad.

4 DR. WHEELAN: It's not true confession.
5 I'm keeping it up here.

6 TRUSTEE DORTCH: That's also a violation
7 of Rule 4958 of the Internal Revenue Service
8 code and all of us can be fined if we don't
9 disclose and we don't take action. The person
10 who does that can be penalized by IRS. So
11 you're not just dealing with SACS, you're
12 dealing with federal --

13 DR. WHEELAN: SACSCOC. I want you to
14 stay clean. I don't want you to get in
15 trouble. That's why I'm here.

16 TRUSTEE MILLS: Conflicts of interest are
17 fairly easy.

18 DR. WHEELAN: Not always. Not always.
19 Morehouse College had a board chair who was
20 president of a unit of a company. The
21 university had a contract with the other unit,
22 but we have a standard that says the board
23 chair cannot have a financial interest. And
24 they argued, Well, it's going to the other
25 side. No, it's going to the company. The fact

1 that he's in charge of a different unit ain't
2 got nothing to do with it. So he had to step
3 down his chair. So it's not always clear, but
4 most of the time, it is. It should be.

5 TRUSTEE DORTCH: If he discloses and goes
6 through the normal procurement process --

7 DR. WHEELAN: That's fine. If it's a
8 open bid or closed bid process, that's
9 different. That's very different. But, you
10 know, the days of I scratch your back, you
11 scratch mine -- gone.

12 TRUSTEE MILLS: Yeah, as it should be
13 gone. I was just more concerned about the
14 grayness of the work portion of it because this
15 dividing division between, you know -- between
16 administrating and governing is always an
17 interesting process for a lot of boards; right?

18 DR. WHEELAN: But it shouldn't be.

19 TRUSTEE MILLS: It shouldn't be. I agree
20 with you.

21 DR. WHEELAN: That's why -- to make sure
22 that you-all understand that it shouldn't be
23 and it's not.

24 UVA got written up on this one, too,
25 because they have a policy that allows faculty

1 to evaluate the president. They bypassed that
2 whole route when they were trying to get
3 Dr. Sullivan out. So we hit them up for a
4 noncompliance of this one as well because they
5 have a policy that talks about what's the role
6 of faculty in administration.

7 Now, as an aside you-all have student and
8 faculty representation on your board which is a
9 tough position for you-all -- in which you-all
10 -- I hate to end sentences in prepositions --
11 for which you-all to be -- there we go --
12 because as a board member, everything you do
13 here is a confidential. In spite of the open
14 records thing, you have a different seat when
15 you sit at this table than you do when you go
16 back on campus. And you have to -- you have to
17 play that -- you know, balance that, kind of
18 like that, especially when you go into
19 executive sessions. What goes on in executive
20 session, stays in executive session, no matter
21 who's asking.

22 The other difficulty boards have,
23 especially those appointed by governors or
24 legislators, is that they want to tell you how
25 to do your job. I've been on a board. Okay.

1 You have to learn to say, Governor, I
2 appreciate your opinion, I really do, even
3 though opinions are like rear ends.
4 Everybody's got one. I appreciate it, but I've
5 got more information than you do so I need you
6 to trust my judgment since you put me on this
7 Board for my expertise that I may not be able
8 to do what you want done. That's a tough thing
9 to do. But that's where that integrity thing
10 comes in. And if the governor says, Hey, you
11 ain't playing my game, you're going to have to
12 go, then you say, Bye. I'm walking away with
13 my integrity, you know. And nobody can say
14 that, you know, I was not my own person.

15 TRUSTEE CARTER: In a situation like
16 that, there would be -- hold the Board member
17 to disclose that information to the Board --

18 DR. WHEELAN: That's right.

19 TRUSTEE CARTER: -- whether they got it
20 from the legislature or the government.

21 DR. WHEELAN: That's exactly right.
22 That's exactly right.

23 TRUSTEE CARTER: You have a duty to do
24 that --

25 DR. WHEELAN: Yes, you do.

1 TRUSTEE CARTER: And I think that would
2 absolve you of any kind of --

3 DR. WHEELAN: It doesn't help you with
4 the governor, but it will help you with us.
5 And on some days we are more important than the
6 governor when it comes to your financial aid,
7 your reputation as an institution, so yeah.
8 It's a fine line. And we know it's a fine line
9 really, we do. But you do have to balance that
10 because you have the responsibility of looking
11 out for this institution.

12 You know, one of the things that I told
13 Governor Scott -- and you're taking notes and
14 that's fine, just spell my name right. When
15 President Ammons was here he went on -- The
16 president needs to be fired. You know, this is
17 a terrible thing to happen. So I called up; I
18 said, Governor, you have a Board whose job it
19 is to determine whether the president should be
20 fired. Please keep your mouth closed. Well --
21 and I got summonsed to Tallahassee. I said,
22 Fine. I like Tallahassee. I'll come down. I
23 said, you know and then (inaudible) said, Well,
24 the governor's a citizen, you know, just a
25 regular citizen. I said the governor is not a

1 regular citizen. He is the governor. And he
2 opens his mouth and says jump, people ask how
3 high. You know, he needs to make sure that he
4 gets credit where it's due.

5 And it is your job to keep this
6 institution free from undue influence. And I
7 got one of those standards coming up, too. And
8 sometimes that means telling the governor,
9 Thank you, sir. I do appreciate it. I'll do
10 my best, but I can't promise. And I know
11 that's tough.

12 We have -- this is a core requirement,
13 okay, that you have the legal authority to act
14 on behalf of the institution. That's generally
15 determined in your Articles of Incorporation
16 and that you have a minimum of five members and
17 that it's not controlled by a minority of the
18 Board.

19 Boards that have alumni representation
20 that get upwards of 40 percent of their board
21 as alumni tend to run into problems with this
22 because that's a -- you know, a group that can
23 control the way things go. And that's not what
24 boards do. You know, collectively, everybody
25 should have an equal voice in what's going on.

1 When South Carolina State was in danger
2 of losing its accreditation with us,
3 then-Governor Haley wanted to get rid of the
4 board. Okay. You can do that; you appointed
5 them. But then she wanted to put herself, the
6 chair of the House Appropriations Committee,
7 the chair of the Senate Finance Committee, the
8 comptroller and somebody else as the board. I
9 said, I don't think so. I mean, you can do
10 that. That's your institution, but if you do
11 then you will lose accreditation because if you
12 can't govern and be, you know, on the board
13 there at the same time, it just does not work
14 that way. So I said, You can appoint five
15 people which is what she did -- so -- yeah.

16 Another one. That's why I said spell my
17 name right because I'm in every -- 11 state
18 papers. As long as you spell my name right,
19 I'm all right.

20 The governor of the Commonwealth of
21 Kentucky -- I'm on the top of his because he
22 disbanded the entire University of Louisville
23 board, just said Y'all not doing what you're
24 supposed to be doing. You've got to go.
25 Because there is a statute that allows the

1 governor to disband a board whether it's a
2 college board or a community service board, if
3 it's not ethnically diverse, if it doesn't have
4 appropriate gender representation; but it had
5 never been used with an institution of higher
6 ed board before. And we have a requirement
7 that you'll see that you have to have a policy
8 that talks about how to get rid of board
9 members.

10 The university did not have that statute
11 in its policy, so we perceived it to be undue
12 political influence. Oh, he went ballistic.
13 He made a YouTube video. We do not work for
14 accreditors. We work for you, the citizens.

15 Fortunately, the Senate didn't agree with
16 him and didn't like the fact that he had all
17 that power, so they changed the rules and said
18 the senate's got to confirm. You can appoint,
19 but the senate's got to confirm. So I'm not
20 one of his favorite people either. So I try to
21 stay out of Kentucky.

22 Here is both a core requirement and a
23 comprehensive standard that says you have to
24 have policies that identify what is the role of
25 faculty, what's the role of administration in

1 doing stuff.

2 Curriculum development is a perfect
3 example of that. You have a process by which
4 faculty dream up all these wonderful programs
5 and they justify them. They give them to
6 whoever and you-all should get final say,
7 although I know you've got a Board of Governors
8 that may have something to do with that, but
9 ideally it comes from the faculty, not the
10 other way down. Okay. Or, again, evaluating
11 -- having input into the evaluation of the
12 president, for example, or whatever. You have
13 policies that talk about that. And when you
14 step out of those policies, then I get to ask
15 what were you thinking. Okay.

16 Same thing with academic freedom.
17 You-all were another example -- not you, FAMU,
18 but you, Florida, were another example of this.
19 There was a faculty member who wanted to
20 demonstrate that the written word could be as
21 explosive as slapping somebody in the face.
22 And so he had this experiment where he had his
23 class write the name Jesus on a piece of paper.
24 Remember that? And had the students put it on
25 the floor said, Now step on it. Well, folks,

1 the governor was ready for him to be fired as
2 well. That was another time I had to call the
3 governor.

4 You know, faculty cannot say or do
5 whatever they want. That is not what academic
6 freedom says, but it does say that they have
7 the right to present things that -- with which
8 you may not agree, but they still -- I mean,
9 that's the job of faculty is to present both
10 sides of things.

11 Some states have gone so far now because
12 our politics have shifted so far right to
13 legislate that you to have present both liberal
14 and conservative views on everything that you
15 talk about. Okay.

16 Well, it should have been happening in my
17 opinion in classrooms because that's what
18 teachers do. They teach students both
19 arguments and then you decide which one you
20 want, but have some facts and not just emotions
21 to determine what it is that you're thinking.
22 But to legislate that -- see, I have no control
23 over legislators in that sense.

24 You know, the governor of Mississippi was
25 supporting a bill in the House and the Senate

1 that would have required students to have a 3.0
2 GPA and a 26 on the ACT before they can enroll
3 in the teacher ed program because he was
4 concerned about the quality of teachers.

5 Well, be concerned about the quality of
6 teachers but it's faculty's role to determine
7 what the GPA and ACT scores are. So the
8 presidents tried to convince him he couldn't do
9 that and asked me if I would write a letter. I
10 don't get involved in your politics unless
11 y'all ask me to. I really don't.

12 And so I said, you know, Governor, you
13 can certainly do that but if you do, you're
14 going to impact the accreditation of all eight
15 of your state institutions because they have
16 one governing board for all eight institutions.
17 So he wanted to know who is this shadow
18 organization that can tell the governor what to
19 do. I said he'd defecate a brick if he knew it
20 was a black woman in charge, shadow
21 organization too. You've got to love this
22 stuff, you really do.

23 As an aside, when the University of -- I
24 think it was Mississippi has a medical school,
25 and the president of the college appoints the

1 head of the medical school. Well, the board
2 wanted to be able to do that but that's not the
3 way their policies ran. So everybody went
4 running to the governor, you know, because they
5 were unhappy. And so before he made a comment,
6 he actually had his chief counsel call me. I
7 started laughing. I said, I'm sorry. I'm not
8 laughing at you, but for him to call me before
9 he opened his mouth is just, you know, funny.

10 TRUSTEE GRABLE: Priceless.

11 DR. WHEELAN: Yeah, it is, one of those
12 things that go in my diary, you know.

13 So I said, if I were the governor, you
14 know, to keep me out of it I would say, you
15 know, we may not like the decision that the
16 board made, but it is the board's
17 responsibility to do that. So ain't nothing I
18 can do; and stay out of that fire, which he
19 did. So he listened.

20 Here is the one that says it's your job
21 to protect the institution from undue influence
22 whether it's political, religious, sorority,
23 alumni, booster club. It don't matter. It's
24 your job to protect the institution from them
25 running the place. That can be just as dicey

1 as telling the governor to back off. I
2 understand that. But that's what you signed up
3 for when you said, I'll serve on this Board.

4 Here is your conflict of interest policy.
5 Interestingly, it says that the presiding
6 Officer of the Board, which is the chair, and a
7 majority of other board members have to be free
8 from conflict. And it's not just real
9 conflict, it's perceived conflict. Okay. So
10 you have to be careful with that one, you
11 really do. That's why we suggest if you're
12 going to be chair, nobody in your family work
13 at the college because when you start passing
14 the budget, that's going to directly impact the
15 money in your pocket because one of your family
16 members works at the college.

17 Okay. Here is the one that it's your
18 responsibility to select and periodically
19 evaluate. Periodically, by the way, for us
20 does not mean once every 25 years. We have had
21 that situation where they never evaluated the
22 board chair -- I mean the president. They
23 don't know whether they have an effective
24 president or not because they never evaluate
25 them.

1 It's usually every three years. We
2 recommend that there be annual feedback to the
3 president whether it's formal or informal just
4 to make sure everybody's still on the same
5 page. Even presidents need atta boys. Okay.
6 Don't just assume because things are going well
7 -- I mean, presidents are humans as well. And
8 it's nice to say, you know, I heard this
9 compliment when I was out in the community
10 about what you did or the students love the
11 fact that you painted the building orange
12 instead of green; you know, pick something, you
13 understand what I'm saying?

14 Too often presidents are sitting out
15 there, you know, like pigeons, you know, with
16 people shooting at them all the time and if you
17 don't give them something that keeps them here,
18 then you're going to find that you've got a
19 good one who's gone. And so you don't always
20 want to give just the bad stuff. You want to
21 be able to give some positive feedback as well.
22 And if you don't do that regularly, at least do
23 it once a year during the evaluation. Okay.

24 We have another one that I told you, you
25 have to have a policy that talks about how to

1 get rid of board members. Okay. And if
2 there's a statute in Florida that determines
3 that, you just have to adopt that statute as
4 your policy. But the process has to be --
5 there has to be a process, and there have to be
6 legitimate reasons.

7 Many boards will say, for example, we
8 have four meetings a year. If you miss three,
9 then you need to get off the board. You know,
10 you're not contributing to anything. Okay.

11 Speaking of that, I have one institution
12 whose board meets 10 times a year. That is not
13 a best practice in higher education. Okay.
14 First of all, there should not be that much
15 business to do but the president doesn't have a
16 chance to be president if all he's doing is
17 preparing board meetings. Okay.

18 Three times a year is usually pretty
19 good. That should be adequate. And if you
20 have committees, you know, they may have to be
21 called to make some major decisions but,
22 otherwise, y'all got a life. Go live your
23 life. This is the president's life. Let him
24 live this one. You know, check in three times
25 a year and leave him alone except for football

1 games and basketball games. I know how that
2 works.

3 We have two core requirements and a
4 comprehensive standard on ensuring the
5 financial resources and stability of the
6 institution. That's how serious we are about
7 having enough money. When institutions go on
8 warning for finances, my phone blow up from
9 institutions. My child's a freshman. Are they
10 going to be in business four years from now
11 when he graduates because they in trouble with
12 y'all?

13 And my answer is always, always, The
14 institution is aware of its challenges. They
15 are working very hard to right the ship. And
16 if I were in your shoes paying that tuition, I
17 would feel comfortable that they will be in
18 business. I'm not always right, but I've been
19 more right than wrong because in the 12 years
20 that I've completed there, we've only dropped
21 seven institutions. And 7 out of 800 is not
22 bad. I mean, that's seven too many, but it's
23 still not bad percentage-wise.

24 TRUSTEE DORTCH: You look at
25 relationships between the Board and the

1 foundation and the foundation and the
2 president?

3 DR. WHEELAN: Oh, yeah, and the athletic
4 club and all that. Our standards say that the
5 president is responsible for all of it. Baylor
6 University's president Ken Starr got in trouble
7 with that one because he turned over too much
8 to the athletic director and, you know, lost
9 control.

10 You know, I have been a president twice.
11 I wouldn't be a president again today. I'll
12 tell you why. I've been through two
13 recessions, and at least we still had skin on
14 the bone during those recessions. We're down
15 to the marrow now. You know, and legislators
16 are locking your hands not allowing you to
17 raise tuition but they want you to maintain the
18 quality and keep all the programs in play. You
19 know, I've been there, done that, bought that
20 CD. I'm not going to do that again.

21 The other thing is board members who
22 often aspire to higher positions and so they
23 will accept an appointment to a college board
24 and try to get as much press as they can so
25 they can then get elected to another position.

1 That may serve the person well; it does not
2 serve the institution well at all because all
3 press is not good press contrary to popular
4 opinion. Okay.

5 When your institution gets on warning,
6 there is a cloud that begins to hang over it.
7 When it gets on probation, it's a darker cloud
8 and enrollment falls, donations fall, faculty
9 quit, you know, staff quit. It presents a
10 tenuous situation. And so to be in charge of
11 that institution to try to keep, you know, all
12 the balls in the air is a tough job. I've done
13 that twice. I don't want to do that again.
14 I've got enough. I have 794 of them over here
15 that are tough enough. You also --

16 TRUSTEE CARTER: Let me ask you a
17 question.

18 DR. WHEELAN: Sure.

19 TRUSTEE CARTER: When you were president,
20 did you have to -- like, in Florida we have
21 recurring and nonrecurring funds.

22 DR. WHEELAN: Yes.

23 TRUSTEE CARTER: Obviously, our expect
24 and our hope as board members, we're trying to
25 get as much recurring as possible --

1 DR. WHEELAN: Certainly.

2 TRUSTEE CARTER: -- so we can plan for
3 the future and the university can move forward.
4 But as you were saying, a lot of the political
5 mindset, particularly from some of the
6 conservative, is just do nonrecurring but
7 nonrecurring is --

8 DR. WHEELAN: You can't plan like that.
9 Virginia tried -- I was in Virginia 18 years.
10 And Virginia tried to do that, and it just did
11 not work. I cannot tell you for how many
12 students I need to plan until they register.
13 And in community colleges it may come two days
14 after classes start. All my friends are gone
15 off. I ain't got nothing to do. I've got to
16 go somewhere. And it just does not work.

17 We also did have performance-based
18 funding at that particular point which while I
19 guess I understand the rationale, it -- again,
20 students have their own minds, you know. And
21 they're not concerned about your reputation.
22 They're concerned about whether I'm going to
23 get a job, whether life gets in the way. And I
24 may -- and there's no way to take that into
25 consideration.

1 TRUSTEE CARTER: I meant to ask you that
2 earlier but I was seeing where we were going
3 with this point to do that. On our performance
4 funding, one of the things that I think the
5 Board of Governors is probably going to do or
6 they need to do is look at the graduation rates
7 because the way that you broke it down, it
8 makes it very -- very plain that there's no one
9 size that fits all.

10 DR. WHEELAN: As long as they're looking
11 at more than first-time full-time students,
12 then I agree with you. But you have students
13 who will come for a semester. They'll get
14 sick. They have to step out, you know, they'll
15 come back or they don't have enough money.
16 They have to transfer to the community college
17 and then come back and they're not counted for
18 anywhere.

19 You know, if I start at FAMU as a
20 part-time and then become full-time, I'm not
21 counted anywhere in your data with the
22 Department.

23 TRUSTEE CARTER: Or if you're at FAMU for
24 your first two years and you go some place
25 else.

1 DR. WHEELAN: And then transfer. That's
2 exactly right. You're not counted anywhere.
3 That makes no sense, none whatsoever. These
4 are issues for which you need to have policies
5 and big conversations. Okay. One is you're
6 planning an assessment. What do we do? Why do
7 we exist and how do we know if we're being
8 effective? Okay.

9 Remedial education: Ideally you-all
10 don't have students who are academically
11 under-prepared when they come to you because
12 you have admission standards. The reality is,
13 you've got some. Okay. You do. And so you
14 need to find out how many do you have and what
15 services are we providing to make sure they're
16 successful.

17 You know, the goal is not just access.
18 That has been our focus for all 44 years I've
19 been in the business, but now we're looking at
20 student success because our country needs
21 people to go out into the real world.

22 My generation didn't have as many
23 children as my mother's generation. We
24 literally do not have as many 18-year-olds, and
25 they have many more choices today than they

1 ever had before. So you need to make sure
2 they're going to get out. And you want to have
3 some of that good data to show this is who came
4 in. 87 percent of them in four years
5 graduated, 92 percent in six years. I mean,
6 you want good numbers.

7 You need to look at those completion
8 rates, retention rates. It is less expensive
9 to keep a student than it is to go recruit
10 another one. And it's better for your
11 reputation because students come because other
12 students tell them what a wonderful place it
13 is, not because of your wonderful marketing
14 campaign always. It's because they had a
15 friend or relative and they say, you know --
16 trust me.

17 A program review. If you're still having
18 programs from, you know, 25 years ago and
19 haven't done much revision to make it
20 marketable with today's economy, students are
21 not going to college for the same reason I did.
22 I went to make a better life for me, you know,
23 to add to -- they want a job. Bottom line, I
24 need it quickly and I need one that makes a lot
25 of money. And I don't want to have to go

1 through all these, you know, hoops to get
2 there.

3 So Sweet Briar is a college in Virginia
4 that had over \$80 million in their endowment,
5 but decided they were going to run out of money
6 soon and so they were going to close. I didn't
7 understand that given how many institutions I
8 have with such smaller endowments. And their
9 alumnae, they went ballistic. They collected
10 money, they sued them and they got it back
11 open.

12 So when I went to their board -- they
13 have an equestrian program. I said if you are
14 still teaching side-saddle riding at this
15 all-women's college, you probably are not going
16 to get too many students to enroll because
17 that's just not what that market is calling for
18 right now. Okay.

19 Transfer of credits is another one. The
20 articulation agreements you have with community
21 colleges is wonderful because students tend not
22 to lose credits when they come to FAMU. If
23 they have to repeat courses all the time, it
24 will take them even longer to get out. So you
25 need to ask, how are we bringing students in,

1 not just from community colleges, but from
2 anywhere when they decide -- find out how
3 wonderful you are and want to come here.

4 Yes, ma'am?

5 TRUSTEE WASHINGTON: I had a question
6 about the completion, graduation rates because
7 obviously your first time in college is
8 18 percent even if we count trans- -- transfer.
9 Using of a rate requires a cohort which means
10 that at some level we're not going to count all
11 of our students. Are there other models that
12 count numbers?

13 DR. WHEELAN: Which is why you're using
14 Student Clearinghouse data, yes, because they
15 are counting everybody who came in in that
16 given year, no matter what happened to them --
17 whether they left, whether they transferred,
18 whether they're still there or whatever. It's
19 IPEDS data that's not the good value.

20 TRUSTEE GRABLE: So I can take from the
21 remedial education point that you mentioned
22 that it's not just about access. I heard that,
23 but I would take it, then, that -- this would
24 be an assumption on my part -- that if we bring
25 them in, we must get them out.

1 DR. WHEELAN: Well, why else are you
2 bringing them in? Not just to get a job, I
3 hope.

4 TRUSTEE GRABLE: No, but I thought at
5 some point it is who you bring in.

6 DR. WHEELAN: That's true.

7 TRUSTEE GRABLE: So all of them and
8 particularly for the HBCUs because we do know
9 who we're bringing in, and it's getting tougher
10 and tougher to get them out.

11 DR. WHEELAN: To hold them responsible,
12 though, and not just let them lolly on their
13 own; to say, You need to be in my office at
14 2:00 this afternoon because we're going over
15 this test that you just took because you
16 weren't paying attention. That's a much more
17 proactive approach than we've ever asked
18 faculty to have before. We've had faculty
19 who've done it, but that's not something we've
20 ever done or, I'm going to have my office hours
21 today in the learning lab. I expect you there,
22 and hold them responsible for being there.
23 That's what I'm talking about -- or assigning
24 them to a tutor and saying, I want to see the
25 timesheet where every Wednesday from 3:00 to

1 5:00, you were with that tutor.

2 I'm talking about that more proactive
3 approach. That works. Okay. That local
4 parentis that we had years ago when we were in
5 college and for which HBCUs have pride in
6 taking care of their students. We can't lose
7 that. We cannot lose that. You're not going
8 to catch them all, but you'll catch more than
9 the 15 percent that you may have currently as a
10 graduation rate. That's not your rate, but I'm
11 just saying.

12 TRUSTEE GRABLE: Well -- but at the same
13 time, the other side of that coin is, of
14 course, administration more or less decides
15 what students come in and faculty then just has
16 to take on more and more responsibility --

17 DR. WHEELAN: That's right.

18 TRUSTEE GRABLE: -- while at the same
19 time having to meet the other basic criteria of
20 being a faculty member and then not feeling
21 well paid.

22 DR. WHEELAN: Yep. But if you came in to
23 higher ed for the pay in the first place,
24 something's wrong. I'm very serious.

25 TRUSTEE GRABLE: You know, we're not

1 talking about -- there's expectations, but then
2 we still have to live.

3 DR. WHEELAN: I understand. I do. I'm
4 not arguing with you at all. All I'm saying is
5 -- when I first became a faculty member I was
6 -- I went to San Antonio College, a community
7 college in Texas. And I went to interview with
8 the dean and he says, I see you went to Trinity
9 University. I said, I did. He said, Why
10 didn't you go back there for employment? And I
11 wanted to say because they were only hiring
12 PhDs and I didn't have one, but I didn't. I
13 said because I know students at community
14 colleges are here because they want to be, not
15 because of a band or the football team because
16 they're a legacy, but because they want to make
17 a better place in their life, you know.

18 And so people who go into education have
19 to understand as a faculty member no matter
20 what you're paid, when you signed on, you
21 signed on to help students. You didn't sign on
22 for the money it puts in your pocket. You
23 didn't sign on for the reputation that it was
24 going to give you. Your students should be
25 coming first.

1 And so should you be well paid? Yeah,
2 but you'll never be paid what you're worth. I
3 don't know a teacher at any level from
4 kindergarten through graduate school that is
5 ever paid what they're worth because people
6 don't progress without having a teacher there
7 somewhere. We pay professional athletes a hell
8 of a lot more than we pay the teachers. And
9 I'm an athletic supporter of way back. But
10 please don't ever put those together. But I
11 need you to feel good at graduation knowing
12 that that student would not be there marching
13 across that stage if you hadn't taken the extra
14 effort to get them in and out.

15 Yes, sir?

16 CHAIRMAN LAWSON: Just a question. I
17 mean, we obviously have a desire to do all of
18 the right things by the school and help get
19 through the reaffirmation process, et cetera,
20 but I think at the same time we want to perform
21 at a high level.

22 What advice would you have for us
23 collectively to help us get to maintain
24 performance at a high level as a board such
25 that we're not, you know, into micromanagement,

1 et cetera, but we're doing things to advance
2 the mission of the institution?

3 DR. WHEELAN: I think supporting the
4 president because I think he's got a good
5 handle on the things that the institution
6 needs. I think using your bully pulpit with
7 the Board of Governors, the legislators and the
8 governor to let them know the good things that
9 you're doing and why you need to continue to be
10 supported and not be in the shadows of any
11 other institution, to try to get those pay
12 raises that they're talking about.

13 I know in higher ed across the country,
14 faculty have not had a cost of living raise in
15 some instances in seven years which is
16 criminal. It really is criminal because we
17 expect everything from them, but we are in a
18 political time where we're not into raising
19 taxes. I'm not sure where that ever came from
20 because this nation was built on taxes, but
21 suddenly we're not going to increase taxes. We
22 don't increase taxes, then you don't get a pay
23 raise.

24 That's what you do, you know, to make
25 sure that you're asking the right questions.

1 The Association of Governing Boards is a
2 wonderful resource for you. They have
3 questions that you should be asking on
4 everything having to do with this institution.

5 And my favorite example they use is for
6 trustees: You should have eyes in, hands off.
7 If you can remember that, then I'll only see
8 you at the football game.

9 TRUSTEE DORTCH: We're trying to push the
10 Association of Governing Boards -- I've been
11 the last two years -- to also include more
12 HBCU-specific training and sessions. They did
13 one last year, just one, but they are -- the
14 material they have is great for your overall
15 material governance, but, you know, we no
16 longer have (inaudible.)

17 DR. WHEELAN: You don't have as many
18 HBCUs that belong to AGB either.

19 TRUSTEE DORTCH: Right.

20 DR. WHEELAN: And so they listen to their
21 members just like we listen to ours. And if
22 you're a small component -- what I was telling
23 the chairman and the president last night at
24 dinner, when I first came on board 12 years
25 ago, there was a very bad relationship between

1 the commission and the HBCU community.

2 My predecessor had been there 20 years.
3 He was a retired Navy pilot. Everything to him
4 was, you know, by the book. We weren't doing a
5 lot of educating. You know, it's like, here
6 are the standards. You tell me if you're in
7 compliance and I'll let you know whether you
8 are or not.

9 And so when I came in, they hired me
10 asking me, because we had just changed to the
11 new principles, if I would please go out in the
12 region and let people know, to feel comfortable
13 about them. And so my first meeting was with
14 the HBCU presidents. And I told them. I said,
15 just because I look like you doesn't mean you
16 get any special privileges. I just need you to
17 know that.

18 But what I will do is to help you better
19 understand what our expectations are and in
20 return, I need you to get more involved in the
21 commission. Because they weren't serving on
22 committees, they weren't putting their name up
23 to be on the board. So, you know, don't bitch
24 at me about what we're not doing -- what we're
25 not doing when you're not involved.

1 And so the same thing is true for AGB.
2 You-all need to get involved as trustees and
3 say, I've got this population. I need these
4 things. And so we have. I put in what we call
5 the small college initiative which is what the
6 chairman and the president came to in April
7 that is designed for small and private colleges
8 and the HBCUs. I wasn't coming in being the
9 colored president having special stuff for the
10 colored schools. I need my job.

11 I just -- you know, and I like my job but
12 I recognize that the problems you-all have are
13 very similar to small and private institutions.
14 You have limited resources. You have faculty
15 who are doing three jobs, not being paid for
16 any of them well, you know, and so you don't
17 have a chance to go out and go to workshops and
18 stuff. So we can provide that at least where
19 accreditation is concerned.

20 So we just had our 12th. I've been there
21 12 years. It was the second time we had done
22 it on board and governance, you know,
23 governance-CEO relations. We usually do it on
24 finance and how to manage your finances and
25 what our reporting looks at. We looked at

1 institutional effectiveness, you know, kinds of
2 things. I don't know what we'll do next year,
3 but it depends on which of our standards are
4 creating havoc for our institutions.

5 TRUSTEE MILLS: Can I double-dip on that
6 one?

7 DR. WHEELAN: Certainly. I am cutting
8 into your break.

9 TRUSTEE MILLS: You are?

10 DR. WHEELAN: I just want you to know
11 that.

12 TRUSTEE MILLS: I'm sorry.

13 DR. WHEELAN: Don't apologize to me.
14 It's your break.

15 TRUSTEE MILLS: I was apologizing to my
16 colleagues here.

17 So in your experience, are there -- well,
18 what might be some of the differences between
19 small private institutions and HBCUs?

20 DR. WHEELAN: Some of the differences --
21 admission requirements are some. More HBCUs
22 are open admission or have --

23 TRUSTEE MILLS: Generous.

24 DR. WHEELAN: More generous in their
25 admission requirements than some of the small

1 privates are. Most of the HBCUs are -- I won't
2 say most because I don't know that for sure --
3 are state institutions rather than private
4 institutions, and so there's a financial base
5 that kind of takes care of you when the
6 privates don't have that. I have 72 percent of
7 the HBCUs in my region. So I feel the pain,
8 believe me I do.

9 TRUSTEE MILLS: But in terms of the
10 operating --

11 DR. WHEELAN: Leadership turnover is
12 another one, you know. Part of the reason
13 leaders turnover is because boards don't
14 support the leaders. I mean, that really is
15 part of it. You either hire people who have
16 been president forever and they were not
17 successful at any of their other institutions
18 but because they've been a president, you know,
19 then you hire them because you figure they
20 ought to know what they're doing. It does not
21 always translate. Okay. Or you hire somebody
22 brand new and then don't nurture them in that
23 particular role. Okay. I mean, those are the
24 two extremes but that's what's happening right
25 now with presidencies.

1 You know, we've had this thing where the
2 baby boomers, you know, stayed at higher ed
3 forever and now we're gone. Folks today don't
4 stay in a career nearly as long. They do three
5 to five years, they're gone. You know, and so
6 there's a constant turnover. But when the
7 president turns over, so does a lot of the
8 other staff, and so it's a constant learning
9 process except for faculty who tend to stay
10 and will tell you, I'll be here when you're
11 gone. I've said that. And it's true. It is
12 true, you know.

13 TRUSTEE WASHINGTON: Obviously,
14 enrollment is -- higher ed, we're having
15 enrollment issues decline, HBCUs exacerbated.
16 Are you seeing that impacting accreditation or
17 how folks are going about that?

18 DR. WHEELAN: What we're seeing is that,
19 yeah, it is hurting because a lot of the HBCUs
20 are dependent upon federal financial aid.
21 There's not a great diversity in their income.
22 And yet they're also not reducing the program
23 offerings that they have to accommodate the
24 students that they have. They're still trying
25 to be everything to everybody, and it just kind

1 of doesn't work.

2 And so, yeah, we're going to see a lot
3 more that either need to merge before they get
4 into such financial disarray that, you know,
5 they can't keep the doors open anymore or they
6 need to diversify the student body. And that
7 can mean, you know, someone other than African
8 Americans. It could mean older students. It
9 could mean going online and offering -- I mean,
10 there are a gazillion people out there, I'd
11 bet, that would willingly take online courses
12 if they could get a degree from FAMU, but it's
13 an expense that -- you have to invest in it in
14 order to get it started -- or international
15 students is another population, but then the
16 administration is making that difficult with
17 visas. So, you know, it's tough.

18 TRUSTEE LAWRENCE: This is the best
19 presentation I've heard in a very long time.

20 DR. WHEELAN: Well, thank you.

21 TRUSTEE BRUNO: Again, I do appreciate
22 the presentation. It was been very
23 informative.

24 DR. WHEELAN: Thank you.

25 TRUSTEE BRUNO: One that I didn't --

1 previously want to ask, when you were speaking
2 with Trustee Grable about how the faculty
3 interact with the students and everything and
4 how HBCUs are widely known for giving that more
5 intimate --

6 DR. WHEELAN: Nurturing.

7 TRUSTEE BRUNO: -- it's now apparent the
8 standards and metrics are making it more
9 difficult for faculty members to give that type
10 of attention because they're also looking at,
11 you know, I have to -- like she said, I have to
12 worry about my paycheck and I also have to
13 worry about these standards and metrics. So
14 how do you suggest that we get involved or
15 they, I guess, obtain that balance?

16 DR. WHEELAN: We as students or we as the
17 Board?

18 TRUSTEE BRUNO: We as the Board.

19 DR. WHEELAN: We as the Board. I don't
20 know that there's anything that you as a Board
21 can do because faculty have governance
22 responsibilities, there are committees on which
23 they have to serve; but there are ways to get
24 around it. We're going to be on the opposite
25 side on this one, and that's okay. We can

1 agree to disagree. I was a faculty member 10
2 years.

3 TRUSTEE GRABLE: We certainly can.
4 You're an LSU grad, so I can go along with
5 that.

6 DR. WHEELAN: Okay. That's cool.

7 I was a faculty member for 10 years and
8 it does mean that you don't get to do things
9 that you might want to do for you because
10 you're spending time with students, no doubt
11 about it. But I'm saying having small group
12 discussions. It doesn't always have to be one
13 student with one student, but it can be five or
14 six of you that are having the same problem to
15 come to my office to do something.

16 The difference is you have to say, You
17 want to pass this class? This is the only way
18 it's going to happen. And they have to be more
19 proactive. We have still too many faculty who
20 will say, I'm here if you want to come see me.
21 Ain't no student going to come see you.
22 They're not going to do that. Nobody wants to
23 admit that they don't know something. So, you
24 know, to take that more proactive approach is
25 what I was talking about.

1 Yes, ma'am?

2 TRUSTEE WASHINGTON: Did you want to
3 finish?

4 TRUSTEE BRUNO: Yes.

5 DR. WHEELAN: Oh, okay. I'm sorry.

6 TRUSTEE BRUNO: I had a couple of
7 questions related to the principles of
8 accreditation. So you went through a couple of
9 them. I wanted to ask because I know that
10 they're going to be -- the revisions are
11 supposed to go before --

12 DR. WHEELAN: In December.

13 TRUSTEE BRUNO: -- in December for the
14 assembly. Section 4 of those revisions focuses
15 on the responsibilities of the governing Board,
16 which you went through. Subsection 3 refers to
17 the multilevel governance --

18 DR. WHEELAN: Yes.

19 TRUSTEE BRUNO: -- for cases in which an
20 institution's governing Board did not retain
21 sole legal authority.

22 DR. WHEELAN: Right.

23 TRUSTEE BRUNO: And so here in Florida we
24 have --

25 DR. WHEELAN: The Board of Governors.

1 TRUSTEE BRUNO: And then each institution
2 has its Board of Trustees.

3 DR. WHEELAN: Right.

4 TRUSTEE BRUNO: So under that rule, would
5 each public University's Board of Trustees
6 serve as the governing Board?

7 DR. WHEELAN: Yes.

8 TRUSTEE BRUNO: Okay.

9 DR. WHEELAN: Yes. Generally, you-all
10 are the governing Board for the college even
11 though there is a split responsibility with the
12 Board of Governors. They have final word over
13 some stuff but, generally, this Board is
14 responsible for FAMU, yes.

15 TRUSTEE BRUNO: Okay.

16 DR. WHEELAN: And you just have to make
17 that clear.

18 TRUSTEE BRUNO: Right. And so to
19 clarify, and that's what leads me to that
20 question because you have the responsibility of
21 CEO evaluation and selection.

22 DR. WHEELAN: That's this Board.

23 TRUSTEE BRUNO: Right. And so the Board
24 of Governors' regulation says that the Board of
25 Trustees is responsible and then that selection

1 is subject to confirmation by the Board.

2 DR. WHEELAN: But you-all still -- it's
3 generally a rubber stamp, for lack of a better
4 phrase, not always, but you-all have to do the
5 initial review and make the recommendation
6 certain.

7 CHAIRMAN LAWSON: The current state
8 search process actually calls for members of
9 the Board of Governors to be on the search
10 committee. So it's a very -- kind of, I guess,
11 collaborative process. And so by the time that
12 presidential candidate has made it to be the
13 top three, they've already been involved.

14 DR. WHEELAN: Right.

15 CHAIRMAN LAWSON: And by the time he or
16 she's made it to be the number one choice that
17 you're presenting for confirmation, they've
18 already been involved and (inaudible) the
19 person along with you. So it's not a rubber
20 stamp, but they've already had a lot of contact
21 along the way.

22 DR. WHEELAN: Yeah. Is that it?

23 I'm glad you mentioned the revision. We
24 do have two new standards that we're asking the
25 membership to approve. One, is a requirement

1 that boards evaluate themselves. You'd be
2 surprised how many boards that I have that
3 don't sit down and say, Are we doing what we're
4 supposed to do? You know, you-all do already,
5 which is good.

6 The other one is because the federal
7 government is concerned about the high student
8 loan default rate even though colleges don't
9 loan the money. I don't know why they're
10 holding you responsible for students not paying
11 it back, but our response to that is to ask
12 each institution to put in a financial literacy
13 component somewhere in the curriculum to help
14 students not just with student loans, but if
15 you buy a car, if you buy a house, you know,
16 this is what is involved in paying it back. So
17 those are the only two new standards. And the
18 last question.

19 TRUSTEE MOORE: Thank you. And I'll be
20 really quick. When you think about pushing the
21 envelope in innovation as we see it now, where
22 are you seeing those pockets of innovation when
23 you think about the small colleges and HBCUs?

24 DR. WHEELAN: Competency-based education
25 is one of them. Faculty are still a little

1 unsure as to what their role is. If I wanted
2 to teach a class, why do you need me and will
3 you need as many of me. So they're not moving
4 so fast into that arena, but there are some
5 that are.

6 Another is a marriage, for lack of a
7 better word, between credentials and college
8 degrees. There are companies that for which
9 you can earn a credential in that area.
10 Students are now able to bring that credential
11 back to the college and can actually get
12 college credit for what that is. That's a
13 biggie that's coming up. We just wrote a grant
14 for Lumina funding, so find out how much of
15 that is going on in our region because I just
16 have no clue and then to do a workshop that
17 will give best practices to institutions.

18 TRUSTEE MOORE: Thank you.

19 CHAIRMAN LAWSON: One question -- one
20 last question.

21 PRESIDENT ROBINSON: It's not a question.
22 It's sort of a what's out there, you know, if
23 you can expand on. You know, I was invited to
24 serve on a supplemental panel on differentiated
25 accreditation.

1 TRUSTEE MILLS: On what?

2 DR. WHEELAN: Differentiated
3 accreditation.

4 I have institutions that have this idea
5 -- this is my opinion, not necessarily theirs
6 -- that they have been accredited for a very
7 long time. They have never had problems with
8 accreditation so why do they have to go through
9 the same process that everybody else does every
10 10 years? So they want us to put -- is that a
11 fair --

12 PRESIDENT ROBINSON: That's fair.

13 DR. WHEELAN: Okay. You know, my first
14 thing is it's every 10 years. You've got
15 leadership changes. Anything could change.
16 Can you say UNC Chapel Hill? But we are
17 looking at a process because the higher
18 learning commission in North Central has a
19 similar process that says things like, If
20 you've not done a lot of substantive changes,
21 if you haven't had, you know, major or
22 consistent leadership changes over the 10
23 years, you know, and put in some parameters,
24 then any institutions that can meet these
25 criteria could go through this shortened

1 process. And so that's -- we're working on
2 that.

3 It will not be ready in December because
4 we need to see which of the principles you-all
5 approve before we can decide which ones, you
6 know, we could remove; but by next June the
7 Board should have that and then next December
8 they'll ask you -- I have such mixed feelings
9 about it, I really do.

10 PRESIDENT ROBINSON: You know what my
11 opinion was.

12 DR. WHEELAN: Huh?

13 PRESIDENT ROBINSON: You know what my
14 opinion was.

15 DR. WHEELAN: Yeah.

16 Mr. Chairman, thank you so much for an
17 invitation.

18 PRESIDENT ROBINSON: Thank you.

19 CHAIRMAN LAWSON: Thank you. We would
20 welcome your return again at some point in the
21 near future.

22 DR. WHEELAN: Thank you.

23 CHAIRMAN LAWSON: I know you have a big
24 geography and a lot of schools. And I
25 appreciate the time you took with us last night

1 to have dinner and talk, you know, more in
2 detail. And I appreciate the time this
3 morning. I know we ran a little over with
4 questions, but I think the value of questions
5 more than make up for the time that we ran
6 over. So what we'll do --

7 DR. WHEELAN: And thank you for all you
8 do for FAMU. I do appreciate you. Thank you.

9 CHAIRMAN LAWSON: So what we'll do is
10 take a break now. We'll come back at 10:30
11 with Dr. Edington.

12 (Brief recess.)

13 CHAIRMAN LAWSON: Well, we're moving from
14 the break into our next order of business.

15 And, again, we want to try to keep this
16 as conversational as we can because we're
17 technically in retreat mode, not in full Board
18 meeting. But the next topic is
19 performance-based funding in our choice metric,
20 and Dr. Edington will share his recommendation.

21 And this is an important one because this
22 is the only one that we get to choose as an
23 individual Board that can look different from
24 the other schools in the system. Now, granted
25 the Board of Governors has given some

1 recommendations of which we have to choose
2 from. And in the past, we have had the dollars
3 coming in from research. And, quite frankly,
4 it's one that we've been able to achieve for
5 the last couple years.

6 So as we look to a new one, we don't want
7 it to be a layup, but at the same time we don't
8 want to choose something that potentially hurts
9 us as well.

10 So, Dr. Edington, if you could walk us
11 through the process.

12 DR. EDINGTON: Okay. Thank you. Good
13 morning, everyone. I'll just summarize this
14 one here. This is really just spelling out
15 some guidelines, some of which Chair Lawson
16 just covered, but essentially each Board of
17 Trustees has to identify three metrics of
18 consideration in rank order. One of the three
19 can be the existing choice metric but then
20 those have to be submitted by September 1st to
21 the BOG, and then there's going to be a
22 workshop in October where institutions come
23 together and we discuss this in a lot more
24 detail.

25 We have compiled a list of metrics for

1 consideration based on the initial list that
2 was provided to us, so if -- we didn't have the
3 option of just selecting any metrics. We had
4 to start with the list of metrics that was
5 submitted to us by the BOG staff. And we also
6 had the additional option of looking within our
7 strategic plan and identifying the metrics in
8 the strategic plan that were not on their list.

9 So based on that, we had a list of
10 metrics to choose from. And I will say we
11 didn't have a lot of latitude based on the full
12 list. We were kind of pigeonholed within the
13 perspective of what was best for FAMU. I think
14 our viewpoint on this was to try to identify
15 metrics that would ensure that we're able to be
16 competitive in this performance funding model,
17 but also it's something that just aligns with
18 our priorities. That was the framework.

19 And so we identified six metrics. The
20 ones in red are the ones that we want to focus
21 on because those are the ones that we're
22 recommending for your consideration to move
23 forward. And I'll just briefly describe each
24 one.

25 At the top, total degrees awarded. So

1 this is the number of degrees that the
2 institution awards each year. In our strategic
3 plan, that's where this came from. We've
4 identified in order to get to 2500 degrees
5 annually. We're currently around 2200.

6 The next one is -- the next two have to
7 do with AA transfers from the Florida college
8 system. And so the second one on this list is
9 the four-year graduation rates of the
10 transfers. So after the AA transfers get on
11 our campus, what's the four-year graduation
12 rate for them, meaning four years after they
13 arrive, what's the graduation rate.

14 The next one is same population of
15 students, but it's head count. How many
16 students per year can we bring on our campus.
17 The next three -- and I forgot to mention we
18 did run these by the BOG. So we got some good
19 feedback from the vice chancellor. She ran
20 them through her staff and she talked to the
21 chancellor. They like the ones in red, and
22 they like the ones that have to do with AA
23 transfers the most for FAMU. They feel that
24 those would be good for us. It aligns with
25 what the state is projecting in terms of being

1 able to place students from the college system.

2 They expect enrollment -- excuse me,
3 larger numbers of student demand. So they feel
4 that that's good for FAMU. They also like the
5 total degrees awarded. I think they like the
6 transfer metric more than the total, but they
7 like all three.

8 The other three -- so the graduate
9 degrees awarded, STEM and health. They made a
10 good point about that. We've looked really
11 good in terms of the data. There is an
12 existing PBF metric very close to that and
13 their main point was if we use that in a good
14 year, we get a double bump; in a bad year you
15 get hit on two metrics for the same issue. So
16 that's not good, but it is closely aligned with
17 this metric so they probably wouldn't let us
18 use that one anyway.

19 The next two issues there is that they're
20 very close in alliance for admission. And so
21 one of the underlying, I think, principles from
22 the BOG is they felt like the choice metrics
23 weren't -- for all the institutions weren't
24 really challenging the institutions because
25 we're all getting 10s because we self-selected

1 the metrics.

2 So I think they want us to select metric
3 that really allows us to stretch and target
4 something. And so what we're putting forth in
5 front of you-all are those three. And what we
6 also have is charts showing data for each one.
7 And I'll stop.

8 PRESIDENT ROBINSON: If I might, I just
9 want to point out, Maurice, can you explain why
10 we are not selecting among these three, the
11 existing choice metrics?

12 DR. EDINGTON: Oh, yeah. I'm sorry.
13 Yes. So our current choice metric is a percent
14 of the expenditures that come from external
15 sources. So basically how much money from
16 external funding sources for research and
17 development are you getting. We have done very
18 well on that. We're above -- at or above the
19 80 percent threshold for excellence points but
20 according to our VP of Research Moore, he says
21 that NSF is, you know, clamping down on how
22 they allow institutions to report that data
23 which means the way we report is we have
24 different types of grants.

25 We have grants for pure research,

1 research and development, we have training
2 grants, education grants. We have been allowed
3 to report those collectively so our number
4 looks really good. And he says based on some
5 workshops they participated in for NSF, as you
6 can really tell in the institutions, you have
7 to report in a certain way; so it looks like we
8 won't be able to report the same way so the
9 number's going to drop.

10 So rather than it be 80 percent, it's
11 going to be lower because we won't be able to
12 count as many of the external grants. Our
13 grant expenditures is not going down, it's just
14 the type of grants we could count would change.

15 So there's a danger that if we stuck with
16 that metric and that happens, then our percent
17 would drop and we wouldn't get any. And so,
18 you know, this is an opportunity for us to, you
19 know, focus on --

20 CHAIRMAN LAWSON: I just want to make
21 sure I understand your process. So if we --
22 these are the three you're recommending. If we
23 approve these three, it still has to go into
24 this workshop and then the BOG can select one
25 of the three as our metric?

1 DR. EDINGTON: Yeah. So the Board here
2 is going to select three in rank order. Then
3 the BOG is ultimately going to select one of
4 the three. So the rank order, I think, lets
5 them know where the board's feeling is, but
6 they ultimately are going to pick, of those
7 three, which one is our choice metric. And I
8 think the workshop is an opportunity for us to
9 have --

10 TRUSTEE WOODY: And the ones in red is
11 the top three?

12 DR. EDINGTON: Those are the ones we're
13 recommending to include in this.

14 TRUSTEE CARTER: This is a replacement of
15 metric 10 --

16 DR. EDINGTON: Yes.

17 TRUSTEE CARTER: -- that we currently
18 have on research?

19 TRUSTEE LAWRENCE: I'm missing something.
20 I'm confused. Why are we -- I understand the
21 three. Why are we only selecting or ultimately
22 only have one of them?

23 DR. EDINGTON: So we're only talking
24 about one performance based on the metric,
25 that's No. 10. So that metric is what we're

1 talking about. We have to change that metric
2 from the current metric to a new one, and we
3 have to give the BOG three options for that
4 replacement.

5 TRUSTEE LAWRENCE: So I'm still missing
6 -- what's the current metric?

7 DR. EDINGTON: It is a percent of our
8 expenditures from the --

9 TRUSTEE LAWRENCE: Okay. I gotcha.
10 Thank you.

11 TRUSTEE MOORE: Are we still going to be
12 keeping an eye on the R&D data coming in
13 because I know previously when we had talked,
14 this was not for the purpose of the performance
15 fund, but also for the economy rating, if I
16 recall correctly. So are we still -- we don't
17 -- my preference -- individual preference is to
18 make sure that we're keeping an eye on that and
19 that someone is still measuring it as we go
20 closer to --

21 DR. EDINGTON: Yeah. There are several
22 -- a few different ways I would track it, and
23 it's still being tracked by the BOG. So they
24 track -- aside from the PBF metrics, they have
25 a bunch of key performance indicators and

1 that's one of them; and then also with respect
2 to our strategic plan goals, there's metric
3 tied to that same issue.

4 TRUSTEE MOORE: Okay.

5 DR. EDINGTON: So an institution will
6 track that and have goals establishing that.

7 TRUSTEE WOODY: So we would have to vote
8 on this in the September meeting or now?

9 DR. EDINGTON: We're asking you-all to
10 vote on it tomorrow because we have to submit
11 it to the BOG by September 1st.

12 CHAIRMAN LAWSON: That's a good
13 procedural point. That's a good procedural
14 point. So what we need to do is, you know, use
15 this time as our vetting time to see, okay, I
16 like this or I think No. 2 should be No. 1, et
17 cetera, and then they will -- tomorrow they'll
18 give us the rank order that we, you know,
19 basically agreed to and we'll take that to
20 motion and vote on it. So this is our time to
21 kick it around, test the waters as far as, you
22 know, I like 3 versus 1, I like 2 versus 1, et
23 cetera, so we can maybe change the rank order
24 of them.

25 TRUSTEE BRUNO: So the Board of Governors

1 selects which of the three that they're going
2 to go with. What is that based on?

3 DR. EDINGTON: Well, my opinion is that
4 it's based on what they think is the best --
5 what's best for the institution and how it
6 aligns with the system goals. So the question
7 was how will they select one from our three.

8 PRESIDENT ROBINSON: Chairman, the other
9 element of this is that they don't want anyone
10 to be able to receive more than seven points.
11 We picked the metric in the past, but we
12 automatically went to 10. So they have pretty
13 much mandated that no matter which one you pick
14 and no matter which one they pick, we start out
15 with seven points. So that means we're going
16 to lose three points automatically.

17 TRUSTEE WASHINGTON: Here is something
18 that we haven't really discussed: One,
19 everybody loses those three points, but the
20 actual thresholds for the BOG don't change. So
21 we're losing 3 and if we get closer to that 50
22 number by losing 3 automatically, how does that
23 impact us, like, there's some -- you know,
24 because they say that they're doing it so that
25 we end up stretching but if everybody was

1 getting 10 and now everybody's getting 7, the
2 scale is still the same. The thresholds,
3 however, can impact us more adversely than some
4 of the others.

5 PRESIDENT ROBINSON: If you're getting 85
6 points, it may be one thing. If it's 65, it's
7 a totally different discussion.

8 TRUSTEE MILLS: So tell me about this
9 again. Is it the threshold or is it where you
10 rank out of all the SUS or the bottom three
11 kind of scenario?

12 TRUSTEE WASHINGTON: It's the bottom --
13 well, it's the threshold and the bottom three.
14 So basically it used to be out of a hundred.
15 Next year, they're saying it's going to be out
16 of 97 is the highest you can get. Now, if you
17 were at, you know, a hundred then you go down
18 to 97. If you were at 53, you go down to 50,
19 and you get punished for that. So, like,
20 they're -- where you fall on that spectrum
21 could be --

22 DR. EDINGTON: Consequences. Fall below
23 the thresholds -- you may cut into your base
24 budget. If you're in the bottom three, you
25 won't get it.

1 TRUSTEE MILLS: So where are we relative
2 to --

3 PRESIDENT ROBINSON: 65.

4 TRUSTEE MILLS: We were at 65.

5 CHAIRMAN LAWSON: We didn't lose, we
6 didn't gain.

7 TRUSTEE WASHINGTON: Are they making any
8 other modifications of the other metrics for
9 next year?

10 DR. EDINGTON: That, I don't -- I know
11 there's been some discussion, but I'm not sure.
12 I think they're probably going to be addressing
13 that pretty soon.

14 PRESIDENT ROBINSON: One of the ones --
15 if I might --

16 DR. ROBINSON: Please.

17 PRESIDENT ROBINSON: -- they're
18 discussing is going to the four- versus
19 six-year graduation.

20 TRUSTEE WASHINGTON: Is it first time in
21 college?

22 PRESIDENT ROBINSON: Yes.

23 TRUSTEE WASHINGTON: Well, that's
24 definitely going to impact us.

25 PRESIDENT WASHINGTON: Now, they haven't

1 done it.

2 TRUSTEE WASHINGTON: If it's only -- just
3 like Belle Wheelan was talking about --

4 TRUSTEE MILLS: If we're from 65 to 62,
5 then all of a sudden we get -- or not close to
6 50.

7 TRUSTEE WASHINGTON: Exactly.

8 PRESIDENT ROBINSON: Now, they haven't
9 done that, but that was a feel in the future
10 but they said they're going to look at it with
11 the BOG anyway.

12 TRUSTEE WASHINGTON: So somehow we need
13 to argue that -- and I don't know what the case
14 is if they're going to go to four to only count
15 -- you know, however we count, we can't --
16 first time in college is going to hurt us, so I
17 don't know what the solution to that is, but
18 that -- that cohort is a problem for us.

19 TRUSTEE BRUNO: Aren't we also saying --
20 I want to make sure I understand you properly.
21 Aren't we also saying that we're going to
22 anticipate a loss in the choice metric from
23 last year?

24 DR. EDINGTON: In terms of points?

25 TRUSTEE WASHINGTON: Yes, everybody. You

1 lose three automatically. You're automatically
2 losing three points.

3 DR. EDINGTON: Yeah, I mean, no matter
4 what metric we select in year one, no one is
5 getting more than seven points in year one.

6 TRUSTEE MILLS: So given that, I'll just
7 kick it off here and people can beat me up,
8 whatever, but I am of the mindset that my
9 number one choice out of these three would
10 actually be number two and for a couple of
11 reasons: One is that the total-agrees-awarded
12 scenario has the potential to lead to some
13 unintended consequences but more importantly
14 it's so dependent on our enrollment status and,
15 you know, if we have declining enrollment to
16 some degree, we have the potential to affect
17 that total degrees awarded. So I'm generally
18 inclined to go towards percentages when it
19 talks about performance in general, how well
20 you're performing relative to your population
21 at any given time and not be that dependent on
22 a role.

23 Now, the other thing relative to the
24 four-year graduation rate for transfers from
25 associate degrees is that we're at 64 percent

1 or expected to be -- the preliminary data is 64
2 which is a good number. And relative to the
3 FTIC change to four years, in my mind it starts
4 to create a culture of in and out, four years;
5 right? And even though they come in in two,
6 but this concept that, you know, the people in
7 your environment are graduating in four years
8 starts to drive the rest of the culture, you
9 know, that that's the expectation of the
10 university, et cetera.

11 So I'm more inclined to do No. 2 as --
12 listed No. 2 as my No. 1 choice, one because of
13 the consequent rates versus the population, and
14 2 is because of the culture of something that
15 there is this movement -- a four-year movement
16 that's coming down like a train.

17 DR. EDINGTON: Let me share a couple
18 points. I should have gave some additional
19 insight in these three, kind of like what's
20 good and what's bad about it.

21 What's good about this, you mentioned
22 unintended consequences. Trustee Moore hit it
23 right on the head about this which was a very
24 good question. The concern was the
25 interdisciplinary studies. Now, that's an

1 avenue of graduating students who have
2 challenges matriculating, graduating.

3 And the concern that she expressed is
4 making sure that we don't overly rely on that
5 pathway to try to maintain our numbers here.
6 And, you know, as I said we -- aside from this,
7 whether we were doing this exercise or not, we
8 had already identified it as a major area of
9 concern. And we are working to put the proper
10 structure and systems in place to make sure
11 that that degree program is utilized as it was
12 originally intended, so very valid point.

13 That's probably -- that's one of the
14 major concerns; and then Trustee Mills
15 mentioned the other one which it is tied to
16 your enrollment to a certain degree. And so if
17 you have declining enrollment, more than we
18 have -- if we keep dropping, you will have an
19 issue there as well. Here with the rates, the
20 only negative --

21 TRUSTEE WOODY: Why would the top be one
22 of our three choices?

23 DR. EDINGTON: Okay. Well, the reason is
24 -- let me tell you about each one and then I'll
25 go back to that.

1 TRUSTEE PERRY: Make sure you give us the
2 pros and cons on each one.

3 DR. EDINGTON: Right. That's what I'm
4 doing here. So that was the pros and cons on
5 that.

6 TRUSTEE MOORE: Could I give one more con
7 to 1 that if we don't put a process in place
8 tied to the interdisciplinary studies piece is
9 that we're going be killed on the back end with
10 placement wage rate, so you'll be -- you think
11 you'll be correcting one, but then the jobs
12 that those students will be going into --

13 PRESIDENT ROBINSON: There are two out
14 there, the job rate as well as the salary.

15 DR. EDINGTON: And program and strategic
16 differences.

17 PRESIDENT ROBINSON: And strategic
18 differences.

19 TRUSTEE WASHINGTON: But I would say a
20 potential pro is we get credit for every degree
21 we put out regardless of how long these kids
22 have been in our system. Currently after four
23 years or after six years, they don't count.
24 So, like, we have to be very mindful of the
25 fact that there are kids on our campus who

1 after -- have been there maybe longer than
2 anticipated. We don't get credit for them, and
3 we're not encouraged to support them in the
4 current model, especially if it goes to four
5 years, at four years and one semester. This
6 would give us credit for every student we get
7 out the door.

8 DR. EDINGTON: And that's a good point
9 also.

10 TRUSTEE GRABLE: Potentially on negatives
11 for No. 1, however, and I've discussed this
12 with a couple of deans and faculty members,
13 remember the interdisciplinary program kind of
14 takes the students -- from the disciplines that
15 would have graduated in the disciplines. Okay.
16 So actually when you think about it, it looks
17 like it's a plus. We probably do get more, but
18 it's reducing numbers in the disciplines.

19 So, for instance, we know in journalism
20 we're losing graduates to the interdisciplinary
21 program. So do you see how it looks like the
22 number is big in terms of the number of
23 graduates, but it's reducing; is it not?

24 DR. EDINGTON: Yeah. Well, let me say --

25 TRUSTEE GRABLE: And this is something

1 that we really got to think very carefully
2 about because I sit on stage during graduation,
3 and I see students who I know started in
4 journalism and because of their excess credit
5 hours they had to get scooped up for a reason.
6 That's why it created that interdisciplinary
7 program, and they went over there so we're now
8 losing.

9 So some of -- I know our dean and maybe
10 others who are losing them because journalism
11 has lost a lot of them that we can see are
12 saying that we can develop our own
13 interdisciplinary programs within our units,
14 Dr. Robinson. I don't know if that's true --
15 but I know Associate Provost Goodman said that
16 -- but we are reducing the numbers that are
17 graduating in the disciplines because they're
18 running over to interdisciplinary.

19 PRESIDENT ROBINSON: So that was one of
20 the things we've discussed because -- and I've
21 got sciences they've done. They talk about
22 that in the sciences because those students
23 have a much better chance of some type of
24 gainful employment as opposed to a general
25 interdisciplinary degree program for that. So

1 if it was something specific to that major,
2 they have another chance. But we're already
3 looking at it as a possibility.

4 TRUSTEE GRABLE: Again, when we look
5 overall, it's still impacting the numbers
6 within the discipline. And I guess that time
7 will tell, and I don't know if you have any
8 data on that.

9 DR. EDINGTON: I do want to say this
10 about the IDS degree, it actually is a good
11 thing for FAMU.

12 TRUSTEE GRABLE: Oh, we like it.

13 DR. EDINGTON: Because there's a -- the
14 issue with it is when we don't utilize it the
15 correct way. It's a good thing for FAMU. And
16 the whole point of this program and several
17 other institutions in this state and across the
18 country is to have similar programs that's
19 really designed for a student who would not
20 graduate otherwise; that's it, whether they
21 left --

22 TRUSTEE MILLS: What is that?

23 DR. EDINGTON: The interdisciplinary
24 studies is really designed for a student who
25 would not graduate by any other mechanism. So

1 whether they left, they never came back to the
2 institution -- and we have students who never
3 came back, but because they satisfied the
4 requirements, they can earn a degree. That's a
5 win for the student, right, because they're not
6 going to have a degree.

7 And then it's also for a student who's in
8 a major who's churning and churning and
9 churning and for whatever -- and there are
10 varied reasons -- but for whatever reason,
11 they're not going to be able to graduate in
12 their major or any other major.

13 Where it goes wrong is when an
14 institution takes that degree and start
15 utilizing it you say, hey, John Doe, you
16 satisfied these requirements. Even though
17 you're in this major, we need you to graduate
18 to boost our graduation rate, so we want you to
19 -- that's not what it was designed for.

20 So when we talk about putting in the
21 measures to address it, it's really reverting
22 back to the original reason and including the
23 structural components and start with advising
24 those types of things. And as Dr. Robinson
25 said, and as you mentioned, creating and

1 identifying other pathways within the major or
2 related majors for that same student that have
3 battles. So the solutions are there, you know,
4 but to your point we have to pay attention to
5 it, I mean, we really do.

6 Looking at No. 2, the fact that it's a
7 transfer rate is a good thing. And one thing
8 Dr. Robinson expressed in our earlier
9 discussion about it is that it's outcome based
10 which is something we have control over.

11 Once the students get here, we control to
12 a certain extent whether they graduate on time.
13 That's a good thing; right? That's a good
14 thing. Maybe the only negative thing is that
15 there's some uncertainty about what the
16 benchmarks would be because we're not at the
17 bottom of the state. We have like three
18 schools beneath us.

19 CHAIRMAN LAWSON: In No. 2?

20 DR. EDINGTON: Right. Here, in terms
21 of --

22 CHAIRMAN LAWSON: So we don't -- we
23 wouldn't set the bar.

24 DR. EDINGTON: We propose, right, but if
25 we get in a room and they, say, okay, Bring

1 FAMU back. The state is at 60 -- whatever it
2 is, 67. 67, you're at 62. We think 7 points
3 should be worth 67.

4 TRUSTEE WASHINGTON: And then my concern
5 with that, would we start filtering our
6 students that come in because we want to meet
7 the benchmarks?

8 TRUSTEE MILLS: We do want to filter,
9 though.

10 TRUSTEE WASHINGTON: We do want a filter.

11 TRUSTEE MILLS: Because your filter is a
12 positive filter.

13 TRUSTEE WASHINGTON: We're currently
14 working on the two-plus-two pathways and stuff
15 like that to make it a more, you know -- so how
16 do we reconcile if we're doing two plus two,
17 offering kids guaranteed admission and then
18 potentially having to filter them on the way
19 in. You know, we have to think about the whole
20 path. Yes, we always want to have some control
21 of our students coming in, but we're talking
22 about building pathways with the state colleges
23 and offering them guaranteed admission. How
24 does that interact with --

25 TRUSTEE MILLS: But doesn't it force us

1 to -- I mean, at the end of the day what we're
2 trying to get is high quality students, right,
3 that can matriculate through the program which
4 is why -- I probably didn't really like your
5 original comment even about why the
6 interdisciplinary thing was great because it
7 feels like a K through 12,
8 how-do-we-pass-people-along kind of thing, you
9 know.

10 So at the end of the day, it's really a
11 scenario of how do we identify the best
12 students who can actually get the degree.
13 We're using these aid transfers as a platform
14 for better prepared students which means that
15 is a filter in and of itself, and then we're
16 just trying to screen that filter even tighter.

17 TRUSTEE MOORE: But it also forces us
18 into a better model because if they have
19 already successfully completed that first
20 milestone, the idea of having those pathways
21 already set up -- the pathways are designed to
22 say, okay, this is what you're doing and this
23 and this or there is what you're doing. So
24 there is a clear direction and it would get us
25 to the four-year graduation rate where it will

1 be a challenge if we don't have those pathways
2 in place.

3 CHAIRMAN LAWSON: I think to me, 2 and 3
4 almost feel like they should be 1, you know, in
5 other words because I think we all are saying
6 -- I like what Mills said about creating a
7 mindset of four-year graduation. I got a guy
8 sitting next to me trying to kill it so he or
9 she can get out in four years. I may pick up a
10 little bit of his habits over time.

11 And then on No. 3, I'm opening my door
12 trying to get more of these students in. So I
13 feel like those two go together, the top one.

14 I struggle with the interdisciplinary
15 degree, and I know why we did it. I absolutely
16 know why we did it, but if somebody was coming
17 in to talk to me and I saw two resumes and one
18 said sociology and interdisciplinary degrees, I
19 would struggle with the interdisciplinary
20 degree person because I wouldn't really know
21 what it meant. And I think that's a little
22 unfair to some of our students. I know why we
23 do it. And I know we have to do it in some
24 cases, but it's a little unfair to our
25 students.

1 So I like your 2 and 3 being higher
2 priorities. So I guess -- so that we don't
3 keep circling, as you guys look at this, the
4 bottom line also becomes where do we stand to
5 have the largest degree of success.

6 TRUSTEE GRABLE: And could I also --

7 CHAIRMAN LAWSON: I'm sorry, Dr. Grable.

8 So from your expert opinion after
9 spending weeks with this data, where do we have
10 the greater opportunity to be successful?

11 DR. EDINGTON: I mean, that's why we're
12 recommending --

13 CHAIRMAN LAWSON: They're in your rank
14 order based on the data?

15 DR. EDINGTON: Give me one second just to
16 say the third one is at the bottom of our three
17 -- Dr. Robinson, he pointed this out earlier,
18 is that it's about head count, right, and how
19 many AA transfers can we get on our campus. We
20 don't have as much control over that; right? I
21 mean, really, we've got to establish
22 partnerships, articulation agreements and those
23 types of things that would create a timeline to
24 bring students to our campus but things can
25 evolve at the college system level that are

1 outside our control; right? Over the next few
2 years some things happen. Those pipelines
3 start getting closed off and we have a metric
4 tied to head count, it's just a additional
5 challenge that we'd have to respond to, right,
6 but that's why it's at the bottom. The reason
7 why I think that the total degrees should be
8 number one is I'm looking at what gives FAMU
9 the best chance of getting the most points.

10 TRUSTEE GRABLE: I have seen research. I
11 want to go back to a couple of points someone
12 made earlier regarding of the students being in
13 the environment and seeing others being
14 successful and then maybe they would take that
15 on. I want to pose that question to Trustee
16 Bruno. Is that -- you know, is that a mindset?

17 I've seen research that supports you
18 bring in the lesser student and put them in a
19 room with those who are excelling and
20 supposedly there should be some sort of change.
21 Is that something that you hear about or
22 experience students talk about or what?

23 TRUSTEE BRUNO: I think the closest thing
24 to that that comes to mind immediately is the
25 living and learning communities. When you put

1 those students together, obviously they're
2 going to become more inclined and probably more
3 confident they can endeavor forward and
4 whatever because I know when I came in, I was
5 taking all of these hard classes and if I
6 didn't have the people around me that were
7 struggling at the same time but kind of felt
8 comfortable struggling along with somebody else
9 it would have been a lot harder. So I'm not
10 sure if that's the same as you saying -- I'm
11 not sure if that's the same as you're saying
12 that you're putting somebody who's more
13 advanced with somebody who's struggling a
14 little bit more together. Obviously, that
15 would make an impact. I'm not sure how it
16 applies to this conversation.

17 TRUSTEE GRABLE: And I guess you must
18 have looked at research, Doctor?

19 DR. EDINGTON: Oh, yeah, we know it to be
20 true. The students in those communities --
21 they -- we survey. What you said is what they
22 tell us; it's true.

23 TRUSTEE BRUNO: Right. It does make an
24 impact.

25 PRESIDENT ROBINSON: And the data shows

1 it.

2 TRUSTEE WASHINGTON: I have a clarifying
3 point. When we're talking about the four-year
4 graduation rate of an AA transfer, none of --
5 that student is halfway through. That student
6 is not starting at the same point as a
7 freshman.

8 TRUSTEE MILLS: I know, but it's a whole
9 bunch of them around you.

10 TRUSTEE WASHINGTON: Yes.

11 TRUSTEE MOORE: You're going where I
12 wanted to go with it because I think when we
13 talk about those rank ASF students because of a
14 recommendation, one talks about university
15 success, two talks about student success. I'm
16 just saying how can we marry it where we both
17 succeed because one will get you to FAMU
18 straight to get the point.

19 Two will get that student out the door
20 and they've done what they came here for and we
21 should feel good about that as well, but do we
22 want to challenge ourselves in that way if we
23 are student centered?

24 PRESIDENT ROBINSON: Are you asking me?

25 TRUSTEE MOORE: Oh, no. You just

1 happened to be in my line of sight. That's
2 all.

3 DR. EDINGTON: Can I offer a personal
4 opinion? I do -- actually, I appreciate when
5 y'all challenge us as an institution, and you
6 should do that and continue to do that at a
7 high level. My only thing is to think about
8 what's going to give us the best chance of
9 being competitive on the metrics.

10 TRUSTEE MILLS: I don't agree with that.

11 TRUSTEE DORTCH: Mr. Chairman, I think
12 it's important for us to understand, and we
13 just had that discussion about the policy
14 versus administration. And I think the folks
15 who we've hired to do the analysis to look at
16 where we are and tell us. I come from the old
17 adage, all smart people don't earn PhDs,
18 they're hired. You hired some folks to give us
19 their best based on what we hold them
20 accountable for in what they do.

21 And if our president says this and
22 Dr. Edington is telling us this and the faculty
23 and others involved have said this gives us the
24 best chances for success, we may have our
25 opinions but at the end of the day that's the

1 people. These are the folks who've got to make
2 this work.

3 And I would be more inclined to follow
4 their direction based on us telling them,
5 You're going to do this and they say, We can't
6 but we'll try it. We'll give it everything,
7 but this is what we think works.

8 I think we've got to listen to the team
9 and -- but also for them to understand where we
10 stand on all of this. I think Dr. Robinson and
11 I had a little sidebar that yeah, No. 4 is good
12 but what if one of the two-year institutions
13 decide, Well, we're going to do a school of
14 business and we're going to do X, Y, and Z
15 does, that give us the students that still come
16 in here versus the students who may go
17 somewhere else? And so I think we've got to
18 have immediate results.

19 And then I think the other point is that
20 there are other factors out there still impacts
21 us on jobs in the state, how much they get
22 paid. So there's a global review of what we've
23 got to look at into all of this as well.

24 So I would be more inclined -- because
25 for me before the conversation started, No. 2

1 was my first choice. But listening to and
2 having been at commencement and looking at a
3 thousand-plus graduates, if we are hitting the
4 mark then immediately it may keep us in the
5 game and then I think the others, we work on.
6 So I would -- I would go -- because, again, No.
7 2 was my first choice but having listened to
8 all of this by being told we can best hit these
9 marks --

10 DR. EDINGTON: And can I just say, my
11 only issue with No. 2 is only one thing --
12 because it's a great metric -- is just I'm a
13 little uncertain about what they're going to
14 set as the benchmark because it's below the
15 state average. That's my only concern about it
16 and I'm afraid that, you know, when we get
17 there -- we'll find out -- there's a lot -- as
18 Trustee Washington said, there's room for
19 negotiation on the benchmarks. So it's not --
20 you're going to select these metrics but the
21 benchmarks, we're going to discuss. So my
22 concern is if we get there --

23 TRUSTEE DORTCH: So if the benchmarks are
24 right --

25 DR. EDINGTON: If we get there --

1 TRUSTEE DORTCH: -- then No. 2 works for
2 us.

3 DR. EDINGTON: Right. Yeah. That's what
4 I would say.

5 CHAIRMAN LAWSON: Number 1. Let's hear
6 from Trustee Perry.

7 TRUSTEE PERRY: I just want you to
8 amplify again why you think No. 1, when you
9 take it and plug it in with the rest of the
10 metrics, will serve us better?

11 DR. EDINGTON: Okay. So I'm going to
12 rule this one out because we have the least
13 control over that. That's why it's my No. 3.
14 Then it comes down to these two. This is a
15 better metric for us because it focuses on
16 student success, but my job is to think about
17 the metrics. That's my job. My narrow job is
18 how can we best perform on those performance
19 metrics, then I say we have a little more
20 control. But if we get there and they let us
21 use our benchmark scale, I'm comfortable. But
22 if they say, No, FAMU, you're at 62 percent.
23 You're going to get three points in the first
24 year, I would say can we use this. You know,
25 that's what I would say. If the benchmark is

1 there -- this is the better overall metric in
2 its totality, but my job is to help us get
3 better on those metrics.

4 PRESIDENT ROBINSON: Can you show them
5 the supporting data? Maybe that will help.

6 TRUSTEE MILLS: That's actually one of
7 the things that bothered me is the supporting
8 data because, you know, the variability in it
9 is wacky.

10 DR. EDINGTON: Yeah, see, these are
11 relatively stable.

12 TRUSTEE MILLS: I don't think so.

13 DR. EDINGTON: Well, so look at the
14 fluctuation and the context of the scale. So
15 you want to say -- here is where we are. We're
16 at seven. When we were at 2091 -- 2070 which
17 is the lowest number up here, we would get six
18 points. So even within the fluctuation within
19 the last five or six years, if that fluctuation
20 continues, we're still in the range to get
21 five, six, seven.

22 TRUSTEE MILLS: But in 2012 to 2013,
23 right, you had 13,000 people -- students, right
24 and then you're -- I'm trying to remember this
25 off the top of my head.

1 TRUSTEE DORTCH: Open enrollment.

2 TRUSTEE WASHINGTON: What year did that
3 start, 2008, '9?

4 TRUSTEE MILLS: I just remember it was
5 13,000 in 2012.

6 PRESIDENT ROBINSON: The 70 percent plus.

7 TRUSTEE MILLS: So now in 2015, 2016 we
8 actually did really good because we had low
9 enrollment, but we had high graduation rates.

10 TRUSTEE WASHINGTON: Well, no, because
11 you have to count six years getting those kids
12 out the door.

13 PRESIDENT ROBINSON: This is everybody.

14 DR. EDINGTON: This is when we started
15 with the IDS degree also. You know, there was
16 some things, some factors that contributed to
17 that. And, right, all those students were
18 moving through. So there is variability, but
19 this one -- if they use this benchmark scale,
20 we're insulated to a higher degree but, you
21 know, they may change, too, actually. You
22 know, but then this one -- the rates, right --
23 you know. I mean, we're not, relatively
24 speaking, that bad. My concern is just are
25 they going to let us use our scale.

1 TRUSTEE MILLS: So you said if we were at
2 60, we would be at six, too, or five?

3 DR. EDINGTON: We'd be at five. So the
4 issue here is we are below the state, the SUS
5 average currently, so we have to see if the
6 workshop -- how that's going to factor into --
7 are they going to let us use a relative
8 benchmark meaning the benchmark is relative to
9 FAMU.

10 TRUSTEE BRUNO: So the yellow is the
11 SUS --

12 TRUSTEE WASHINGTON: So we're below in
13 rate and also in enrollment, though; right?
14 Like, what is our enrollment?

15 DR. EDINGTON: Yeah. See, the enrollment
16 I believe they have to let us use a relative.
17 This is unique to each school.

18 TRUSTEE WASHINGTON: But the enrollment,
19 I'm saying for us, even on No. 2 our
20 enrollment's going to affect our rate; right?

21 TRUSTEE MILLS: No, it doesn't. It never
22 does. That's the beauty about rates, right,
23 you can have a rate -- you can have a
24 population of four people and have a
25 hundred percent graduation rate. That's the

1 beauty about rates.

2 DR. EDINGTON: Except if you recruit
3 higher numbers of better students.

4 TRUSTEE MILLS: Higher number of better
5 students.

6 DR. EDINGTON: You're growing, but you're
7 growing by getting more good students and so
8 the more you're bringing in are graduating.

9 TRUSTEE MILLS: So wouldn't you expect
10 that to go to 70 or 80 percent?

11 DR. EDINGTON: I mean, in a perfect
12 world.

13 TRUSTEE MILLS: I mean, but your point
14 right there, if you recruit higher quality
15 students.

16 DR. EDINGTON: Yeah. Well, I was just
17 saying that -- you said that the size doesn't
18 influence the rate. I was saying it would if
19 the growth applied to a type of student.
20 That's all I was saying. So if you just grow
21 the way we were growing, you're right. But if
22 you're growing and you're saying that the
23 students that we're adding, there is a high
24 proportion of high achieving students.

25 TRUSTEE MILLS: Right.

1 DR. EDINGTON: I'm saying your graduation
2 rate will go up as you're growing. That's all
3 I was saying.

4 TRUSTEE MILLS: That sounds like a
5 beautiful thing.

6 DR. EDINGTON: If we could do that.

7 TRUSTEE MILLS: That's part of the good
8 and the bad.

9 DR. EDINGTON: That's what we're trying
10 to do. That's the goal.

11 CHAIRMAN LAWSON: Trustee Bruno.

12 TRUSTEE BRUNO: Listening to all the
13 concerns, and I do understand, like, where your
14 standpoint is and we're trying to figure out
15 which metric is going to benefit us the most.
16 I agree with that, but I also -- I'm always
17 looking at the cautionary approach to it
18 because I have seen -- when was the IDS
19 implemented?

20 DR. EDINGTON: 2014.

21 TRUSTEE BRUNO: So when I came in -- even
22 when that started, I didn't know what it was.
23 And in these past couple of years it's like --
24 it's like -- it's like it's a bandwagon. Like,
25 I've seen a bunch of people just kind of like

1 jump over and for a number of reasons.

2 So I had a friend of mine who said that
3 their employer actually encouraged them to go
4 from their major to IDS so that they could
5 graduate and, you know, they could just get out
6 as soon as possible so they could get into the
7 workforce.

8 And then I also had a situation where a
9 friend of mine was taking a little bit longer
10 in his engineering degree because of
11 outstanding -- you know, unanticipated
12 circumstances and they were trying to push him
13 to go to IDS so that they could get him out.
14 And so if we are going to use that metric, my
15 only concern is that we need to be painstaking
16 in recognizing that we have a responsibility to
17 do it the right way. We have to be disciplined
18 in that regard so that we're not
19 disenfranchising students in the process.

20 DR. EDINGTON: I agree with you 100
21 percent. So can I propose this? We put this
22 No. 1 if y'all are comfortable and then the
23 workshop is -- there's going to be a lot of
24 going back and forth. And if we feel that
25 that's not going to help us in terms of the

1 numbers and, you know, we say, This is our No.
2 1 and we get into it and they start talking
3 about the benchmark. And they say, okay. We
4 think your benchmark should be here, it means
5 you're going to get four points in the first
6 year and we say, Hey, hey, wait, wait. That's
7 not what we want to do. You have the
8 flexibility of --

9 CHAIRMAN LAWSON: I think we run the risk
10 of -- as we talk through this, you know, I kind
11 of go back to the original question, based on
12 the data that you guys have looked at and
13 situational circumstances, how would you rank
14 these? And you're saying these are ranked in
15 the right order. Because my concern is going
16 in with (inaudible) and that would change my
17 tune. If I go on with No. 2 and they say raise
18 the number here to get to where the state
19 average is and I say, No, no, no. I want to go
20 back to No. 1. I'm kind of stuck.

21 TRUSTEE BRUNO: Is there an
22 opportunity --

23 CHAIRMAN LAWSON: If you guys have vetted
24 this and you're comfortable with it, I think
25 we've kicked it up -- around to make sure we

1 really understand it and we've given our
2 perspective but I think -- and as much as we
3 probably hate to say it, we're still shooting
4 for the most points in the model. And if you
5 think this rank order gives us the most points,
6 then we should go with it.

7 TRUSTEE MILLS: I disagree with that. I
8 really feel like we're lowering our standards
9 so that we can get a financial mark. And if it
10 becomes about how much money we get as an
11 institution versus what we're supposed to be --
12 versus achieving our mission.

13 And I feel like we're just pushing people
14 to the short bus degree so I can get five more
15 dollars. And it feels dirty, actually, in the
16 sense we should be figuring out ways to push
17 ourselves to help us improve even if that means
18 we take a short-term hit on the financial
19 implications, the long-term implications of
20 being a better institution are much better for
21 us as a long-term strategy than looking to next
22 Thursday.

23 TRUSTEE DORTCH: Well, I think it's a
24 poker game because --

25 TRUSTEE PERRY: But how can we survive

1 financially? Are we able if we take the
2 short-term hit financially --

3 TRUSTEE DORTCH: Where is the money
4 coming from?

5 TRUSTEE MILLS: But we can't ever put
6 finances in front of the student success.

7 TRUSTEE PERRY: My concern is this: What
8 effects -- because I want to know what's going
9 down the road -- taking a financial hit will
10 have on us being able to deal with student
11 success with the current students that we have.

12 TRUSTEE MILLS: What are the numbers?

13 DR. EDINGTON: Well, you know, I'll just
14 point out to you we have \$11 million less this
15 year than we did a year ago. That was a
16 financial hit as a result of us getting the
17 bottom three. We -- some institutions can
18 afford to lose points and still be -- actually
19 they're insulated by preeminence and emerging
20 preeminence.

21 So there are four or five schools that
22 are having the same discussion because they
23 want to get out of the bottom three and they
24 want to accelerate their chance to do it
25 because what they're saying is, Trustee Mills,

1 is I can do a much better job at addressing
2 those quality issues with that \$11 million as
3 opposed to not having it.

4 TRUSTEE MILLS: Yeah, but we're talking
5 about something less than \$11 million, in all
6 fairness, because we're talking about the
7 difference between five points and seven
8 points.

9 DR. EDINGTON: But depending on where it
10 puts you --

11 TRUSTEE MILLS: On one metric.

12 DR. EDINGTON: On where it puts you -- so
13 where it puts you on that scale. Remember, we
14 are -- it's not just an absolute score. It's
15 an absolute score, but is it relative. So if
16 we're at 65 and we lose 5 points to 60,
17 somebody else has gained it and said, No, we're
18 not going to lose, you know, 5 points. We're
19 going to make sure we get that maximum 7, you
20 see. So we've lost points in a very close
21 battle for that bottom three not being in the
22 bottom three, and it's a very close battle.
23 And I think they were separated by a couple
24 points.

25 So those five points could make a huge

1 difference. So I'm not arguing with you about
2 principle. You're right on target. We have to
3 be responsible for doing No. 2 anyway.

4 TRUSTEE MILLS: Right.

5 DR. EDINGTON: We've got to do that.
6 We've got to do a much better job of that. I'm
7 just saying and the team is just saying -- and
8 you can decide as -- by the way, it's a policy
9 issue which way you want to go; but, you know,
10 here is what's at risk. We owe you that
11 conversation. That's what we're presenting to
12 you.

13 TRUSTEE DORTCH: And I think knowing what
14 our president and his team has done and what
15 their commitments are, I think it would be
16 terrible on our part to even assume that they
17 would take the lower standard approach. We're
18 talking about, one, how do we get the money in
19 the door but we still set and maintain what we
20 expect and what, you know, again, performance
21 from this leadership team has to have so one --
22 it's like poker, we've got to get the money but
23 at the same time, we've got to continue to
24 improve and be the best in class.

25 It's like -- I heard a few minutes ago,

1 we've got to go after the best student. Well,
2 everybody's going after the best student. We
3 should go after the best student, but good
4 students are still good students, too, because
5 if you look at leadership in this nation, it
6 doesn't come from the highest achievers.

7 In this nation it's those average and
8 those B students who run this nation who does
9 the best. You look at President Obama's
10 administration, they got all those Ivy League
11 folks and the reality is they couldn't perform
12 to the level.

13 TRUSTEE CARTER: As opposed to now?

14 TRUSTEE DORTCH: My point is just because
15 you went to an Ivy League school -- in
16 President Clinton's administration you had more
17 HBCU leadership and had some of the best
18 leadership in this nation. We performed. We
19 balanced the budget with more HBCUs in the
20 cabinet as opposed to no HBCU leadership in the
21 past administration. So -- but just because of
22 what school you go to doesn't mean you're going
23 to be the very best in class. That would be us
24 saying, Well, let's close FAMU's doors because
25 you're not an Ivy League.

1 CHAIRMAN LAWSON: I want to try to bring
2 it back to the center for just a second. I
3 think the big question is have you guys
4 thoroughly vetted and given us the best
5 opportunity for success? I think that's the
6 big question, and it sounds like the answer is
7 yes. But I think -- Mills brings up an
8 interesting point and that is are we striving
9 to be the best.

10 And I guess it's a little bit -- it's not
11 a balancing act to a degree, but I think when
12 you look at the other, what, nine or ten
13 metrics -- we've got graduation rate, we've got
14 STEM, we've got licensed passenger rates all
15 those things to improve our performance but at
16 some point we still have to make sure that we
17 still have the financial undergird to do all
18 those things.

19 So it is to a degree trying -- I mean, it
20 is more of -- a bit of a balancing act because
21 we need the financial undergird. And at the
22 same time, we need to -- and I think we made
23 that clear in our work plan -- we need to raise
24 our overall performance as an institution.

25 So I think the other 8, 9, 11 metrics

1 drive toward that, but I think here we have the
2 opportunity to try to maximize our financial
3 reward within the model as the other schools
4 that are -- call it six and below are probably
5 all sitting around right now trying to pull the
6 levers. They want to do better, but we all
7 know none of us want to be in the bottom three.
8 None of us want to be forced to get back up.
9 So it's a bit of a heads game.

10 TRUSTEE MILLS: The last point I would
11 make -- I really feel like I wasn't around.
12 Maybe Dr. Robinson can comment. I wasn't
13 around. I really feel like the administration
14 and the Board was making this decision when
15 they started talking about funding would be
16 based on a head count, and it's kind of like
17 the same thing. Let's -- are we making a
18 financial decision over a quality decision?
19 And it just feels in the same -- we're
20 repeating history in some respects.

21 CHAIRMAN LAWSON: So to not keep this
22 going, I think point of view well taken because
23 I think in the days of where we got funding
24 based on head count, that was the arms race.

25 TRUSTEE MILLS: The concept was financial

1 versus quality.

2 CHAIRMAN LAWSON: Exactly. So now I
3 think now we have clearly turned the pendulum
4 to we have to have a better product in a number
5 of different ways, whether it be STEM, whether
6 it be licensed passenger rates of law, whatever
7 the program is; and we have to improve our
8 graduation rate, but at the same time it takes
9 a degree of revenue to drive all of those
10 engines and this allows us to try and maximize
11 our footprint in the revenue race.

12 So it's a bit of a balance to be -- at
13 least as I see it. But again, the fundamental
14 question was have you guys -- and the answer is
15 yes -- thought about this every which way to
16 say this is where we have the greater
17 opportunity to win. Because the last thing I
18 want to do, even though I like No. 2, is go in
19 and then have somebody say, Well, we want you
20 to 70 because you're at the bottom of the state
21 now -- and we're stuck. And it's tough to
22 negotiate from that standpoint versus starting
23 at the top and working your way down.

24 So this is a complicated model, honestly,
25 but at least this is the one place where we can

1 deliberate and debate on what's in our best
2 interest because the others are chosen for us.
3 So if you-all are okay, if there is anymore
4 unrest we can continue to debate. If you-all
5 are okay, let's try to close this down with the
6 priority order that you've given. We'll take
7 it to full vote tomorrow, but if there's more
8 unrest, we'll vote between the dialogue.

9 TRUSTEE MOORE: I probably could just --
10 it's going to be short -- say that I align as I
11 said previously with opening that there are
12 measures that speak to students and there are
13 measures that speak to FAMU. The goal is how
14 do we marry the two.

15 Relative to this, I wasn't on the Board
16 when we did the profile admin piece, but I feel
17 that we are walking a fine line recognizing
18 that we have interdisciplinary studies piece
19 being such a large part of how we get to that
20 total degrees piece.

21 The other part of that ends up being an
22 endorsement. I believe that the staff have a
23 key role in giving us information, but I also
24 believe that we have a role, a great role in
25 making sure that students are first and that

1 they -- even though they don't have all the
2 information that they need to have, that we are
3 arming and preparing our students to succeed
4 and win not only statewide, but globally. I
5 don't know how an IDS degree gets you there.

6 TRUSTEE LAWRENCE: I just want to ask
7 Dr. Robinson -- Doctor, this is a path that
8 you're comfortable with and you also believe is
9 genuinely student-focused?

10 PRESIDENT ROBINSON: First of all, there
11 is a quality element to No. 1. You know, I do
12 think the concerns that Trustee Moore voiced
13 are very significant. In giving that point,
14 we've already decided that we've got to do
15 something to better manage and influence
16 students who are going into that IDS degree.

17 I've had -- you know, my first opinion
18 doesn't matter. The decision had been made. I
19 wasn't here either when that decision was made.
20 It was being discussed. Because I've been out
21 there in the world of work and I know that if
22 you want to work in the places that I've
23 worked, that degree won't (inaudible), it just
24 won't. So we've got to go back and take a look
25 at it.

1 Also -- and I understand the rationale --
2 I -- perhaps it does allow students who are out
3 there just drifting an opportunity; allows one
4 obvious metric to change, the graduation rate,
5 which there are three or four others that are
6 adversely impacted. But not only that, it is
7 -- it may be prematurely -- prematurely causing
8 students to make a default decision that
9 perhaps if they had persisted a little bit
10 longer, they could have been an engineer or a
11 journalist. So we've got to take a hard look
12 at this.

13 I am gravely concerned -- when I looked
14 at the commencement program a couple of weeks
15 ago and that large number -- those kids used to
16 be in somebody else's major; because if you
17 look at the data -- if you look at the data,
18 the number of degrees haven't changed that much
19 except that they're shifting from your major
20 and your major to that major. We have to
21 manage that better.

22 So I have my concerns about the overall
23 process performance based metrics. We made
24 that clear when we submitted our choice metric
25 in 2012 and 2013, but we can't use that metric

1 anymore. We've got to find another one, and at
2 the very least I think we need to make sure we
3 generate as much -- you know, the points as we
4 can but not neglecting our obligations ensuring
5 the students who leave us leave better prepared
6 than when they came. And, you know, I'll
7 reiterate once again, I am concerned about
8 whether or not that IDS degree (inaudible).

9 TRUSTEE BRUNO: One more point. I'm not
10 opposed to us using that metric. I just --
11 considering everything -- like you said, you're
12 concerned about how that's going. I just think
13 we can use it more responsibly if we somehow
14 make sure those students that could have
15 finished in journalism or could have finished
16 in engineering don't just arbitrarily or
17 prematurely switch over.

18 We don't have to move away from using
19 that, but I feel like we can get as much of a
20 bang for our buck if we just do it more
21 responsibly and make sure that those students
22 are doing what they're supposed to do. I just
23 haven't heard how are we going to do that.
24 We're talking about -- I have a concern that,
25 you know, these IDS students -- there's too

1 many of them, but we still need to use a
2 metric. So let's use the metric, but what's
3 the solution? How do we use that metric and
4 make sure that we don't have as many students
5 just kind of, like, jumping ship.

6 PRESIDENT ROBINSON: Do you want to talk
7 to him about that?

8 DR. EDINGTON: That's a great point. So
9 the issue with the students in that pipeline to
10 the IDS, when they get close to the end -- for
11 the students who have been getting the degree,
12 at that point in their matriculation, that's
13 probably the only option that those students
14 have because what happens is when they switch
15 majors and retake courses, accumulate credit
16 hours, they're no longer eligible for financial
17 aid. That's one scenario.

18 And so when they get to that point, that
19 student doesn't -- their option is to either
20 get a degree or get no degree. The solution is
21 to prevent the students from getting in that
22 situation. We don't want them to get to the
23 point where they're faced with that; then
24 they're being advised to just take the option.

25 What we have to do is -- and what we're

1 going to do is look at the student coming in
2 the front door. Use Justin Bruno coming in as
3 a freshman, declared as an engineering major;
4 we develop, map a plan for you.

5 And we have indicators, at-risk
6 indicators with you as a student. And the
7 minute you deviate from that plan, semester --
8 the semester by semester, that four-year plan,
9 that's where we intervene and advise you to
10 pursue a better path while we're also giving
11 you the support system.

12 So you never end up in a situation where
13 you've got 180 credit hours, you've exhausted
14 your financial aid and you have no options.
15 That's the major solution. It's all about
16 devising a structure and really developing a
17 map for you as a student. We don't want you to
18 be in the situation where you have to choose
19 that.

20 Then for those particular students who
21 for whatever reason fall into a situation where
22 they need that pathway, they can use it because
23 it's for students who has no other option and
24 who wants a degree. The problem is letting
25 students get to that point. I would argue that

1 if I am a student and I only have one option, I
2 always believe that it's better to get a
3 college degree than no degree. I mean, I --
4 but we don't want that to be the scenario.

5 So it's all about devising structure, the
6 degree maps and using analytics to intervene
7 with academic support. Those are the solutions
8 for that.

9 TRUSTEE MILLS: That's not a good
10 argument.

11 TRUSTEE BRUNO: I think I would contend
12 that if -- the number wouldn't be as large if
13 it was just students in that specific
14 circumstance who were graduating with that
15 degree.

16 DR. EDINGTON: That's the problem. That
17 is the problem.

18 TRUSTEE BRUNO: So I think there also
19 needs to be some filtering of, like, are all
20 the students that were graduating in IDS, do
21 all of those students not have another option?
22 And I don't know if we track that number.

23 DR. EDINGTON: Yeah.

24 TRUSTEE MILLS: If you can't get a
25 degree, why do we create an option for you if

1 you're not capable of getting a degree? We're
2 not here to be a degree factory. So if you
3 don't have the capabilities to do it -- and by
4 the way, not getting a college degree is not a
5 bad thing. There is a whole bunch of pathways
6 where -- have great successful lives, you know.

7 I make a joke -- and I apologize to
8 anybody from the business school -- but you can
9 go to school for four years and get an
10 accounting degree and make \$30,000 or you can
11 go for 18 months and get a welding degree and
12 make \$100,000, right.

13 There's a lot of other things for people.
14 I don't even like the concept that we have of
15 this last resort option because you couldn't
16 succeed anyplace else but you should be able to
17 get a degree from FAMU. A lot of schools have
18 those programs.

19 TRUSTEE DORTCH: College courses to get
20 the degree -- I mean, I started out in pure
21 math. I got a minor in pure math, but I
22 decided I didn't want to be in the lab for four
23 years. I got a minor my first year taking the
24 most difficult courses in math and passing my
25 freshman year, but I changed my degree to

1 sociology and I loved it.

2 I loved the professors; that's why I went
3 to that degree. But now I have a master's in
4 criminal justice administration; one in urban
5 administration; turned down law school at Emory
6 University because I didn't want to go to
7 school for three, four more years but I could
8 have gone to Emory Law School. But the fact
9 that I changed my degree didn't mean I didn't
10 have the intellectual capacity.

11 If I can pass freshman year -- what I'm
12 saying is if I could pass my freshman year, all
13 those courses, the issue is if we are
14 discounting the courses they take that they
15 change their degrees, are the issues -- are
16 they being given degrees in weak courses? All
17 of those things play into it because people
18 change their mind.

19 TRUSTEE MILLS: Yeah, I'm not suggesting
20 to anybody that you shouldn't change your --
21 you couldn't change your degree. I'm not --
22 that's not suggested, but we have some sort of
23 remedial degree that people were given --

24 TRUSTEE DORTCH: That's the issue, is it
25 remedial or is it a combination of courses?

1 One, if you have a university course, it is a
2 standard that is set, I hope. And if you pass
3 that university course, it doesn't mean it's
4 remedial, does it?

5 DR. EDINGTON: No, based on
6 concentration.

7 CHAIRMAN LAWSON: So let's get one more
8 comment and we're going to try to wrap this
9 segment up, if we can.

10 TRUSTEE PERRY: Dr. Edington, what I'm
11 hearing some of my fellow trustees are saying
12 is that this degree or this ID- --

13 DR. EDINGTON: IDS.

14 TRUSTEE PERRY: Are we just going to
15 direct people toward the IDS, or are we talking
16 about other degrees? Will we look at the total
17 degrees awarded?

18 DR. EDINGTON: We're going to stop
19 directing students to it who should not be
20 directed to it. That's the issue. So, you
21 know, again, I think the major rationale for
22 creating it two years back was that there were
23 a lot of people who had kind of gotten to the
24 end of the road. You know, they needed hours
25 and there was no way for them to get a degree.

1 And then there's supposed to be all these
2 checks and balances. I remember when it was
3 being discussed, and somehow we transitioned
4 from that model to feeling pressured to get the
5 students out at the graduation rate, you know
6 those kind of things.

7 So to y'all's point -- a very valid
8 point. We're all on the same page. It's just
9 that we have to go back to the original intent
10 and put the structure in place and not utilize
11 it for the wrong purpose because, you know,
12 that's the issue. And so that should happen
13 whether we do this or not.

14 TRUSTEE PERRY: And you're telling me --
15 you're telling us that we're going to put the
16 structure in place to make sure we award the
17 real degrees in the real areas?

18 DR. EDINGTON: Well, that we direct
19 students to a pathway that are best for them.
20 That's the way I would say it.

21 TRUSTEE PERRY: Okay.

22 CHAIRMAN LAWSON: I think -- you know, so
23 this is -- you know, it's tough to shut this
24 one down because it's a good discussion around
25 what our focus is. We want to increase

1 degrees, but you don't want to increase degrees
2 in areas where it's a potential negative for
3 the student longer term.

4 You want the people -- students to come
5 in, advance toward a four-year degree in a
6 meaningful area where they have multiple
7 employment opportunities.

8 And I think when we look at our
9 graduation rate, what we're trying to do with
10 STEM, our licensed passenger rate, we're
11 focused on trying to drive overall better
12 performance but at the same time -- I go back
13 to something I said earlier -- we have to try
14 and manage to getting in the monies to do all
15 of those things and not sacrificing the
16 quality.

17 And I think Mills makes a great point
18 that, you know, you don't want this benevolent
19 program. You know, you want everybody to earn
20 whatever it is they get.

21 And I think you-all continue to give us
22 -- as we move forward, I'm asking for you-all
23 to continue to give us confidence that that
24 particular degree is not being abused, that
25 only a select number of people are going in

1 there for various specific reasons and it's not
2 becoming a, Hey, you've been there for four and
3 a half years. Here is a catch-all to move you
4 through the system.

5 So give us -- as we move forward, give us
6 some safeguards because there are things in
7 place such that we feel better about it. I
8 think we want to agree on the degrees.

9 Two, clearly there's concern around the
10 -- this kind of catch-all degree, so give us
11 some assurances that it's not going to become
12 just a safety net that, you know, you don't do
13 it this way in journalism. That's fine, you
14 fall over here. Give us some assurances that
15 that's not going to happen. And I think we'll
16 all be more comfortable moving forward.

17 But to advance this discussion, I think
18 what we're all saying is we're taking your
19 collective recommendation on the three options
20 in that order. So we'll bring this to vote
21 tomorrow officially, but this was our time to
22 really go deep and vet this.

23 And one thing I did want to thank you
24 guys for doing is taking the time to call all
25 of us and kind of dive into this. But I think

1 it still is a little different when you hear
2 another person's perspective just a little bit
3 broader, right, versus kind of hearing your own
4 point of view. So thank you, guys, for taking
5 the time to do that.

6 DR. EDINGTON: Okay. Thank you. And the
7 last comment, so remember the BOG, they might
8 select -- they can select any of the three. So
9 our rank is just communicating to them what the
10 board's preference is, but it could be any one
11 of the three. And they do like these two.

12 TRUSTEE CARTER: So not withstanding
13 where our recommendations are?

14 DR. EDINGTON: You just tell them -- I
15 mean, your control is --

16 TRUSTEE CARTER: So what are we -- so our
17 purpose in doing this is what?

18 DR. EDINGTON: It matters because you
19 pick three.

20 TRUSTEE MILLS: The BOG liked all three
21 of them?

22 DR. EDINGTON: Yeah, they liked all
23 three. Of the six, they like these three best.
24 All I'm saying is you're picking the three to
25 send to them and you're telling them what your

1 preference is. I was just pointing out -- I
2 didn't want you to come back later if they
3 picked this and say, Well, what happened? It's
4 really their control.

5 TRUSTEE CARTER: My only discussion on
6 that is -- is such that if we are held
7 accountable as the Board of Trustees, then just
8 like anything else, we go to the Board of
9 Governors on when it's submitted to them, they
10 confirm or deny our recommendation, not change
11 them, you know, what I'm saying? It just
12 doesn't -- otherwise we've spent a whole bunch
13 of time for nothing.

14 It seems to me is that -- if they're
15 saying, Okay. You guys have talked about three
16 ideas. Bring your priorities back to us and
17 tell us which one's going to be -- although
18 we're under no real requirement to accept
19 either one of your recommendations. So, I
20 mean, that just -- it rings hollow to me.

21 TRUSTEE MILLS: Do you want to submit a
22 proposal to change it?

23 TRUSTEE CARTER: I'm just saying, think
24 about what we're being asked to do now. We're
25 being asked to rank these. They're saying,

1 Hey, regardless of what you're ranking, we're
2 under no obligation to accept that. So why do
3 they even want our recommendation if they're
4 not going to utilize it?

5 TRUSTEE GRABLE: Did they ask us to rank?

6 TRUSTEE MILLS: You were on the BOG.

7 TRUSTEE CARTER: Which is my point, which
8 is exactly my point where we have made
9 recommendations. Most universities when they
10 set things up, particularly when you've already
11 talked to staff. It's just more a fait
12 accompli.

13 TRUSTEE GRABLE: So if they are already
14 ranked, which is what they asked us to do, do
15 we really have to vote on one? Is that the
16 question?

17 CHAIRMAN LAWSON: Well, what we have to
18 vote on -- they want us to. They're giving --
19 the staff is giving the recommendations. The
20 Board of Governors are saying, Do you agree
21 with the staff? Vote on your recommendation
22 coming from your Board. My assumption is that
23 the Board of Governors is going to take our
24 recommendation. That's my assumption. I could
25 be all wrong now, but I think that's --

1 TRUSTEE LAWRENCE: That's the way it used
2 to be. But you are saying minimally -- you are
3 saying minimally, we'll have a vote, we'll give
4 the decision, you'll have the chance to weigh
5 in heavily at the workshop so that folks
6 understand our point of view deeply. We've got
7 a fair shot at it and we're adults. And
8 whatever is chosen, we're going to make it
9 work.

10 TRUSTEE CARTER: I would say we just send
11 in just the one recommendation we have.

12 TRUSTEE GRABLE: But he said they asked
13 for three.

14 CHAIRMAN LAWSON: Time out, guys. So if
15 I could, they've set a protocol. So they're
16 saying give us your top three in rank order.
17 So I think to your point, Matt, we'll clearly
18 say, Hey, this is our No. 1, give them, you
19 know, the other two. And I think that unless
20 we grossly miss something, we'll probably get
21 our No. 1 recommendation.

22 So, Dr. Edington, I'm going to shut this
23 down, if you don't mind. And Dr. Edington is
24 going to stay around for the balance of the
25 morning and afternoon to answer additional

1 questions.

2 So what I would like to do just for time
3 is we're going to transition to board
4 development, but we're only going to go until
5 noon. We'll take our lunch break from 12:00
6 to 12:30 and come back with Board development,
7 but we'll let Dr. Lyons at least get started
8 for 15 minutes to tee it up.

9 So let me give you a little background on
10 Dr. Lyons, if I could. Dr. Lyons, we'd like to
11 welcome you. Dr. Lyons is the senior
12 consultant with AGB. Dr. James E. Lyons, Sr.,
13 has served in numerous administrative positions
14 in higher education.

15 I think we'll benefit from this
16 discussion including five university
17 presidencies. Most recently, he served as
18 interim president of both the University of the
19 District of Columbia and Dillard University
20 from 2007 to 2010. He served as secretary of
21 the Maryland Higher Education Commission where
22 he helped to establish policies for Maryland's
23 public and private colleges and universities.

24 Dr. Lyons served as president of the
25 California State University, Dominguez Hills, a

1 Hispanic-serving university making him one of
2 the first presidents that have served at that
3 helm of both an HBCU and an HSI.

4 Prior to moving to California, he served
5 as president of Jackson State University,
6 president of Bowie State University, vice
7 president for academic affairs at Delaware
8 State University and vice president for
9 academic affairs at Barber-Scotia College.

10 Lyons attended the University of
11 Connecticut where he earned a bachelor's degree
12 in Spanish, a master's in student personnel,
13 and a PhD in professional higher education
14 administration. I think the thing that stands
15 out most to me is the five presidencies.

16 DR. LYONS: Six now.

17 CHAIRMAN LAWSON: Six now. So we will be
18 very interested in your perspective. And I had
19 the pleasure of speaking with Dr. Lyons a bit
20 before the workshop as well as Trustee Mills.
21 So we're looking forward to this discussion.

22 And this is our opportunity to take a
23 step back from all of the policy and all of the
24 other issues that we deal with in higher ed and
25 university governance to see how are we doing.

1 What are our opportunities to improve? How
2 close are we to the mission of what an
3 effective board should be? So this is, again,
4 one of the few times we get to stop and step
5 back.

6 ATTORNEY BARGE-MILES: Can I just say for
7 the record Trustee Lawson and Trustee Mills
8 spoke individually with Dr. Lyons and not at
9 the same time, just for the record.

10 CHAIRMAN LAWSON: Thank you, Attorney
11 Barge-Miles. I appreciate that.

12 So we're very much looking forward to
13 this. And this retreat environment hopefully
14 allows us just to slow down for a minute and do
15 some of these more board-enrichment type
16 opportunities to take advantage of those that
17 we really don't take advantage of during the
18 balance of the academic year.

19 So with that, Dr. Lyons, we welcome
20 you --

21 DR. LYONS: Thank you.

22 CHAIRMAN LAWSON: -- and the floor is
23 yours.

24 DR. LYONS: Thank you, Chairman.

25 I thought it was tough following Belle

1 Wheelan, but now coming up 15 minutes before
2 y'all eat, you know, that's tough, too. But I
3 did -- the chairman was ready to go to lunch,
4 but I just wanted to say some things before
5 lunch to kind of set the stage and move
6 forward.

7 He's given you most of my life story,
8 most of my information. Now the way you-all
9 can Google and all that stuff, you get it all
10 quickly. I mean, all of my business is out.

11 But there are a couple things that I'm
12 sure you wouldn't find on Google, and I want to
13 share them. The first is I started my first
14 presidency at Bowie State in Maryland in 1983.
15 And shortly after that, I went on the Board of
16 Trustees of what was then Philadelphia College
17 of Textiles and Science. It's now Philadelphia
18 University.

19 So way back then even, I was experiencing
20 this whole issue of president-board stuff. I'd
21 sit at a meeting up in Philly and watch how the
22 board treated the president, then I'd go back
23 to Bowie and say, Now, let's see here. How
24 does this work? But it really did give me a
25 real rich experience watching how as a trustee,

1 I was interacting with the board chairman of
2 Philadelphia Textiles and then when I came back
3 to Bowie in Maryland, how the board was kicking
4 my butt, you know, and I said, wow.

5 You know, so even though now there's a
6 lot of talk about president-board
7 relationships, I want you to know this has been
8 on my mind for years.

9 And when I was interim president of
10 Dillard, I was actually on the Board of
11 Trustees while I was interim president. So I
12 was a trustee and president at the same time.

13 And at our board meetings, I literally
14 had to say, okay, let me back up or let me go
15 forward or I'd say, Mr. Board Chair, y'all
16 asked me to be the president, I'm going to be
17 the president.

18 And then other times, I just said, Well,
19 you know, let me put the trustee hat on. And
20 so I've been dealing with that dynamic, and
21 it's been very crucial.

22 A second thing you wouldn't know from
23 Googling me is the fact that I've got a son,
24 Jamaal, who lives in Seoul, South Korea -- I'm
25 sorry, son Jack. And so when you hear all this

1 stuff that's going on in South Korea and North
2 Korea and stuff, know that there's somebody
3 who's a parent who has to sit and watch the
4 news and hear them talk about wiping Seoul off
5 the map.

6 And my child is living in Seoul. He's
7 been there about seven years. His day job is
8 to teach English. And at nighttime he's a
9 hip-hop something or other who goes by the name
10 of Jack Zilla. So he does his thing during the
11 day.

12 He left CNN where he was working with
13 Soledad O'Brien, had a nice job, and I was
14 happy. And he just walked away from the
15 corporate life and said, I'm going to South
16 Korea.

17 Now after I fainted and then got up off
18 the floor and said, Now, Son, but you don't
19 just leave CNN. He said, Yes, I am, Dad,
20 because you're the one who told me how much you
21 enjoyed Seoul, Korea when you took the choir
22 there. I said, Son, you haven't listened to
23 anything else I've said. Why that?

24 So then a third thing you wouldn't find
25 out if you Googled me is there was a point in

1 my career when I wanted to be like Trustee
2 Dortch here. I wanted to be like him because
3 every time I went to Atlanta -- because we were
4 thinking about leaving Connecticut and moving
5 to Atlanta for years. Every time I went to
6 Atlanta they were honoring Dortch. I mean,
7 whether it was a football game, 100 Black Men,
8 churches, whatever it was, every time I went to
9 Atlanta they were honoring Tommy Dortch. So I
10 said, you know, I want to be like this guy.
11 Let me see if I can take some of this back to
12 Connecticut with me or back to Bowie, to
13 Maryland.

14 So that goes back 20, 25 years or so. I
15 appreciate the comment you made about AGB
16 because if there's anything that I can do --
17 and I'm not talking about you having to pay any
18 money, but if there's anything I can do to help
19 AGB do what you said, Tommy, to be of greater
20 assistance to the uniqueness of black colleges,
21 then I want to do it because I know that they
22 have had sessions. I've gone to three or four
23 sessions myself that AGB put on for black
24 college presidents and their board chair.

25 But if they need to do more -- and you

1 can think about -- if you have specific ideas,
2 I'd be very happy to take that back. And I'm
3 talking about free stuff, now. I'm not talking
4 about how they can charge you more money. I'm
5 saying what are the services that AGB can
6 provide even beyond what they're doing.

7 I've been thrilled by this conversation
8 that y'all had this morning; two or three times
9 I wanted to jump up and holler. I said, Well,
10 this is not my business. Let me sit up here.
11 I don't have the time.

12 And when Belle was talking and then this
13 debate that you-all had -- this conversation --
14 this last conversation -- I'm working with two
15 institutions, by the way, that are considering
16 creating a general studies major. So as I
17 listen to y'all talk about interdisciplinary,
18 both of these institutions are thinking about
19 that.

20 In one case they're trying to go out and
21 reclaim students who used to attend the
22 institution that may have 90 hours and 80 hours
23 and all that stuff and they've concluded that
24 maybe we ought to have a general studies degree
25 as we bring them back to campus. It would be

1 easy for them to move through.

2 So they're not trying to be negative --
3 although I'm not trying to call you out --
4 they're not trying to be negative or anything,
5 but they're saying if we've got all these
6 students who left our institution with all of
7 these credit hours, how can we bring them back
8 and what might we do.

9 And so what's helpful to me is to hear
10 the discussion that you-all are having about
11 your interdisciplinary degree and kind of
12 process that and say is there anything that I
13 need to say to these institutions that they
14 should be concerned about on the front end?

15 When Belle was talking about your
16 responsibility as a board, she mentioned a
17 whole lot of things that, you know, I said,
18 well, I don't have to keep saying, You get in
19 trouble with SACS, you better watch out for
20 SACS because she laid it out there.

21 These are our duties as defined -- and
22 they're really serious. One of the things that
23 I had to understand as a trustee is that this
24 is serious business. This is not a joke. When
25 we are sworn in as trustees, we have a

1 responsibility.

2 I am a trustee. I'm on the board of two
3 institutions: Dillard University in New
4 Orleans, Louisiana; and Alliant International
5 University in San Diego. And Alliant is now a
6 full profit. It was bought by a big German
7 conglomerate, and it's a public interest
8 institution. And so we're having some fun with
9 that. That sounds better than saying it's for
10 profit. It's a public interest.

11 And so we're kind of dealing with those
12 issues in San Diego. And so I get it both
13 ways: the small historically black, United
14 Methodist School; and a fairly large PhD
15 master's level of psychology degree program
16 with campuses in Mexico City, Hong Kong, et
17 cetera. So I'm on their boards now.

18 And when you look at the responsibility
19 you have -- I mean, this stuff is real. And so
20 while Belle was talking, I was making notes. I
21 said, she hasn't said perception. She keeps
22 talking about all these, but she hadn't said
23 perception. And before she finished, she came
24 right back and said perception.

25 We've got to deal with that especially if

1 you get into conflicts of interest sub deals
2 and so forth -- the perception will kill you.
3 So the board has to -- not only do we talk
4 about our fiduciary responsibility, but we also
5 have to put things in place that will allow us
6 to satisfy that.

7 You don't want to be like Institution A
8 where they had a transparency situation with
9 conflicts of interest. So trustees have to be
10 very, very transparent. So one of the persons
11 on the board had a -- an asbestos abatement
12 company and they applied for contracts
13 according to (inaudible) so to speak, did
14 everything right. It was public. The trustee
15 moved off of the building and grounds committee
16 because that trustee didn't want any conflict,
17 never voted, didn't vote or anything and said
18 I'm not going to vote on this.

19 And the company was first class, did an
20 outstanding job in asbestos abatement. By the
21 time I connected with them, this particular
22 trustee's company had made about \$7 million
23 from the university. Now, that trustee was
24 doing everything according to board policy.
25 The board policy simply said it's got to be

1 open. You've got to let it be known that my
2 company's in this business, that they bid, et
3 cetera, et cetera, and they were satisfied.

4 Well, when the governor called me, the
5 governor said, James, is it true that trustee
6 so-and-so has earned \$7 million from the board
7 on which she sits? I said, Governor, yeah, but
8 you know, it's transparent. You can go back
9 and look at the minutes. And so to make a long
10 story short -- it's lunch time -- the board had
11 to come back and create a policy that dealt
12 with even the perception of a conflict and
13 actually create a policy that says you cannot
14 earn money from this institution. The
15 institution that you serve, you can't earn
16 money from them.

17 Because -- I had another situation where
18 the trustee's wife had a travel agency.
19 Everybody knew it. And in fact, on one of the
20 opportunities to bid for the travel contract,
21 the wife saved the institution several hundred
22 thousand dollars by suggesting that we don't
23 let the coaches submit their individual travel
24 plans and negotiations -- and I want to stay at
25 this hotel, and I want to eat over at Soul

1 City, and I want to do this. Let's just bid
2 the whole athletic contract. Saved the
3 university almost \$200,000. But the
4 perception, her husband sits on the board. And
5 even though everybody knew and knew they went
6 back and documented there was nothing in the
7 record to even indicate that he was a partner
8 in any way -- but it was his wife. And she was
9 doing a great job, saved us some money.

10 But, again, the outside pressure and the
11 questions and so forth and the perception was
12 really beating the institution down. And the
13 board had to come back and finally say,
14 Trustee, sir, you've got to make a decision.
15 We just -- you know, in that case the trustee
16 made a decision to leave the board. He was not
17 going to interfere with his wife's business.

18 So these things become very, very
19 challenging putting the institution before all
20 else. And we're not supposed to -- the thing
21 that I have to remind myself also as a trustee
22 is we're not intended to be experts when you
23 get up with duty of care and so on. And I know
24 I struggle with how much should I know and what
25 kind of questions do I need to ask.

1 I'm not an accountant. So when we sit
2 and talk about the finances, what is my
3 obligation as a trustee to make certain that
4 I'm doing my part?

5 So these are very serious issues, serve a
6 public purpose as kind of -- basically, you had
7 three items here and then the folk at AGB said,
8 Well, you know, the colleges and universities
9 are supposed to serve a public purpose and
10 maybe trustees need to talk about a little bit
11 more to make that clear. And so that fourth
12 one has picked up a little bit of steam here.

13 Most of you have probably seen this
14 document, Getting Governance Right: Ten Habits
15 Highly Effective Boards. This is sort of a
16 signature piece from AGB. And some of these
17 are very, very clear. We can go back after
18 lunch if there's any that you really want to
19 tease out. They're pretty self-explanatory.

20 No. 6, I always find pretty interesting,
21 delegate appropriate decision-making authority
22 to committees and the whole issue of committees
23 and developing consent agendas as you-all have
24 done; consider strategic risk factors is one
25 that we don't necessarily pay enough attention

1 to.

2 I was working with an institution that
3 had not considered lawsuits. They -- when I
4 say they hadn't considered lawsuits, their
5 institution was committed to doing the right
6 thing but hadn't thought about the fact that if
7 you get a certain number of lawsuits on your
8 campus, now your insurance folks start to look
9 at that and ask questions, is something wrong
10 and so forth.

11 So from a risk standpoint, the notion
12 was, we want to do the right thing and we can
13 prevail if we have lawsuits and they weren't
14 thinking about the fact that if you keep
15 getting -- people keep suing you, this begins
16 to cause some issues and attention to your
17 insurance company. And they actually were
18 dropped by an insurance company. They said
19 y'all are getting sued too much and even if you
20 prevail three-quarters of the time, it's too
21 much.

22 So these are issues getting governance
23 right. And we can come back to that if you
24 want to after lunch. And the last thing I'll
25 share before we go to lunch is this was a

1 study. It's brand new, kind of. It was just
2 distributed. Some of you may have received
3 that.

4 And about every 10 years AGB looks at the
5 presidency, you know, can this job be managed?
6 You know, is it still possible for one person
7 to be the president? Has so much stuff
8 occurred that it just can't be done anymore?
9 So about every 10 years AGB decides, let's sit
10 down and look at the presidency. And so this
11 is a very recent report. Like I said, it's hot
12 off the shelf. I just got my copy physically
13 as a trustee in the mail about two weeks ago.
14 And these are recommendations.

15 And the interesting thing here, the 21st
16 century presidency is called to enterprise
17 leadership -- enterprise leadership, the idea
18 being that, you know, when I started in this
19 business and somebody said they're both --
20 Trustee Dortch and I both had big Afros back
21 then when I started in this business.

22 The president could walk around campus
23 talking about I'm the academic leader. I'm the
24 academic leader. That's all he had to say.
25 I'm the academic leader. Well, there's so much

1 stuff going on now that you realize that, man,
2 we've got to hire presidents, identify
3 presidents who really look at the total picture
4 of the enterprise. It's not just about -- you
5 can't get away with just being recognized as
6 the academic leader. He's a scholar; she's a
7 scholar, but they talk about enterprise
8 leadership is a critical piece.

9 And so some of the recommendations that
10 they make have been very interesting. I was on
11 a phone call talking about some of these
12 recommendations, reexamining if necessary,
13 changed both the president's and the board's
14 fundamental assumptions about their working
15 relationship.

16 What we're saying here is that, folk, we
17 can't do this alone. You know, there has got
18 to be a partnership, a relationship that we're
19 in this thing together. And we need each other
20 to survive. So I can't walk around the
21 president with my chest stuck out saying, you
22 know, I don't need y'all. And the board
23 shouldn't feel that way either. So they're
24 saying that that needs to be reexamined. What
25 kind of relationship should we have going

1 forward?

2 Focus on the true competitive position of
3 the institution. Now, that's an interesting
4 one because, you know, sometimes trustees --
5 we've been hesitant to talk about the business
6 model, you know. I've gotten into some big
7 battles of faculty members who got mad because
8 I even talked about the business model because
9 the folks are saying, well, you know, That's
10 not how we operate.

11 I have trustees at Dillard that every
12 meeting one of the two of them always say, If I
13 operated my Burger King franchise like that,
14 I'd be out of business. If I operated my
15 insurance company like this, I'd be out of
16 business. The higher ed is a business and
17 we're in a competitive situation and we need to
18 look at it, et cetera. So, again, focus on
19 true competitive positions and we can, again,
20 talk about it.

21 I like 4, restructure the board's
22 processes to enable the concentration on top
23 strategic priorities. Sometimes as trustees,
24 you know, we don't really get to -- and some of
25 you said this in the board assessment -- are we

1 really getting to the top priority, the things
2 we really must deal with? Because I can tell
3 you as a president, I can come to the board
4 meeting and I can bring you more stuff than you
5 can imagine. I can tie you up for three or
6 four days with stuff, but it may not be the
7 right stuff, you know. But I can bring the
8 students in there and the faculty members and
9 we can have a time.

10 But as a trustee, if I fly all the way
11 out to San Diego the third week of September
12 and I get out there, I mean, I want to go out
13 there for business. I'm not going -- if I want
14 to vacation, I can go a different time. But
15 the third week of September, I'm going out
16 there for business and will we be focusing.

17 Our board at Alliant University got to
18 the point now where we were so frustrated about
19 all these reports, spending so much time on
20 reports that on Monday night the vice
21 presidents do all of their reporting over
22 dinner. We'll sit at a dinner -- Chart House.
23 Isn't that somewhere around here?

24 CHAIRMAN LAWSON: Yeah, across the
25 street.

1 DR. LYONS: Sit at the Chart House and we
2 eat and the VPs talk to us. And we -- because
3 the next day -- we come in Tuesday and we take
4 care of business. No reports from vice
5 presidents and all. We get into some of the
6 serious stuff.

7 Schedule upstream discussions of major
8 opportunities and challenges and strategic
9 action well before the actions arise, I mean,
10 because we got to get out of the reaction mode.
11 And the only way you do that is try to spend
12 some time looking at stuff down the road. I'm
13 going to give you a classic example, and then
14 we'll go to lunch.

15 Infuse the search process with candor.
16 One of the things people are saying is there's
17 so much turnover amongst presidents is because
18 the process is somewhat flawed. And by the
19 time you get to the end of that process, I'm a
20 candidate. I'm so glad I'm a finalist that may
21 get this presidency that I just shut up. And I
22 said, you know, I ought to say something to
23 Trustee Lawrence, but I better keep my mouth
24 shut because I want this job.

25 This Board is saying we've paid X firm

1 \$70,000 and we don't want to get there and mess
2 it up. I'd like to tell Lyons I don't like the
3 way he does such and such, but, you know, he
4 may decide to walk and I just paid 70 grand to
5 the search firm.

6 What do we really want? And y'all have a
7 session tomorrow. I guess you'll be talking
8 about the profile and so forth. Are we really
9 canid in that process? Do we really have the
10 chance to talk at each other? I believe now
11 that once you get down to the finalist, that
12 the chair of the board and the finalists ought
13 to go away and retreat for two days and pray
14 and meditate and talk. I mean, really get it
15 out because once you hire me and give me a
16 five-year contract and then you say, you know,
17 I didn't like the shoes he had on when he came
18 from the interview, those alligator boots. I
19 didn't like it, but I didn't say anything. Now
20 you hired me. Now you're going to tell me you
21 don't like -- my boots don't look presidential,
22 you know. So this recommendation of infuse the
23 search process with candor. It is an
24 interesting one.

25 When we come back from lunch, you know,

1 there's several reports that I want to take a
2 minute and kind of lump together because
3 there's a lot of negative stuff out there about
4 HBCUs right now, a lot of negatives. And we
5 don't want to come in after lunch and celebrate
6 negativity, but we ought to know what those
7 criticisms are, what's happening. And you have
8 touched on some of those today. Belle touched
9 on some of them, but the issue becomes how do
10 we address -- how do we get ahead of the game?

11 I'm closing with this story -- this one
12 institution that I'm familiar with at one point
13 -- and you'll see the difficulty -- at one
14 point had the top nursing graduates you could
15 find, top. I mean, just outstanding.
16 Everybody acknowledged that, top nursing
17 program in the state -- black colleges, white
18 colleges, everybody recognized that, that this
19 black college is standing strong.

20 Unfortunately, no one stopped at that
21 point and said, you know, at some point we're
22 going to have integration or desegregation.
23 And these brilliant black women -- and at that
24 time there was all these brilliant black women
25 who are coming to our institution. We're

1 turning away brilliance, majoring in nursing.

2 What's going to happen if they get some
3 other options? What is our program going to
4 look like because we've been riding this wave
5 and we know we're tough. You know, we know
6 that. So we didn't stop then to say, but what
7 happens if these desegs take -- all right.
8 1954 and beyond, suddenly these brilliant
9 sisters can go to nursing school anywhere they
10 want to. And now the dean and folk are looking
11 at the pool of applicants. And they watched as
12 the pool of applicants changed.

13 And then two years ago the newspaper
14 wrote, state department is going to pull the
15 approval of the nursing program if they have
16 another year of poor performance on the
17 examinations, on the state exams.

18 So suddenly the alumni are screaming,
19 What are you talking about? We had the best
20 nursing program in the world. What do you mean
21 the state is getting ready to pull the license
22 because of poor performance?

23 Well, I tell Miss Alumni Lady, you know,
24 I'm sorry to say this, but we're not getting
25 the same students that we used to get before

1 desegregation. And it's a new day. Well, why
2 do we have to wait to be embarrassed, for the
3 newspaper to say we're going to pull your
4 license next year? Didn't somebody see this
5 coming? This is what she asked me, literally
6 asked me that question. Didn't someone see
7 this coming?

8 So y'all got Martin Luther King marching
9 all through the streets and -- everybody. All
10 this stuff going on. Didn't somebody see this
11 coming that the sisters were going to have a
12 choice and wouldn't necessarily keep coming?

13 So now you're dealing with a student that
14 comes in and you better set up some tutoring
15 and hand-holding. And Belle talked about
16 proactivity because now the state said you've
17 got to have 70 percent pass rate and y'all are
18 down about 53, 54 percent. And they're going
19 to yank the program from one of the best
20 programs ever set up in the United States.

21 What are the things as trustees we need
22 to be looking in? That's what I say when I
23 watch the presidents come in with all these
24 reports and things and I'm looking at my watch.
25 It's time for me to call Uber and I've been

1 here two and a half days. Have I discussed
2 anything relevant? Have I really spent my time
3 looking at what are those critical issues?

4 Does the president sit down with the
5 board and say, look, let's spend some time
6 looking at the major issues facing this
7 university going forward, going forward so that
8 we can be in a better position.

9 So we'll talk about this. And I want to
10 talk about a few of those reports because there
11 have been several -- people are criticizing
12 these reports, even the television show Quad.
13 What's that show, Atlanta A&M and the impact
14 that's having. I mean, we've got the black
15 college presidents fighting each other over the
16 value of the Quad, I think it's called. So
17 we'll talk about all that, Mr. Chairman, when
18 we come back.

19 CHAIRMAN LAWSON: Great. Thank you, sir,
20 for the opening.

21 Linda, where is --

22 ATTORNEY BARGE-MILES: Breakfast is --
23 breakfast. I'm sorry. Lunch is right next
24 door.

25 CHAIRMAN LAWSON: Okay. So 30 minutes,

1 is that what we need to do to stay on schedule,
2 30 minutes? So we'll come back at a quarter
3 till.

4 (Recess.)

5 DR. LYSON: Okay. I'm going to get
6 started and I will be requesting, Ms. Kimberly
7 Anne Moore and others, that y'all get involved
8 because there are some things that I'm going to
9 put out there. And I've watched you. I know
10 you're tired of just sitting watching the
11 presenters, so I'm going to pull you into this
12 conversation as I go forward.

13 There's been sort of a -- well, not sort
14 of a. There's been a tremendous increase of
15 negative publicity out there about HBCUs, and
16 it is hurting us. My purpose for this brief
17 segment is not to continue beating up on us.
18 That doesn't get us anywhere, but to really
19 make it clear that the HBCU brand -- we're
20 taking a hit right now not only from folk on
21 Capitol Hill and then of the state houses and
22 foundations and so forth, but even folk who
23 claim to love us and care.

24 And we have to address some of these
25 issues even if they're nuances and the issues

1 like you -- you had very good discussion about
2 graduation retention rates. I mean -- and
3 there are nuances that many people won't even
4 understand about it, but what is out there is
5 hurting us.

6 The president of Dillard came to Atlanta
7 to meet with Dillard alumni and prospective
8 students. He asked the two of us -- and we're
9 trustees in the area -- if we would attend the
10 reception. And he -- so we attended. He did
11 an excellent presentation. Things went very
12 well.

13 So after it was over, a parent who had
14 two children getting ready to go off to college
15 cornered me and said, Mr. Trustee, you're the
16 guy who was introduced as a trustee and I said,
17 Yes, ma'am, I am. She said, I went online and
18 looked at the college score card and I am not
19 impressed with the retention and graduation
20 rate of Dillard. What are you as a Board of
21 Trustees doing about this college score card?

22 Well, are you-all familiar with the
23 college score card? It's posted on the website
24 -- I guess the US Department of Ed puts it
25 together and it has a lot of indicators of --

1 TRUSTEE WOODY: We got an e-mail.

2 DR. EDINGTON: -- of so-called success.
3 So you've seen that. Well, here is a parent
4 approaching me as a trustee, you know. This is
5 a problem for me. I don't have to send my
6 child all the way to Louisiana to go to a
7 school that has this profile. You know, and
8 I'm sort of -- ma'am, I just came to support
9 the president. You know, I'm just here, you
10 know, for the evening, you know. But what are
11 you doing about this because she was looking at
12 the college score card and it talks about
13 graduation rate, retention rates, tuition.
14 It's a comparative thing; right? That's
15 hurting us.

16 We have people in Congress and other
17 places who have been our friends, foundations
18 that are whispering. They're not saying it
19 openly, but they're -- what's going on with
20 black colleges? You don't have the same
21 leadership organization.

22 You remember Nuffield really was the
23 premier organization. Nuffield still exists
24 now and it's working hard to do some things,
25 but people remember the old Nuffield. And so

1 people are whispering who hadn't been doing
2 that before -- foundations, corporations, et
3 cetera.

4 So it ends up with articles like the one
5 that I believe was sent to you by Rick Legone
6 and Alvin, *Black Colleges Teetering on the*
7 *Brink Must Chart a New Path*. You know, I
8 understand that and I think it's important that
9 we as trustees of HBCUs have a wake-up call,
10 you know.

11 And in this article, you'll recall when
12 you looked at it, mentions several things in
13 addition to quoting Marvin Gay and what's going
14 on; right? Here are a few of the problems:
15 declining enrollment, underperforming
16 institutional and board leadership, sharp
17 reductions in state funding, obsolete business
18 model, uncertain federal funding, a dearth of
19 future leadership talent, inadequate financial
20 support from alumni, intercollegiate athletic
21 scandals. Okay.

22 In this article, *If the HBCU Community*
23 *Can't Keep Johnny Taylor, Just Who Can We Keep?*
24 This was an article you-all seen in HBCU
25 Digest. Again, whether you agree with

1 everything that is said here but he's trying to
2 make the point that HBCUs have some real
3 problems.

4 And I quoted -- I highlighted, "Working
5 with HBCUs is mentally and physically draining
6 because our schools miss so many opportunities
7 to fill in the gaps of missing resources with
8 initiative and creativity. Ours is a sector
9 which can't figure out how to keep a president
10 for more than five years, can't figure out the
11 value of charter schools on campuses, can't get
12 out of its own way when it comes to engagements
13 with the White House, can't figure out how to
14 convince our children to attend our schools,
15 and can't deal with the glaring realities about
16 incompetence on our boards, entitlements among
17 our alumni, and intolerance on our campuses."

18 Then the same gentleman put out an
19 article, *About 50 HBCUs Will Survive the Next*
20 *Decade*. It's time to start investing in that.
21 Now, who picks out the 50? I mean, who
22 determines -- this is the first time somebody
23 has come up with the idea, you know, maybe we
24 don't need 106; perhaps there's 75. I mean, 20
25 years ago, that kind of stuff. Who picks them?

1 The idea -- and I -- you know, whether
2 you agree with all this or not, the idea is --
3 and in this article you received from Rick
4 Legone, it says, "Unless they find ways to
5 reinvent themselves, black colleges -- black
6 colleges risk becoming marginalized, placing
7 their sustainability and reputation in
8 jeopardy. Some could hang on for a long time
9 languishing and enduring a slow, agonizing
10 decline."

11 So when you -- you know, you look at all
12 this stuff, they're identifying the same
13 issues. And so as a trustee, I have to ask
14 myself, then what do I do about it, you know,
15 what do I say about it?

16 What questions do I need to ask the
17 president? You know, are there special things
18 we must -- we have to be doing, Mr. President?
19 Is there a checklist that I go down? Help me
20 understand as a trustee, are we addressing
21 declining enrollment? What are the performance
22 issues we have in terms of board leadership and
23 institutional leadership?

24 Is our business model obsolete and are we
25 trying to do anything about it? And I laugh

1 about the business model because if you think
2 about it, you know, how do you admit the least
3 well-prepared students, poorest students who
4 need additional resources and the support to
5 matriculate and succeed, but you can't charge
6 them the full course -- or the full cost. I
7 mean, you look at that as a business model and
8 say, well, this really doesn't make sense, does
9 it? Does this business model make sense?

10 So what do we do as trustees? How can we
11 change that? The issue with all of this is
12 what is it that we have to do to change some of
13 these to address some of these, to respond to
14 them.

15 I don't like the whipping that HBCUs have
16 been getting in the past couple of years and I
17 can tell you that it's worse than I've ever
18 seen it. And I took my first job at an HBCU in
19 1973 at Kentucky State. And I have not seen
20 this kind of whipping.

21 TRUSTEE MILLS: So can you give me some
22 color on that?

23 DR. LYONS: What does what mean?

24 TRUSTEE MILLS: I know what a whipping
25 is. But give me some examples of some of the

1 whippings that the institutions have been
2 taking.

3 DR. LYONS: Well, the constant -- the
4 criticism that we're not about serious
5 business, that we're an anachronism, we're a
6 group of institutions whose time has come, we
7 don't know what we're doing, et cetera, et
8 cetera. I mean, that type of constant, can't
9 keep leadership, constant turnover. I mean,
10 that -- I mean, you've heard isolated
11 criticisms at all institutions of higher
12 education for years, but I'd say over the past
13 three or four years, this is brutal. I was
14 trying to be sure that I had an education when
15 I said whipping.

16 TRUSTEE MILLS: I was trying to figure
17 out -- I was trying to tie that comment to the
18 comment you were making on the business model.
19 You know, I guess a question for us: Is that
20 our business model?

21 DR. LYONS: It's been the higher ed
22 business model for sure.

23 TRUSTEE MILLS: To bring in the lowest --

24 DR. LYONS: And I'm not saying that you
25 deliver donuts and --

1 TRUSTEE MILLS: We did, by the way. We
2 did have that as a strategy.

3 DR. LYONS: You know, that's been a
4 business model for a long time. The question
5 is, it's not working. If my discount rate is
6 60 -- Mr. President, I'm switching hats,
7 president, trustee, so you understand. But if
8 my discount rate is 60 percent, you know, I'm
9 not paying my faculty as much as I'd like --
10 I'm not picking on you. I was just sitting
11 back there in the back.

12 TRUSTEE GRABLE: That's just fine.

13 DR. LYONS: Every time it rains, I've got
14 puddles everywhere on my campus and so forth
15 and buildings are leaking, et cetera, et
16 cetera; but because of this business model my
17 discount rate is 60 percent because the
18 students don't have any money beyond the Pell
19 Grant. So I've got to take the limited
20 resources that I have and plow them back into
21 scholarships because the students can't pay
22 unless you force them in the direction of
23 loans.

24 So that has been the business model and
25 the question is, what can we do about it? As a

1 trustee I'd want to know from the president of
2 Dillard and the president of Alliant, have you
3 looked at this as an issue and what are you
4 doing about it? Is there anything you can do
5 about it? You know, that's the question.

6 As a trustee I shouldn't go to the
7 financial aid office and try to tell them what
8 the dis- -- and I'm not saying you do, try to
9 tell them what the discount rates should be
10 and, you know, et cetera, et cetera. But as a
11 trustee I want to know if these are the major
12 issues right now -- Mr. President, are we
13 addressing any of them? Has your
14 administration looked at them?

15 PRESIDENT ROBINSON: Is that rhetorical?
16 The answer is yes. You know, in fact I think
17 this Board -- I mean, that's what the previous
18 conversation was really about, that choice
19 metric consists of a snippet of the
20 conversation that this Board has had to have
21 over the last four or five years.

22 So I mean the business model part of
23 that, that's really a valid one because I
24 understand it fully. But at the same token,
25 there are opportunities to fix all of those

1 things if we stay focused on the strategies
2 that we develop and give them some time to
3 mature.

4 So the board, for example -- this Board
5 back in 2012 decided to change that business
6 model by, for example, mandating that we could
7 admit more than 20 percent of our student
8 population who were so-called "not
9 college-ready" by a standard established by the
10 state.

11 And in a conversation we had with the
12 board meeting with (inaudible) in June I was
13 asked, what do you think that number needs to
14 be? I think it needs to be 10 percent or less
15 because it changes -- it has to change that
16 business model. We can't be successful when
17 the business model that the system has doing
18 business and saying the way we've always done
19 it, you know -- and that's just the reality.
20 We just can't be successful over here doing
21 things the way we've done it.

22 And we just don't have, you know, enough
23 money to fill the gap. Now, we're going to do
24 everything we can to raise a lot more but when
25 you look at -- and this is part of what they

1 talked about. It was just put into
2 quantitative sense what has happened in the
3 state funding for FAMU since I was provost in
4 2004 and 2012. At that time when I was
5 tracking it, it was somewhere around
6 \$60 million or less, the state appropriated
7 funds.

8 So the state has basically decided that,
9 you know, education won't be subsidized in the
10 same (inaudible) and you can go out and take a
11 chance on any student you want, but if you
12 can't win this game, you're just not going to
13 survive. So we have had to enforce -- to look
14 at a new approach at Florida A&M University.

15 DR. LYONS: So what I'm trying to say,
16 Trustee Mills, is that we're taking a whooping.
17 I'm not going to go crawl in the corner and
18 just, you know, lick my wound, so to speak, you
19 know, but what is it that we are doing, can do
20 to address many of these issues? How do we --
21 what are we doing about enrollment decline?

22 And then there are some schools that have
23 had hundreds of student reductions in the
24 schools that we used to identify as the largest
25 HBCUs in the country. Now, when you look at

1 the numbers -- so to me, again, okay, you can
2 say this is happening; and you can look at the
3 country and see that this is happening what
4 then is the strategy for Florida A&M to try to
5 offset that? What are the kind of things
6 you're doing that -- I mean -- go ahead.

7 TRUSTEE DORTCH: I think -- and there's
8 plenty that can be done. I mean, one of the
9 first things here is we've got to market what
10 we do now. I don't think enough people -- the
11 average Joe probably doesn't know about a law
12 school, doesn't know about the school of
13 pharmacy and all of those. So, one, we've got
14 to separate from the crowd -- not just the
15 crowd of HBCUs from like-sized colleges while
16 beginning to be proactive about telling the
17 story of FAMU because we allowed for too long
18 that one big incident to define this one great
19 university.

20 And while it was one tragedy -- and Belle
21 said that she had to help shut down some of
22 that is that we -- too many people -- alums and
23 everybody sat on the sidelines licking their
24 wound. We've got to be very proactive about
25 Florida A&M University, have a comprehensive

1 massive PR communication and marketing
2 campaign. That's one piece that ought to be
3 here.

4 While we are happy with where and what
5 we're seeing from the alumni, we ought to
6 understand that is one of the greatest
7 resources of the institution because they are
8 the products of Florida A&M University. And so
9 we need to look at what do we do to help work
10 and support and enhance what they've done so
11 far as opposed to some of the things I've
12 gotten -- and Dr. Robinson has addressed them
13 -- is that we have to be careful about what we
14 do because we have to stay in our lane. Well,
15 that's not what the president said and some
16 other folks got to understand we've got to
17 support and enhance that and that's what's
18 coming from our chair as well.

19 And so I think that's another piece. The
20 alumni provides probably the greatest asset for
21 recruiting and for resource enhancement and
22 development. But just like most of our HBCUs,
23 we only touch maybe 10, 15, 20 percent of their
24 potential. That's another opportunity. Then
25 creative and partnerships. We haven't done

1 that. I mean -- and this Board -- I think
2 Belle hit on it -- we've said we have a
3 fiduciary responsibility not just to ask the
4 president to count the money that they've
5 raised. We've got to be an active part of
6 helping to generate those dollars. And the
7 president and I had the conversation. And I
8 don't remember -- one meeting -- but we were as
9 a board asked collectively now, we need you to
10 make a pledge to --

11 TRUSTEE LAWRENCE: You've done that every
12 Board meeting.

13 TRUSTEE DORTCH: I'll do that. I'll do
14 that, but the board has got to say we'll do it.
15 Now, the alumni association came and asked all
16 us (inaudible). That's just a drop in the
17 bucket.

18 And I agreed that I would match -- I
19 think -- was it you that made the \$50,000 --
20 somebody said they would give or put -- and I
21 said, yeah, I'll match it. No, I haven't had
22 any other conversation but my point was I'll
23 match it and I'll put it in but don't -- if all
24 you want is 50 -- I said, now, I'm worth seven
25 figures in terms of finding and getting money

1 but don't just look at me for me writing the
2 check. I'll do that, but I want to be in the
3 master plan.

4 DR. LYONS: Let me ask you to hold up on
5 this fundraising money piece because we're
6 going to spend some time -- we're going to
7 spend some time on that in a little bit, but
8 let me -- what -- have we addressed our
9 distinctive advantage and what is it that
10 separates Florida A&M from the pack that is a
11 distinctive advantage for us because as you go
12 out -- because everybody's trying to become
13 creative, everybody's doing it. I mean, you
14 have certainly enjoyed it because I got in a
15 car in Prince George's, Maryland, with the son
16 and a niece and drove from Bowie, Maryland, to
17 Tallahassee, Florida, to visit your business
18 school a number of years ago.

19 And the only reason my son and niece did
20 not enroll -- I met the dean, we talked. They
21 wanted to get back to Maryland on the weekends
22 and felt that Greensboro, North Carolina, was
23 closer than Tallahassee, Florida. I got in
24 the --

25 PRESIDENT ROBINSON: They made a horrible

1 mistake.

2 DR. LYONS: They didn't come to Bowie
3 either, you know. But I got in the car and
4 drove to Tallahassee from Bowie because of what
5 my son and niece had heard about the business
6 school, best in the country.

7 So, Dad, Uncle Jim, can you -- and drove
8 down here and spent an hour or so with your
9 dean, man. So you have enjoyed a very
10 distinctive advantage because when my son and
11 niece -- they were in the same class -- were
12 looking up information, doing their research,
13 they weren't just saying that Florida A&M had
14 one of the best business schools among black
15 colleges, they were saying Florida A&M had one
16 of the best business schools in the United
17 States -- in the United States. Now, that's
18 what was out there. And that was a long drive
19 from Bowie to Tallahassee, long drive. But it
20 was because they were going to visit one of the
21 best business schools in the United States.
22 And they made a mistake because they wanted to
23 be home every weekend, and North Carolina was
24 closer. I'm sorry. You've been trying to say
25 something, then I'll come to you.

1 TRUSTEE LAWRENCE: Be patient with me
2 even if I express things poorly. First of all,
3 in addition to the reasons you've talked about
4 for HBCUs, you better put into that
5 old-fashioned racism and the fact of low
6 expectations of some people in this country and
7 elsewhere. I would add that to that if we're
8 trying to be honest with one another.

9 The second thing is we're all responsible
10 for elevator speeches. You're in fact sort of
11 giving us an elevator speech now, but each of
12 us is responsible. My elevator speech for this
13 school would be that we have been through a
14 nightmare. And the nightmare includes not only
15 a hazing incident, success of presidencies,
16 enrollment probably raised for the wrong
17 reasons, folks getting back on track.

18 I think there is more reason to be
19 optimistic about this place. And I would add
20 to it that you had a board, in my reading of
21 history, that thought it was sort of running
22 the school as opposed to the president of the
23 university.

24 So if you add all those factors in, I
25 think that there is more reason to be

1 optimistic about this place than there has been
2 for many years. And when you talk about the
3 sources we can bring bearing this, the decision
4 on a new president -- on a president, a
5 permanent president, I think, is really
6 critical to this institution.

7 Raising substantial money is really
8 critical, and in my view, not just the alumni,
9 though I think that is an important factor. I
10 believe that there are all sorts of folks who
11 are the same color as I am that can be sold the
12 FAMU story and invest in this place. And I
13 apologize for sounding like a very
14 old-fashioned naive human being, but at age 75
15 I'm permitted to act the way I damn well want
16 to.

17 DR. LYONS: And I understand that.

18 TRUSTEE LAWRENCE: And the reality is
19 that this place is inching ever close to be
20 able to have a springboard for the future. We
21 don't get anywhere near a decent and fair share
22 from the legislature of this state. It's
23 simple.

24 We clearly have enormous competition from
25 the University of Florida, UCF, FSU, USF, FIU,

1 FAU, and the list goes on up to 12. But we
2 could be a university that was so
3 student-centered in a way that no other
4 university in this state is -- no other public
5 university -- that folks could know, God,
6 people are really going to care about me and
7 that's our history and our reputation.

8 This place is poised to do extraordinary
9 things. I was the first to say 50,000 -- well,
10 I said 50,000 because -- and I said it to
11 George Cotton, I'll give you 50 and I ain't
12 rich. I'm not the seven-figure guy that you
13 are. And if I could have some of that, I would
14 be very grateful.

15 But I told George Cotton, you ain't
16 getting a nickel of it until you can get
17 everybody else on the board to give
18 substantially. We're not giving enough. And
19 being a life member of the foundation which I
20 am as well didn't cost much, I promise you.
21 We're poised to do spectacular things.

22 TRUSTEE WOODY: Dr. Lyons, let me put a
23 different twist on this. I'm new to FAMU in
24 that whole story and the whole story about what
25 FAMU history is. But I know that what I've

1 heard throughout the years, it's a very rich
2 history there.

3 And I think that that we've got to be
4 more proactive. Just like what the other
5 trustees have said, we have a diamond here.
6 It's not even in the rough, and we've got to be
7 more committed.

8 Let me give you an example. One of my
9 responsibilities at the police department is to
10 work with youth. And what I normally do is
11 when we start a session, I talk to them about
12 education. And this year I was talking to them
13 about my relationship with FAMU and helping out
14 FAMU.

15 To my surprise, very few of those young
16 men and women knew anything or very little
17 about FAMU. And my question to my fellow
18 trustees is that when we're going out, are we
19 really telling the story? Is the alumni
20 telling the story?

21 Yes, I'm committed in giving X amount of
22 dollars, but I know for a fact that if this
23 country is going to be -- continue to be a
24 great country, it's going to take institutions
25 like FAMU and be able to tell that story.

1 And to be in the backyard of the
2 University of Florida -- and give you an
3 example, I know that there is folks with X
4 amount of dollars who will give towards FAMU.
5 I know that for a fact because I'm doing it
6 right now.

7 In fact, a couple weeks ago with the
8 assistance of the president and the staff, I
9 had one individual come up here who is going to
10 be talking about X amount of dollars down the
11 road. We have a diamond in the rough, and I'm
12 not so sure we're telling the story not only in
13 Gainesville, Florida; Tallahassee or in
14 Jacksonville; but in New York, California
15 because you've got smart kids out there.

16 And let me say this: We have young
17 African American males. At one time they were
18 doing very poor. We have a program that we
19 call Ricker House. They started off doing very
20 poorly in school. And we've had them in the
21 program for a number of years and now
22 academically, they're doing a lot better. In
23 fact, this year we ended up with our MOU,
24 memorandum of understanding -- Santa Fe
25 Community College.

1 We have pretty close to 47 to 80 students
2 that's now -- that's enrolled as a student of
3 FAMU going through Santa Fe Community College
4 to FAMU. And what I'm doing and other local
5 alumni -- what we're doing is pushing out there
6 that brand, how important FAMU is, and just as
7 important as the University of Florida.

8 And once they see and hear and get on
9 campus and see the campus -- and, in fact, I
10 had a group come up to FAMU a couple weeks ago.
11 They were just totally surprised because they
12 thought FAMU was a small institution. Now all
13 of a sudden the young men talk about going to
14 FAMU.

15 So we have a diamond -- we have a diamond
16 in the rough. We've got to push it.

17 DR. LYONS: Well, I raised this only
18 because you have to have the kind of
19 conversation that you're having as a board.
20 You know, I don't intend to stay on this.

21 CHAIRMAN LAWSON: I know you're going to
22 get going to other things, but this is an
23 interesting one coming off of Belle's
24 conversation. And like we were talking -- your
25 dovetail was nicely -- you dovetailed nicely on

1 her conversation.

2 But I just wanted to share perspective
3 kind of listening to Dave and Tom and Woody
4 about, you know, one event that almost defined
5 FAMU. And I say almost because it was one
6 event -- bad event over a series of time, but
7 I've had the fortune, though, of being on the
8 Board probably, I think, the longest.

9 And I remember being in the hotel room
10 the morning that we got the news. I was on the
11 Board, unfortunately, when it happened with the
12 young man. And I go from that situation to
13 where we are today. And I'm on my fourth
14 university president since I've been on the
15 Board.

16 If you really think about it, one, that
17 shouldn't happen over a span of six years.
18 Two, it's amazing the amount of progress we've
19 still been able to make with all of those
20 iterations.

21 And, three, I feel like these -- this
22 group of people has focused on solidifying the
23 foundation. And I think once you do that and
24 once you're confident in that, it then allows
25 you to go out and approach those more strategic

1 ideas and projects and initiatives.

2 And I somewhat feel like Dave from the
3 standpoint of we are kind of right here above
4 the waterline, but there is so much further we
5 can go with the right leadership, with the
6 right focus, with the right -- and the Board
7 doesn't have to always agree, but bring those
8 diverse points of view and then align on a
9 point of view coming out of the discussion.

10 I just feel like there's so much further
11 that we can go when you look at the success
12 we've had over the last, call it, 10 years.
13 And I still go back to -- you know, really
14 think about some of the challenges we've had,
15 whether it be underfunding, change of
16 leadership, challenges with leadership,
17 situations where we thought audits were done
18 that weren't done.

19 So out of all of that and we still are
20 where we are today. And I think we are where
21 we are because in the last 18 months we've
22 really put a focus on looking at every detail,
23 but I think once we get more confident in the
24 fact that somebody else is looking at that, the
25 person that's paid to look at it is looking at

1 it appropriately, it will allow us to go even
2 further.

3 So I feel like we're in a good place, but
4 we're still a long way at the beginning of a
5 story. The next couple of chapters, I think,
6 will look even better as we move forward as
7 long as we continue to focus on the right
8 things.

9 DR. LYONS: And the change of leadership
10 is in your control and you've got to --
11 stability in leadership. I mean, on every --
12 in every one of these articles, they talk about
13 that as a concern because you really cannot
14 grow and thrive changing presidents every
15 couple of years. You just can't do it. I
16 mean, that is not going to happen. That is not
17 going to happen. I mean, literally, now with
18 the other hat on, I mean, it takes two or three
19 years to find out where the keys are, you know.

20 If I'm the president, I mean, when I get
21 there, I've got to spend two or three years
22 trying to figure out, you know, what's
23 happening. How is the culture? Who are the
24 people who know the trustees and go around
25 behind my back and talk to the trustees while

1 I'm not -- I had to find all that out as the
2 president.

3 And it takes me a year or so to find out,
4 you mean, this person I've been looking at
5 knows trustee so-and-so and they talk every
6 night. I mean, there is so much stuff that you
7 just cannot do it because by the time I've
8 learned where the keys are, who has the
9 indirect power and influence, et cetera, et
10 cetera, and then I'm gone and you start over
11 again.

12 So that is truly something that you do
13 have to address. And I know you're addressing
14 it, you've got a search committee. And do your
15 best. This particular article talks about them
16 and the importance of the relationship between
17 the president and the Board. I mean, the days
18 -- this is a new day and you're dealing with a
19 very complicated issue. And presidents --
20 these jobs eat us up as presidents. They eat
21 us up and -- I'm telling you. So support is
22 needed. Support is needed.

23 My first year at Bowie they carried me
24 over to Prince George's General Hospital,
25 carried me out of the office. I worked as vice

1 president at Delaware State until 11:00 p.m.
2 June 30th, and 8:00 a.m. July 1st I was sitting
3 behind the president's desk at Bowie State.

4 And in October they carried me over to
5 Prince George's Hospital. And the doctor told
6 my wife the first day, Your husband's okay. He
7 said, Well, what kind of job does he have
8 because we couldn't find anything. He didn't
9 have a stroke. He didn't have a heart attack.

10 I'm going to leave him in the hospital
11 for a week. Go along with it, Ms. Lyons, and
12 let him rest and try to reflect. And I
13 understand when they were rushing me into the
14 hospital on the gurney -- is that what you call
15 it, gurney -- they were pushing me in the
16 hospital on the gurney, somebody leaned over
17 and said, "Is he dead?"

18 CHAIRMAN LAWRENCE: What was your answer?

19 TRUSTEE LAWSON: And it wasn't your
20 provost.

21 DR. LYONS: And it wasn't my provost or
22 my executive VP. But with all due respect to
23 the clergy in the room, I said, Hell, no, I
24 ain't dead. I mean, is he dead?

25 These jobs will eat a president up. And

1 so there's got to be that understanding. The
2 president has to understand that these jobs
3 will put you in the grave and the Board has to
4 understand that they will put you in the grave.
5 And that's just a fact. And I'm not
6 exaggerating that. I'm telling the truth.

7 These jobs -- I've had enough of them.
8 And they will eat you up. So there's got to be
9 -- once the selection is made, then all the
10 work that comes afterwards, you know, to try to
11 make it happen.

12 But, you know, again, I point this out
13 because of the strategies, the conversations.
14 There must be conversations about these issues.
15 I mean, you know, just throwing it out there --
16 y'all's enrollment is declining. Your business
17 model is old. We couldn't operate my business
18 -- all that kind of stuff. All right. But
19 what else? What follows that? So what are we
20 doing to raise funds? What are we doing to
21 increase the alumni contributions, you know?

22 What is Claflin doing, Trustee Dortch? A
23 school that nobody paid attention to that lived
24 in the shadow of South Carolina State for
25 decades, decades. So what has happened at

1 Claflin that people suddenly -- when you start
2 talking about a school that's doing it, that's
3 on the move, oh, yeah, look at Claflin. Now,
4 Tisdale been there for 25 years.

5 But, I mean -- but the point here is a
6 school that literally was in the shadows of
7 South Carolina State. Nobody talked about
8 Claflin. And now more often than not, when you
9 get in conversation, Claflin is doing such and
10 such. Look at Claflin. Look at what's
11 happening with their alumni contribution. Look
12 at what's happening with their retention rates.
13 Someone started lifting Claflin up as an
14 example. So, you know, things can be done.

15 Let me move ahead because I want to get
16 into the assessment piece. And you-all did a
17 good job with that. You did a good job with
18 that. The only -- I don't have any criticism
19 of the assessment other than -- well, it's not
20 a criticism -- a statement, an observation.
21 The Board has to decide -- and I said this to
22 the chairman, I'm sure -- the Board has to
23 decide whether you want a deeper dive, and we
24 can go into that.

25 When you look at board assessments and

1 you see the boards reporting assessment of
2 individual trustees, boards reporting
3 self-assessments. And you heard Belle say this
4 morning that everybody's going to have to do it
5 because there are schools, colleges,
6 universities that are not really into it. And
7 you wouldn't think that SACS has to do a
8 standard, you know, to address that. But as I
9 said, y'all are tough. SACS is indeed the
10 toughest.

11 TRUSTEE MILLS: How do you read this?
12 What is the public --

13 TRUSTEE LAWRENCE: Go back to the two
14 slides because I don't understand.

15 DR. LYONS: Boards reporting assessment
16 of individual trustees.

17 TRUSTEE LAWRENCE: How is that done?

18 DR. LYONS: 12 percent of public
19 universities reported that they assessed
20 individual trustees at the end of their term,
21 their period of service; 41 percent of that
22 number, annually; and then other methods. And
23 it's done by instruments, for the most part.

24 TRUSTEE LAWRENCE: Who, Doctor?

25 DR. LYONS: The Board itself.

1 TRUSTEE LAWRENCE: So I do Matt and each
2 of us does everybody else or what?

3 DR. LYONS: It's done in different ways.
4 For example, those that -- many of those who do
5 it at the end of the term of service, the
6 governance committee chair often will give you
7 an instrument that assesses your performance,
8 not only annually but sometimes the total
9 period of time that you've been serving on the
10 Board. It comes out of the governance
11 committee, for the most part.

12 And there are boards -- 41 of that
13 12 percent actually assessed individual
14 trustees annually. And it is usually an
15 instrument. And then boards reporting
16 self-assessment, this bottom figure is for the
17 full board. The top figure was individual
18 trustees. How am I doing personally as a
19 member of my executive committee and my faculty
20 committee? How am I doing personally as a
21 trustee?

22 And then, like I said, the second one is
23 the self-assessment of the full board. And
24 54 percent of public institutions reported
25 doing that. And you can see when they do it.

1 And that's usually an instrument either
2 developed by your campus people; some of you,
3 AGB; some have sort of gone online and found
4 out what's out there.

5 TRUSTEE LAWRENCE: In the No. 2, this is
6 an instrument -- I've done this on boards
7 before -- this is an instrument in which I
8 assess myself, No. 2?

9 DR. LYONS: Well, it depends on the
10 questions. This is designed to assess the full
11 board. So the questions are more like the one
12 you had. How do you feel the board is
13 functioning? Do you think it's effective and
14 efficient?

15 CHAIRMAN LAWSON: I think the question
16 we'll have to answer at the end of this is do
17 we think this is deep enough or do we want to
18 go further with some additional diagnostics,
19 you know, once we see the output.

20 TRUSTEE DORTCH: Do self-assessments make
21 the Board member think about what they've done
22 personally, because having an individual
23 passing judgment on each other is not always
24 healthy, but if you get a self-assessment tool
25 and ask the right person that makes you think

1 about have I contributed? Have I come to
2 meetings? Those really do work.

3 DR. LYONS: And the deeper dive -- and
4 I'll give an example of the school that I've
5 worked with -- in the deeper dive you really go
6 with your individual stuff, you know. I do
7 attend the board meetings, I attend the
8 committee meetings. I have done this on the
9 governance committee. I have initiated that.
10 So you really get into it much further. And
11 I'll share some of those types of questions
12 with you.

13 But in terms of what you've done -- I
14 mean this is a good start, absolutely. It's a
15 good start. It was a challenge as I looked
16 through it, of course, because it's sort of the
17 self-reported general statement. So when you
18 say, today, please rate your overall
19 satisfaction with the performance of the Board
20 -- and I didn't do slides of that because I
21 know you-all have that here -- 39 percent said
22 extremely satisfied and 46 percent said
23 somewhat satisfied. Now, that's your
24 statement. It doesn't try to go into it any
25 deeper, but it's sort of a satisfaction

1 statement. How do you generally feel about the
2 performance of the Board?

3 So you've got that 85 percent of the
4 Board is generally satisfied with your
5 performance. That's good. Now, I couldn't --
6 I wanted to compare it with some other
7 institutions, but what I found out was that
8 most of the institutions that I have worked
9 with have a different kind of instrument, a
10 different kind of scale so it's not a yes/no.
11 So I can't say that, oh, 85 percent is in the
12 top (inaudible) schools because they get into
13 the ones and fives, with one being this and
14 five being that. But 85 percent of the Board
15 feels generally satisfied that you're on the
16 right track. That's good. I'm going to talk
17 about some of the responses because I think
18 that they're some interesting responses.

19 Based on your observation was the second
20 question. Do you feel that the Board is
21 operating effectively and efficiently? 79 --
22 76, 77 percent of you said that you feel that
23 it's operating effectively and efficiently.

24 Now, I don't believe in this question
25 that you defined "effective" and "efficient."

1 And so it's kind of left to the respondents to
2 say yes or no and you each had your own kind of
3 definition there. But, again, 79 percent felt
4 that you were operating effectively and
5 efficiently which is good without any doubt.
6 Now --

7 TRUSTEE MILLS: So one of the things just
8 there on the Board -- actually, one thing
9 first, we don't have a copy of what he has in
10 here right, Linda?

11 MS. ZACKERY: On the Board?

12 DR. LYONS: I thought --

13 CHAIRMAN LAWSON: We don't have a copy.

14 TRUSTEE MILLS: It's called the Board
15 Performance Survey. It's under a different tab
16 called the BOT Performance Survey.

17 ATTORNEY BARGE-MILES: That's it. You
18 have it. It's behind -- it's the green tab
19 behind the Board Development.

20 TRUSTEE MILLS: The second thing I'll
21 just point out, you know, to our colleagues
22 here is that on this question of do we think
23 this Board is effective, you know, Linda did
24 actually send out, obviously, these effective
25 boards -- 10 Habits of Highly Effective Boards.

1 I'm not sure if people had those in mind when
2 they were sort of ranging and scoring
3 themselves. But just as we kind of go through
4 this discussion, you know, I would encourage us
5 to kind of look at that as if that's a common
6 definition of what effective actually is.

7 TRUSTEE WOODY: This is the results?

8 TRUSTEE MILLS: So this is the results
9 document --

10 DR. LYONS: And I guess your point is did
11 you kind of have this in mind as you talked
12 about --

13 TRUSTEE MILLS: Correct.

14 DR. LYONS: And I don't know. Again, you
15 know, it appears as though you had your own
16 definition of the effectiveness and efficiency.
17 And I'm not criticizing that. But that is --
18 but the results were very positive, again, in
19 terms of how the Board sees itself operating.

20 TRUSTEE GRABLE: And I wanted to add just
21 one thought. I remember this question, and as
22 a researcher who writes survey questions this
23 would be a double-barreled question because in
24 the meaning of the definition of "effective"
25 and "efficient," there is some distinction. So

1 it's hard to determine -- if we say it's
2 effective -- effective, we would define that
3 differently than we would efficient.

4 TRUSTEE WASHINGTON: Actually, I would
5 agree with that as well.

6 DR. LYONS: So when you completed this,
7 you thought about that. And, you know, it's
8 important for you to make those notations so as
9 you talk about future surveys that you can
10 raise that particular issue, you know, that
11 maybe this shouldn't be one question. It
12 should be --

13 TRUSTEE GRABLE: Right. So we don't know
14 what the answers are referring to, effectively
15 or efficiently. It would be confusing.

16 DR. LYONS: Now, that's a good
17 observation.

18 CHAIRMAN LAWSON: On 2-A?

19 TRUSTEE GRABLE: 2-A.

20 DR. LYONS: Question 2.

21 TRUSTEE GRABLE: 2-A, yes.

22 DR. LYONS: Did everyone hear what she
23 was saying? Question 2 -- the question was,
24 "Do you feel that the Board of Trustees is
25 operating effectively and efficiently?" And

1 the point she was making as a researcher
2 herself that, you know, you could separate
3 these questions out because the definition may
4 very well be different.

5 So you could have the question about do
6 you think we're operating effectively and do
7 you think we're operating efficiently as
8 different questions. And I think that's a good
9 observation. And you should make a note of
10 that because I would assume that your
11 assessment -- people will go back and try to
12 refine this -- this instrument. That's an
13 excellent observation.

14 And that difference is why you see some
15 interesting responses because people view it
16 quite differently in some ways. So you have
17 this in front of you. If you look at 2-A, you
18 indicated that based on your observations, the
19 Board is operating effectively and efficiently.

20 So you can see from -- and what he did
21 was to pull the statements directly from your
22 responses, the way they were written. And it
23 says that on the bottom of that page, you know,
24 the notation. Now -- so you see responses
25 like, "Logistically, the meetings are organized

1 and structured well." I mean, so --

2 TRUSTEE MILLS: That's efficient.

3 TRUSTEE GRABLE: Efficient, yes.

4 DR. LYONS: Huh?

5 TRUSTEE MILLS: That's an efficient.

6 TRUSTEE GRABLE: That's efficient.

7 DR. LYONS: You see, so that's efficient.

8 So you see the chairman runs the professional
9 meeting, Mr. Chairman. He's conscientious of
10 trustee --

11 CHAIRMAN LAWSON: Yeah, I wrote that one.

12 DR. LYONS: I didn't want to identify it.

13 But he's conscious of trustee's and staff's
14 time schedule. We have aligned -- we have
15 aligned on the elements of strategic plan.
16 This should guide lots of future actions.

17 Here is one down here that I thought was
18 very interesting. "The Board has organized
19 itself into committees based on individual
20 strengths and interests. We do not have
21 excessive leaders." Now, you know, again, is
22 that effective? Is that efficient? But these
23 are responses of good operating rhythm and
24 Board members are engaged.

25 So, you know, that's a good observation.

1 I don't want to keep repeating it because my
2 purpose wasn't to criticize the instrument, but
3 to point out a general feeling of satisfaction.
4 Now, I will say this: That is not always what
5 you get from surveys even like this. I can
6 tell you that.

7 I've been involved in some instances
8 where the percentages was reversed. So when I
9 say to you this is a good response, I mean that
10 because that is not always the case. But,
11 again, 2-A allowed people to express the
12 amount.

13 I was very pleased to see 2-B. Okay. I
14 know you have to be careful because of the
15 numbers involved, but 2-B says, "For those of
16 you who do not feel that you operate
17 effectively and efficiently, please state why,"
18 which was a good question because it does give
19 the opportunity to -- for people to express
20 themselves.

21 So even though the vast majority of the
22 Board feels good about that and in terms of
23 you're operating effectively and efficiently,
24 the first respondent says -- has a concern that
25 you've not really truly rolled up your sleeves

1 and gotten your hands dirty with all the
2 matters and issues that clearly exist and
3 cannot be ignored. I mean, that's -- you know,
4 that's a strong statement.

5 So I'm saying, okay. Well, the majority
6 of you may feel that you're operating
7 efficiently and effectively, but are you doing
8 the right stuff? You know, I mean, one would
9 say -- here is at least one person says no
10 because you're not doing the right stuff.

11 "Far too much focus on committee
12 reporting out versus discussions on key
13 issues." Again, we know that, you know, one of
14 the standard practices at Board meetings is to
15 have the presidents, folk come in and spend a
16 lot of time reporting and here is someone who's
17 identifying that and saying those may not be
18 the key issues that we should discuss.

19 And I gave the example of our Board has
20 just decided to change the format and -- so
21 that we can spend the day focusing on the key
22 issues in the evening before we do all the
23 reporting.

24 We spend too much time listening to
25 summaries by staff and not enough on full Board

1 deliberations which is a part of the same
2 issue, Mr. President. You know, that's --
3 that's you and me, you know, in the sense that,
4 you know, there's so much that we want to bring
5 to the Board and share with the Board.

6 There's so much going on that it's very
7 easy for us as president to come in with
8 reports and items. By the time I give you the
9 enrollment report and talk about what's
10 happening with enrollment and what the
11 faculty's doing in terms of faculty activity
12 and the curriculum and what the new student
13 profile looks like and why we're not getting
14 more students out of the United Methodist
15 Church and every time it rains in New Orleans
16 we have flooding on the campus so we've got
17 some infrastructure problems that they still
18 have not -- we still owe a lot of money on the
19 Katrina loan that we got after Hurricane
20 Katrina. And they haven't forgiven that yet.

21 And here is our -- you know, by the time
22 the president goes through all that, you can
23 feel as a trustee that you've just sat there
24 for two days and listened to reports.

25 And so the challenge for the Board is,

1 you know, how do you address that? How do you
2 make certain that within whatever period of
3 time you meet as a Board that you spend some
4 time -- carve out time dealing with those
5 issues that you feel are really critical
6 issues. Some boards do it in a retreat, others
7 have learned to do other -- use other methods.

8 TRUSTEE MILLS: I would just offer,
9 Mr. Chairman, that on a couple of forethought
10 company boards I'm on, we've kind of limited
11 presentations to basically two minutes where
12 they just give the highlights because it's all
13 in the pre-read material and the expectation of
14 all the Board members -- and so the rest of
15 your time is Q&A and discussion kind of
16 scenario.

17 So, you know, to this point, I would just
18 keep encouraging us to limit these -- these
19 dissertations. And I know we're in a
20 university environment, you know, lecturers.

21 CHAIRMAN LAWSON: And I don't want to
22 lose that point because one of the things that
23 I asked Dr. Lyons for after we got done with
24 all this -- because just like anything -- this
25 is a fairly extensive document, but what I

1 wanted us to try to do is -- and you're the new
2 chair of governors so hopefully you agree --
3 let's agree on three things.

4 TRUSTEE MILLS: I'm the new chair
5 because, remember, you guys swindled me into
6 that vice-chair thing.

7 CHAIRMAN LAWSON: What I wanted to try to
8 do after we go through this -- this is kind of
9 our -- you know, our first kind of step in the
10 water with our new Board as far as how we're
11 operating. But I wanted to just agree on three
12 things that we want to focus on doing better so
13 hold onto that thought is what I'm saying
14 because I want us to come back and align on
15 three things that we want to try to do better
16 as a Board to make us more efficient and more
17 effective as we go through this. Because, I
18 mean, we can come up with five or ten but I
19 figure if we narrowed down on three, we could
20 see -- you know we could -- this would -- at
21 least my vision of this -- and, Harold, you
22 know, keep me honest here -- would be after we
23 go through this, I want to save a little time
24 for discussion to say, as a collective Board,
25 what are three things that we believe we could

1 do better to be more efficient? And then we
2 can decide who's the owner -- if it's how we
3 structure committee meetings, if it's how we do
4 reports. It's based on what those three things
5 are.

6 We'll give them an owner so that coming
7 out of this -- my whole thing when doing these
8 diagnostics, so what do you do next? What's
9 the action step? So I wanted to have an action
10 step coming out of this discussion if everyone
11 agrees.

12 DR. LYONS: Trustee Mills told me to
13 hurry up and stop messing around, so I will do
14 that.

15 TRUSTEE GRABLE: You can continue.

16 DR. LYONS: You have another question
17 where you were asked to identify your top three
18 strengths.

19 CHAIRMAN LAWSON: Which one?

20 DR. LYONS: The top three strengths.
21 That's on page 4. In your opinion, what are
22 the top three strengths? And you asked people
23 to list them in rank order. And you-all did
24 that. Okay.

25 And then on page 6 you were asked what

1 are the top three opportunities? And you did
2 that the same way. In a narrative form, you
3 laid out the top three opportunities.

4 So I want to show you what you -- what I
5 came up with, reading your narrative. The top
6 three strengths -- and again I pulled these
7 from the narrative, the frequency in each
8 category, et cetera.

9 The top three strengths, caring and
10 diverse board. We didn't define diverse and so
11 -- and as I read through these, there were
12 times when you meant different things.

13 TRUSTEE LAWRENCE: Apparently, you're
14 damn lucky to have me.

15 DR. LYONS: We can check off one of the
16 boxes. We didn't define the second at the top,
17 knowledge-based; and the third, engaged and
18 willing to work. So those were the three
19 strengths that based on the narratives and
20 reading through it, pulling the frequency, I
21 ended up with these three strengths.

22 And then three -- top three
23 opportunities, governance and leadership. And
24 that in some ways if you read through this was
25 all over the place in terms of how we operate,

1 whether we hold the administration accountable,
2 whether we're measuring up to the Board of
3 Governors' metrics. I mean, that went
4 everywhere, governance and leadership.

5 Strategic focus and opportunity. Again,
6 that ties into the many comments about, you
7 know, how we spend our time and what other
8 things we're working on and talking about and
9 how are they the things that are going to help
10 secure our future or propel us into the future.

11 And then the third, fundraising. And
12 that was in two categories. One was you want
13 to see a plan coming from the university for a
14 plan for fundraising development. And I know
15 you have the session following this one.

16 And then the other one was Board members
17 themselves stepping up to the plate in terms of
18 making contributions. So, again, I went
19 through the narrative and looked at the
20 frequency of that and tried to pull them
21 together.

22 So the first thing I think you need to
23 look at is, are you comfortable as a Board? I
24 mean, this is what you wrote. I mean, this is
25 what you wrote. And are you comfortable with

1 those three? If you say you're not, I can say,
2 Well, you wrote it. But the point is, I mean,
3 how comfortable really do you feel that these
4 three strengths and these three opportunities
5 kind of --

6 TRUSTEE CARTER: I think it encapsulates
7 to our general perspective. I mean, I've only
8 been on since December of 2015 but I think that
9 we have a tremendous chemistry in terms of how
10 well we work together. First of all, we
11 respect each other.

12 Secondly, we're all engaged. I think
13 it's very important for the university to have
14 a Board that's actually engaged and we're
15 passionate about specific areas of interest.
16 But more importantly than that, we unify about
17 what we want to have in the best interest of
18 the university. A lot of that diverse Board is
19 -- it's not just racial diversity, but there's
20 also philosophical.

21 DR. LYONS: Even before I came in and saw
22 one -- Trustee Lawrence, I felt that you were
23 talking about diversity, diversity in many
24 different ways. I mean, you could pull that
25 out of the language that you wrote.

1 CHAIRMAN LAWSON: I still think, you
2 know, one of the top opportunities for us just
3 because of the state that we operate in, the
4 Board of Governor's model that we have and the
5 political process that we have is that we have
6 to become more active in that circle, circle of
7 the whole political, I guess, sphere within the
8 state, whether it be the Board of Governors
9 level, legislative budgeting processes, et
10 cetera.

11 If we ever stand a chance of really
12 getting the core level of funding that we
13 believe we deserve as well as having influence
14 on how even the performance metrics are
15 established and monitored and measured, then
16 it's tough from the outside looking in to
17 really impact change.

18 So we have to figure out how to get
19 closer to that inner circle.

20 DR. LYONS: And that was -- that was
21 stated, getting more involved in the political
22 process. But again, I pulled these based on
23 the frequency, but that would definitely --
24 getting more involved in the political process.

25 CHAIRMAN LAWSON: I agree with you, but

1 if I could add a fourth one, that would be one
2 of them.

3 DR. LYONS: As a state institution you
4 have to --

5 TRUSTEE WOODY: Wouldn't that be a
6 strength, though?

7 CHAIRMAN LAWSON: An opportunity.

8 DR. LYONS: An opportunity to do that,
9 yes. But that would be -- but I guess the
10 question -- because what you -- what the
11 chairman talked about with me on the phone was,
12 okay, after we come up with these things, what
13 happens?

14 Now, I'll tell you quickly what should
15 not happen. You shouldn't just turn to
16 President Robinson and say, okay. Here is your
17 assignment for the next 12 months, you know,
18 and make this happen. I mean, it can't be
19 about that.

20 TRUSTEE MILLS: What hat are you wearing
21 right now?

22 DR. LYONS: I got them both on the side,
23 turned to the side because that's not what you
24 want to do, I mean, just to say, okay. This is
25 your problem. You take it. I mean,

1 fundraising -- I mean, obviously, the president
2 and administration -- if the Board says these
3 are our top three opportunities going forward,
4 then obviously he knows that there's work to be
5 done.

6 But are there things that -- are there
7 Board committees that would be involved? I
8 mean, you set up a strategy to deal with it. I
9 just wanted to be sure because I've seen it
10 happen where after a Board retreat, you know,
11 they didn't have the court stenographer, but
12 they said, you know, Here, give this to the
13 president. And everybody left the retreat.
14 The trustees dusted their hands and it was all
15 on the president to follow up and make happen.

16 So if you buy into these or, you know,
17 what is the mechanism? You know, do you have
18 -- for example, you've just completed a
19 strategic planning process. I've seen some
20 institutions after going through an exercise
21 like this incorporate certain things into the
22 strategic planning as they were updating, but
23 you've just recently updated it.

24 I've seen other institutions set up a
25 special task force but you-all have enough task

1 forces and committee. I think I saw somebody's
2 comment say you've got more than enough ad hoc
3 committees and so forth, so that may not be the
4 way.

5 There may be a special -- obviously the
6 Institutional Advancement Office needs to
7 clearly understand what are the board's
8 feelings on this.

9 One of the comments specifically said we
10 are waiting for a plan from the Advancement
11 Office or we'd like to see a plan, you know. I
12 didn't write that. That was clear, we wanted
13 to see a plan from the Advancement Office. And
14 other comments were that we personally are not
15 contributing.

16 Now, when you get into personal
17 contributions, that's a sticky one. And some
18 colleges and universities kind of use the
19 give-or-get language in order not to turn
20 trustees off, you know, because every one
21 cannot give at the same level. Some people
22 just don't have it, you know. And you don't
23 want to be humiliated and so forth. So a lot
24 of schools go into the give or get. You know,
25 can you connect me with somebody? Can you do

1 certain things?

2 And I know of one school that actually
3 has a document and to show who gets the credit
4 for the introduction. I mean, they formalized
5 it such that somebody was saying that you've
6 made -- you opened the doors and made some
7 comments, but that comes in on a piece of
8 paper. Trustee Woody went to the office first.
9 And I'm serious. And it actually comes in on
10 the form and Trustee Woody turned this over to
11 the vice president for advancement. So when
12 the vice president for advancement goes in and
13 makes the contact, the record is clear that
14 Trustee Woody got -- you know.

15 So strategic focus, it sounds like you're
16 working on that, you know. And really, the --
17 I'm on the executive committee of our Board at
18 Alliant and the president and I talk about --
19 probably about every two weeks now with the
20 knowledge of the chair of the Board. The chair
21 of the Board is not in higher education and
22 there are certain things he kind of says, Well,
23 Jim, why don't you help us out?

24 And what I have talked to the Chairman of
25 the Board about -- I mean to the president

1 about is how do we carve some time out just to
2 deal with those strategic issues that we've got
3 to deal with because -- I mean, when we go to
4 Board meetings it's so busy. Even when we have
5 a retreat, now everybody wants to come to the
6 retreat and do a lot of things. So in other
7 words, you've got to identify the strategies.

8 CHAIRMAN LAWSON: You mentioned executive
9 committee, and we haven't talked about that in
10 a while. I've been hesitant to establish an
11 executive committee for the simple reason when
12 I first came on the Board, I felt there were
13 the haves and have nots as far as information
14 goes. And I feel like having committee chairs
15 but then having everyone having the ability to
16 listen in on that committee and then a full
17 report out, it keeps everybody in the loop.

18 I just felt like there was a time -- not
19 now, but there was a time when I first hit the
20 Board I really felt like, you know, I was
21 looking up for information. And there was
22 really a have and have nots. But -- you know,
23 I'd love to throw that out to the Board because
24 I feel like we've operated well without an
25 executive committee. And at this point, I

1 didn't really have an interest in establishing
2 an executive committee unless there was a
3 feeling that we needed that.

4 TRUSTEE WASHINGTON: With Sunshine
5 (phonetic) even if you have an executive
6 committee -- it's not really --

7 PRESIDENT ROBINSON: I would like --
8 because I think -- I talked to Trustee Perry
9 about some developments in one of our sister
10 institutions who is not far from us who have an
11 executive committee process. And this didn't
12 happen to this Board anyway, but you might just
13 want to hear about, something to consider when
14 you start going down that road. Belvin Perry,
15 if you would.

16 TRUSTEE PERRY: I'll share what I can
17 share without divulging any company secrets.
18 But executive committees sound nice in theory,
19 but they can lead you down the path where Board
20 members are uninformed and decisions are made
21 that comes back to haunt the Board and you
22 start having people point fingers at each
23 other.

24 Our Board is small enough where -- and
25 the way that we operate, where we all may be on

1 different committees but we are able to sit in,
2 participate but not vote. You have the
3 opportunity to get the information that you
4 need so you can formulate the proper policy.

5 So I would be very careful about
6 investing too much power in an executive
7 committee. I think we do well in sharing
8 information the way we do it now. And it has
9 led to a horrible result at another
10 institution.

11 TRUSTEE LAWRENCE: A couple of things: I
12 well remember the first Board I went on in
13 Miami with an executive committee early on, 28
14 years ago, and it took me several years to know
15 there was a disaster.

16 Mr. Chairman, I think you've done a
17 wonderful job in the area of inclusiveness.
18 And I think we all feel we're in this together.
19 I don't think you need an executive committee
20 at this point in time.

21 CHAIRMAN LAWSON: I appreciate the
22 confirmation. I'm just -- I'm not a fan of the
23 concept for our Board. And I -- you know, from
24 your standpoint --

25 DR. LYONS: And I wasn't recommending it.

1 I was just saying I am on the executive
2 committee of one of my boards. But -- and
3 you're right, it does -- there is a challenge
4 in terms of keeping people informed. I mean,
5 our executive committee I've got to call today,
6 for example, at 5:00 p.m., 2:00 West Coast
7 time. And we spend an hour twice a month.

8 But there really is a challenge. How do
9 you keep the rest of the campus involved and
10 how do you make certain that stuff loops back
11 around so that the full Board is in fact --
12 like today, we're going to discuss selling the
13 campus, you know, and to move -- it's an old
14 campus in San Diego. And as I was telling
15 Justin this morning -- I think I was talking to
16 you about that, you know, it's an old campus
17 and the infrastructure is so bad that there's
18 no way that we'll ever come up with enough
19 money to fix it.

20 So we're talking about selling the campus
21 and moving into a nice office complex. And I
22 was telling Justin, the undergraduate students
23 don't like that because they like the campus
24 idea. The master's and doctorate students say,
25 Hey, look, we don't care. We're moving to an

1 office complex, a high rise, you know. So it's
2 a different issue.

3 But the point is how does this stuff loop
4 back from the president and the executive
5 committee. There are five of us on the
6 executive committee. And thus far, the
7 president's been reporting out very well but
8 clearly it has the potential. If you don't
9 keep good minutes, you know -- who made this
10 decision and that. So if what you're doing now
11 works, then you stay with it, you know. I
12 certainly wouldn't suggest changing it.

13 TRUSTEE DORTCH: Does bylaws call for an
14 executive committee?

15 CHAIRMAN LAWSON: No. I think it's
16 optional.

17 TRUSTEE DORTCH: Because there may come
18 -- I trust the leadership and I trust our
19 chairman now. And I think we've built trust.
20 There may come a time there needs to be a
21 meeting and if it's just the Board, you can't
22 get a quorum of the Board. There may be an
23 emergency meeting with the chancellor or with
24 the Board of Governors or with the governor.

25 And the executive committee serves in

1 that purpose. It is not given the authority to
2 make decisions that the full Board has that has
3 to report back unless there's a resolution that
4 gives them the authority to make a final
5 decision. And they have to keep minutes that
6 come back to the Board and use it for
7 ratification but I think -- I'm not opposing
8 the executive committees. I think you always
9 have an emergency gathering if you can because
10 I know how difficult it is for us to get a
11 quorum for our committee sometimes because
12 everybody's busy.

13 DR. LYONS: Well, one of the things --
14 one of the things that I think has made in some
15 instances the executive committee unnecessary
16 is the fact that people are beginning to use
17 the telephone so much and now having telephone
18 meetings quite frequently.

19 In fact, in one situation that I'm aware
20 of there is a concern that they're having too
21 many telephone meetings and not enough face to
22 face. The institution did that to try to cut
23 back on expenses and they said there's no sense
24 in us meeting four times a year face to face,
25 flying folk around the country. This

1 institution's in the north central part of the
2 country.

3 So they decided to go more into -- to add
4 a couple of telephone meetings and now folks
5 are saying, well, that helps because you can
6 get people together. What is the thing you
7 call doodle or something that you just send it
8 out there? And you can get meeting -- pull
9 meetings together quickly with everybody, but
10 the face to face thing is important. So you
11 have to do what's in the best interest of your
12 institution.

13 TRUSTEE DORTCH: I can rule that out.
14 You can't do that in Georgia now. They rule
15 out phone Board meetings --

16 DR. LYONS: Is that right?

17 TRUSTEE DORTCH: -- and you can only miss
18 one Board meeting. You can only participate in
19 one Board meeting by phone out of a year, but
20 they ruled out Board meetings by phone.

21 DR. LYONS: Is that right?

22 TRUSTEE LAWRENCE: It's a very different
23 meeting when you do it by phone.

24 DR. LYONS: It is. And so you have to
25 balance whether or not the money you saved from

1 having everybody come is worth it. So you've
2 got to figure that out.

3 Let me just run through this quickly and
4 then get back to the three. Another thing I
5 did was picked out some of -- general
6 suggestions for improving performance. And you
7 see the list there. And I thought that some of
8 these were quite interesting. "Hold management
9 more accountable for performance. Make certain
10 that its data are accurate and reliable." So
11 obviously somebody feels that the Board doesn't
12 get the most accurate data. I mean, that's --
13 obviously, that goes without saying.

14 "Unblur the lines of shared governance."
15 We haven't spent a lot of time talking about
16 shared governance, but clearly, as Belle
17 pointed out, there are certain roles for all of
18 the stakeholders. And again, someone feels
19 that we've got to make those lines a lot
20 clearer, and that is a challenge. I mean, how
21 far do you go? You know, the faculty makes
22 decisions on academics -- makes recommendations
23 on academic matters. And things work best when
24 you can honor those recommendations, you know.

25 And I've always operated that if I can't

1 comfortably -- and this is personal. This has
2 nothing to do with Justin. I've always
3 operated personally, if I cannot accept a
4 certain percentage of recommendations coming
5 from the faculty, then there's a breakdown
6 somewhere. There's -- you know, we're not
7 looking at the institution the same way. We're
8 not focusing on the same -- because I'd like to
9 believe that, you know, in academic matters --
10 where academic matters are concerned that the
11 faculty would certainly take the lead, they're
12 closest to it.

13 I had to laugh when somebody this morning
14 talked about the turnover of administrators and
15 the fact that faculty members stay on and buy
16 in so personally. I don't remember who said
17 that.

18 TRUSTEE GRABLE: That's what Ms. Wheelan
19 said, and I agree.

20 DR. LYONS: When I went to Bowie State as
21 president and I hired a provost within six
22 months after I got there, the president of the
23 faculty Senate came to our office and said, I
24 hired both of you, and I will be here when you
25 leave; so help me, he did. And he was right.

1 And he was right. He stayed at the institution
2 40 years. But he was right.

3 And he had the nerve to tell me, you
4 know, I helped bring both of you here and I'll
5 be here when you leave. So -- and this is a
6 slight aside, but here is the reality to it.
7 So I come into an institution new trying to
8 understand the culture, do the very best that I
9 can, but I've got to deal with the faculty
10 members who've been there 15 to 20 years. And
11 he said to me, I've seen president -- you-all
12 come and go. So we are the heart of the
13 institution.

14 TRUSTEE GRABLE: And we are the true
15 residents.

16 DR. LYONS: We are the true residents.
17 We're the heart -- you guys come and go. So
18 anyway, back to over here. "Help the
19 organization look out and focus on longer-term
20 projects." These were general suggestions for
21 improvement. Continue to monitor the
22 performance -- and you really had a great
23 conversation this morning as you talked about
24 metrics. And obviously that's going to
25 continue.

1 "Move the university near the top in the
2 SUS. Routinely engage in conversation on Board
3 performance." You know, don't let this be a
4 one-time thing but, you know, routinely have
5 the conversation about are we meeting our
6 responsibilities.

7 And someone else had a comment. I didn't
8 put it up here, but I read -- someone made the
9 comment that -- you know, we're talking about
10 meeting our fiduciary responsibilities. And
11 someone made a comment that they felt that we
12 were doing the very basic in meeting our
13 fiduciary responsibilities, but there's so much
14 more we should be doing.

15 And I thought that was interesting
16 because obviously that individual doesn't feel
17 that as a Board you're going as far as you
18 could go and have a mandate to go as trustees.
19 You're doing the basic part. You know, I've
20 come to the meetings and I vote on issues and
21 so and so. I'm president.

22 "Maintain the focus on priorities. Get
23 more involved in the legislative process," as
24 Chairman just pointed out. And I kind of ended
25 it with this very strong statement, "FAMU Board

1 of Trustees is very talented and a capable team
2 that simply needs to refocus its efforts toward
3 those actions that will best advance the
4 university well into the future." And that's a
5 very fine statement.

6 TRUSTEE LAWRENCE: I only want to say
7 that on the last one so connects to the
8 previous one; in my estimation, when we fully
9 have our act together we will be all in on the
10 legislative process. We're not all in now.

11 TRUSTEE GRABLE: And that goes again to
12 Trustee Dortch's comments about the marketing.
13 That involvement is a part of the marketing
14 because when I attend those advisory council or
15 faculty president meetings, I can just tell by
16 the comments when I walk in the room. The
17 questions that I am being asked or the comments
18 that are being made, that's marketing and
19 that's -- some of the comments are based on
20 either the lack of or maybe not the real
21 understanding of who Florida A&M is and what
22 our contribution is to the SUS and the state of
23 Florida which goes to the Board of Governor's
24 comment -- governor's meetings I attended in
25 Gainesville where Florida A&M is a part of the

1 Board of Governor's focus on what the SUS --
2 how it ranks across the nation.

3 So it's always about marketing, and that
4 is one true way because it's the experts in
5 this field offering educational opportunities
6 to students that can determine what your brand
7 looks like to people who may not understand
8 education.

9 DR. LYONS: Back to the --

10 CHAIRMAN LAWSON: Can I suggest
11 something?

12 DR. LYONS: Yes.

13 CHAIRMAN LAWSON: Because I think slides
14 8 and 9 had the laundry list of things that we
15 could -- things that we should do. Maybe if we
16 take slides 8 and 9 and individually overnight
17 prioritize those, right, so that we can end up
18 with three, right. We take that overnight
19 simple assignment, each of us -- I'm asking if
20 you agree -- each of us prioritize those. We
21 give them back to Linda just to tally out
22 what's the top three and through Trustee Mills,
23 get them back to us with recommended owners.
24 You know, and some of it -- if it's only three,
25 my assumption is governance is probably going

1 to show up.

2 TRUSTEE MILLS: Isn't that what we have
3 on page 7?

4 CHAIRMAN LAWSON: Well, I saw a longer
5 list.

6 DR. LYONS: How I came up with these was
7 the frequency because remember you were asked
8 to list top three opportunities. And so you
9 had all the ones -- your assessment paper put
10 all the ones together, all the twos together
11 and all the threes. And I went back and went
12 through them. So...

13 TRUSTEE MILLS: Yes, and we might be
14 there as well.

15 CHAIRMAN LAWSON: Yeah, in a way.

16 TRUSTEE MILLS: Because you kind of got
17 Trustee Washington on strategic focus stuff.
18 She owns the whole thing by herself. The
19 fundraising --

20 DR. LYONS: Is that where that came from?
21 I mean, that's fine, whatever you suggest.

22 CHAIRMAN LAWSON: Think about how you
23 want to move forward because I was thinking
24 about when we assign an owner, just the top
25 three.

1 DR. LYONS: Two things that I would say
2 you don't want to do is just pack up and leave
3 them as part of the record. And, two, I
4 already said, don't just give it to the
5 president and say run with it. Short of those
6 two, I would think there are some things like
7 you just suggested.

8 TRUSTEE MILLS: So let me offer just a
9 little bit of color. You know, again, I'm
10 newly into this role. So, you know, the one
11 from a fundraising perspective -- and I know
12 Trustee Dortch and Trustee Lawrence feel very
13 passionate about this one, but I don't know if
14 that's a part of an existing committee already.
15 Is it part of DSO or --

16 CHAIRMAN LAWSON: He's our Board liaison
17 for the foundation.

18 TRUSTEE MILLS: Okay. So then that kind
19 of --

20 CHAIRMAN LAWSON: By default.

21 TRUSTEE MILLS: -- by default slides in
22 his pocket. The other thing is -- I mean, all
23 three of them -- we're all involved in all of
24 them, you know. From a strategic focus
25 scenario, you know, I think we're in a place

1 now where we all feel comfortable that we have
2 a strategy and now we're in the difficult part
3 of it which is how do you -- how do you execute
4 and how do you get started, you know, kind of
5 scenario. And that's where, you know, the
6 metrics and the monitoring, you know, of
7 Dr. Robinson and the team comes in from our
8 part that, you know, becomes leading that we
9 all participate in.

10 Governance and leadership, you know,
11 that's an ongoing discussion. I mean, I would
12 suggest that we -- my recommendation we do have
13 a deeper dive. I would -- you know, I do like
14 the idea of having us all on the same page
15 about what is an effective Board, perhaps
16 divide -- separating efficient from effective.
17 So there is a little bit of a deeper dive. And
18 that's an ongoing basis scenario of whether
19 that's, you know, annually or some other time
20 that we just kind of keep bringing this up.

21 CHAIRMAN LAWSON: To the table.

22 TRUSTEE MILLS: We're also in the
23 scenario that -- I'll just introduce this
24 concept -- is that on one of the other boards I
25 was on, we just did a skills assessment which I

1 might bring to the Board in the shorter term
2 since we have an opening. So if we have a
3 competence or a skill that we think we might be
4 missing and we want to have on this Board and
5 we don't that we could focus on that as it
6 relates to the Board recruitment, so to speak.
7 So I'll take it outside of this environment.

8 In the other environment, you know, we
9 need someone who had more experience on M&A.
10 So here we might want to have somebody with
11 more experience with cybersecurity or something
12 of that nature. That's, you know, a big part
13 of our future as an institution. So that kind
14 of assessment in terms of a skills assessment.

15 CHAIRMAN LAWSON: I want to thank Trustee
16 Mills for stepping in because our former chair
17 of this committee, due to personal reasons, had
18 to resign from the Board. We will miss Trustee
19 McCoy, but I do want to thank Trustee Mills for
20 stepping in to chair.

21 DR. LYONS: Let me conclude by sharing
22 with you when I say deeper dive, I want you to
23 know -- now, this is an assessment that was
24 used at an institution in the west that I
25 worked with. Under mission and direction,

1 "Please assess the board's performance in these
2 areas. And on a scale of 0 to 4 -- and 4 being
3 excellent, articulates the mission and acts as
4 ambassadors by telling the story and history of
5 the institution. Ensures the institution
6 operates under a strategic plan that defines
7 the institution's strengths, challenges and
8 opportunities. Ensures -- uses the mission and
9 defines priorities to guide the board's
10 decision. Uses relevant data to monitor
11 progress on the strategic plan."

12 So these are -- each of these questions
13 are on a scale from 0 to 4. Under the
14 leadership and shared governance question,
15 there was a question. "Please assess the
16 board's performance in this area of
17 responsibility; again, 0 being poor; 4,
18 excellent. Elects a chair who can effectively
19 lead the Board and build a partnership with the
20 chief executive. Works with the chief
21 executive in appropriate constituent groups to
22 gain support for institutional goals. Serves
23 as a sounding Board and thought partner to the
24 chief executive. Has policies and practices of
25 shared governance that delineate the

1 responsibilities of Board, chief executive,
2 administration, and faculty."

3 And, again, this was an example of, you
4 know, a survey that really takes a deep dive
5 into it. Not saying this is the greatest
6 thing, but this is an example.

7 Finally, Board culture. Again, 0, poor;
8 excellent, 4. "Understands and respects who
9 may speak on behalf of the Board of the
10 institution. Channels communication with the
11 chief executive through the Board chair.
12 Incorporates practices that build diversity,
13 enforce their inclusion at the Board level.
14 Conducts itself in a way that inspires
15 confidence and instills trust with the
16 constituents." So this is very deep.

17 TRUSTEE MILLS: So we'll look at some of
18 those kind of opportunities in our next round
19 and continue to elevate our process.

20 The only other thing I would just add
21 real quick is -- and I don't know if we have
22 time for a brief comment -- but I wanted to
23 kind of go back because I did write down some
24 interesting things that came up from this
25 discussion. But, you know, one of them was,

1 you know, on marketing because I actually
2 believe that we should be, you know, marketing
3 ourselves a lot better in terms -- the question
4 is what are we marketing and what are our
5 differentiators?

6 And, Dr. Robinson, you were kind of
7 talking -- you used the word "success." So I'm
8 not quite sure we have a picture of what
9 success looks like. Maybe that's an
10 interesting scenario for us to spend some time
11 on, what is that definition of success? Just
12 as much as we talk about our definition of
13 differentiating, right, because I don't want us
14 to get into a place where -- you know, as
15 leaders we're always trying to move the
16 organization forward but we also don't want to
17 market a bad product.

18 And one of the dangers of every
19 institution, candidly, particularly the older
20 ones, is the concept of inertia, right. And
21 that can happen within a Board. And it's
22 certainly a board's responsibility to keep that
23 from happening within the institution.

24 So, you know, while we might -- we're
25 making a lot of the improvements, in some

1 respects we're also making some incremental
2 improvements. So we should be looking at how
3 are we reinventing ourselves as it relates to
4 those articles, et cetera, as an organization.
5 And, you know, we -- not bury our heads in the
6 sand on some real issues that we still have,
7 you know, particularly financial issues, you
8 know, both in our debt capacities, you know,
9 where we have funding. You know, we can't rely
10 on the state, you know, as much -- neither can
11 any university, but certainly we can't.

12 And we need to have focus on
13 self-sustainability with better fundraising,
14 all those kinds of self-sufficiency -- better
15 fundraising, all those kinds of things, you
16 know.

17 I just want to make sure we don't get
18 into a place where we're over-promoting a
19 scenario that needs a lot of improvement. I
20 feel your optimism. By the way, I'm on this
21 Board not because I have a whole lot of extra
22 time, right. It's because I believe in it and
23 I believe what we could do.

24 But in many respects -- and I told a
25 couple of people this -- I am of the opinion

1 that we are sitting here like Woolworths or
2 Blockbuster, right, where they -- if you
3 imagine being on a Board of Woolworth at that
4 time or being on a Board of Blockbuster, yeah,
5 they were making a lot of changes and they were
6 doing stuff to try to do the same thing they
7 were doing, but doing it better. And they were
8 just missing this whole other concept of how
9 the world around them was changing.

10 And that's the danger of inertia. And
11 one of the reasons why I was pushing so hard
12 this morning, right, is this idea of how do we
13 get out of this box to think about, you know --
14 you always bring up what we're doing on online
15 training, online classes, right, which were
16 very minimal. Those have to continue to be
17 efforts our ours. And I just think as a Board,
18 our job, particularly in this situation, we
19 have to put extra effort into pushing this
20 organization really, really hard to get out of
21 its own way in many respects. Out of its
22 history in many respects so we don't wind up
23 like one of the people on the list.

24 DR. LYONS: You want to be in the 50.

25 TRUSTEE MILLS: I want to be much better

1 than 50, that list of 50.

2 TRUSTEE PERRY: And to echo, I totally
3 agree with Harold. But we also got to remember
4 in our marketing, there's one critical element
5 that we have to target. It really feeds us and
6 we really don't discuss, our guidance
7 counselors. Harold knows that 100 Black Men,
8 we mentor at Jones High School. And one of the
9 things I sadly found out was guidance
10 counselors -- people that look like you and
11 I --

12 TRUSTEE MILLS: Don't recommend it.

13 TRUSTEE PERRY: -- would discourage the
14 kids from going to FAMU. And a couple of times
15 we had to kind of get a little ugly with them.
16 And that's one thing in marketing we need not
17 forget because those are the people that will
18 be whispering in the kids' ears from the day
19 they arrive at that high school.

20 DR. LYONS: And don't forget the high
21 school coaches, too. The coaches are in that
22 same situation. I called a meeting once of all
23 the black coaches in Mississippi because that
24 particular year neither Jackson State,
25 Grambling, Southern or Valley got a blue

1 chipper. And I said, Now, something's wrong
2 here.

3 I called the coaches together and gave
4 them lunch. I said, Let's talk about the
5 student athletes coming out of Mississippi.
6 You know what I got the real issue was? The
7 personal pride that coaches had by saying, I've
8 got a kid at Auburn. I've got a kid at LSU.
9 And I'm sitting there -- I said, Well, you've
10 got to be more complex than this. You know,
11 this -- I mean -- but there was such pride in
12 the pride of the coach that I've got a kid
13 playing at LSU.

14 And I'm saying, wow. Nobody in Louisiana
15 and nobody in Mississippi that year got a blue
16 chipper. So coaches and guidance counselors
17 and so on need to be brought in for lunch each
18 year.

19 TRUSTEE WASHINGTON: I'm just going to
20 echo. I think that we as a Board, sometimes we
21 have conversations and we sort of flip off
22 things really quickly like, Oh, we talked about
23 this and then we move on to something else, but
24 I think this is important, right. Like, at
25 some point -- I mean, obviously, I know why I

1 think FAMU is successful, and it ain't
2 important, but at some point some marketing
3 messaging needs to literally give us, what are
4 the things?

5 What are our differentiated points? And
6 it needs to be clear and consistent so that
7 we're all saying the same things. Because I
8 think that one, it helps with marketing and
9 branding. It helps if somebody's -- if people
10 are hearing the same thing over and over again,
11 right. Like, there's something about
12 continuity that resonates. And it helps the
13 message get to where it needs to go. And I
14 don't -- I don't think we have that right now.

15 TRUSTEE MILLS: Well, and it can reflect
16 reality and our aspirations.

17 TRUSTEE WASHINGTON: So, you know, I just
18 think I want to echo because I think we toss it
19 out as this thing that we need but, no, we
20 actually do need that to be better ambassadors
21 and messengers and to help in many aspects of
22 what we're doing as far as messaging. We need
23 a brand.

24 DR. LYONS: And here is an area where --
25 when you talk about giving and getting, here is

1 an area where getting can really help you. If
2 any of you know people in the marketing area
3 who can either give you very reduced price --
4 I don't know what the -- you know, the bidding
5 rules are --

6 TRUSTEE MILLS: There are a lot of great
7 business school graduates.

8 DR. LYONS: -- but let me tell you,
9 because the marketing stuff, what you've got
10 and branding is so expensive. I mean -- and
11 you don't always know what you're going to get
12 on the back end, but I can tell you the
13 marketing folk start at \$100,000, you know.
14 They start -- if you're lucky.

15 So if anybody has connections in your
16 area and you can get some help in that part
17 even if you fragment it and get people to help
18 you with pieces to move forward because you can
19 spend -- I've seen schools spend a half million
20 dollars on a marketing campaign, marketing,
21 branding.

22 TRUSTEE WASHINGTON: Why would we use our
23 students?

24 DR. LYONS: Well, I'm just saying keep
25 that in mind wherever you -- you know --

1 TRUSTEE DORTCH: The other thing that you
2 do is in addition -- as compared to these
3 Fortune 500 and Fortune 100 companies, we do it
4 in the 100. We ask them in addition to have
5 their agencies give us X number of hours, and
6 they do. They assign the agency to do the work
7 for us pro bono or they will just pull it under
8 their piece.

9 And then you have several national --
10 like the National Association of Marketing
11 Developers. There are professionals who do
12 that as part of their private mission. It's a
13 matter of looking at inkind services. And
14 that's available.

15 DR. LYONS: If you can do that -- because
16 that's -- I mean, I just throw that out there
17 because I've seen people spend an awful lot of
18 money with that. So to the extent that you can
19 do -- whether it's your own graduates or
20 companies giving you pro bono service because
21 they do -- they do have good ideas, you know.

22 TRUSTEE WASHINGTON: We can do a whole
23 Instagram --

24 DR. LYONS: Well, Mr. Chairman --

25 CHAIRMAN LAWSON: I want to thank you.

1 DR. LYONS: I'll be around for a little
2 while.

3 CHAIRMAN LAWSON: I'm not sure,
4 Dr. Lyons, if we invited you to dinner but if
5 you are here, you are welcome to join us if you
6 can.

7 TRUSTEE MILLS: We were waiting till the
8 presentation was over.

9 CHAIRMAN LAWSON: We talked about that in
10 the hall. We didn't want to step -- go too
11 far. But thank you very much.

12 We're actually running ahead of schedule.
13 Let's take 10 -- let's take 15 minutes, and
14 then we'll have -- we'll tee up Trustee
15 Carter's project at, let's say, a quarter till.

16 (Brief recess.)

17 CHAIRMAN LAWSON: I just want to frame
18 this up for everybody before we get started.
19 This is -- this is an early phase exploratory
20 discussion. We are seeing -- some of us are
21 seeing some of this material for the first
22 time.

23 So this is one of those -- and the way
24 Matt describes it to me is one of those big
25 ideas that we want to preview the Board on and

1 we'll get a little feedback on it as far as
2 what your thoughts are, but this is not
3 something that the Board has voted on. It's
4 not in our strategic plan. It's not in our
5 short-term or mid-term priority list. So I
6 just want to frame that up properly. This is
7 an exploratory discussion for us to have to
8 learn more about the opportunity.

9 TRUSTEE CARTER: Members, first of all,
10 thank you for your indulgence and for your
11 time. This is a follow-up on our discussion
12 that we had in the academic and student affairs
13 committee meeting in March. I want to follow
14 up on that.

15 Okay. Basically, the process is just to
16 give you an overview of what I brought to you
17 in March as a concept for a public/private
18 partnership for the Osteopathic College of
19 Medicine at FAMU. I have to apologize to our
20 staff for not being there because some of what
21 I wanted on here I didn't get a chance to get
22 to them in time, but basically Dr. Robinson
23 reminded me -- remember we were talking about
24 Metric 10 which it was the one chosen by the
25 Board before, regarding the amount of research

1 dollars, R&D dollars, from non-state
2 noninstitutional sources.

3 The other thing that this deals with --
4 this presentation deals with is that the areas
5 of strategic -- both in terms of our bachelor's
6 degrees with a strategic emphasis and our
7 graduate degrees with a strategic emphasis.
8 And as I said to you in March is that my idea
9 of STEM for FAMU was a healthcare-based STEM
10 focus. So that's kind of the process that
11 we're going through on there.

12 One of the things, just kind of an
13 informational -- if you look at the funding
14 about minority health and the health
15 disparities, you see the actual appropriation
16 from 2014, \$268 million; next year, 269. But
17 as you can see from fiscal year 2016, it's gone
18 up to \$281 million, so that's going up. And a
19 lot of that has to do with minority health
20 disparities: African Americans, Hispanic
21 Americans, Native Americans. It's really very
22 difficult as you look at some of the kind of
23 things that have happened with Native Americans
24 and alcohol abuse and things of that nature.
25 But basically that's an institute that provides

1 research funding for that.

2 Some of the kind -- the information that
3 lets you know that I didn't just pull this out
4 of the air is that information from the
5 Association of American Medical Colleges from a
6 study they did in 2012; also the -- from the
7 health initiatives committee from the Board of
8 Governors. One was a gap analysis and the
9 other one was on the supply and demand. One
10 was in May of 2015, the other one was in
11 September 2015.

12 Basically, the legislature took a
13 perspective in 2007 where they asked the
14 Department of Health, okay, what do we need to
15 do to take a comprehensive evaluation in terms
16 of our workforce and physicians, but more
17 importantly, the quality of healthcare in our
18 state. So that's kind of that little process
19 from there.

20 From that, they identified that there was
21 a -- how do we offset physician shortages? And
22 one of the things that they thought about was
23 maybe increasing the number of medical
24 residencies in the state.

25 Also, they found in that -- in that whole

1 process that the predominant physician
2 workforce was almost two-thirds white and
3 77 percent male which is not representative of
4 our population.

5 Now, this last bullet here -- I want you
6 to kind of think about this -- is that the
7 Board of Governors did a report in 2005 and
8 their results was quote, "Though data sources
9 are conflicting on the exact number of
10 physicians that will be needed, we all agree
11 demand outstrips results."

12 Let me flip the slide and then I'm going
13 to come back to that because I'm going to show
14 you what happened. That's what they said in
15 2005. Those data sources are conflicting on
16 the exact number of physicians that would be
17 needed; all agreed demand outstrips results.
18 This is what they did in reference to that. Go
19 to the last bullet there.

20 In 2006, they approved two new med
21 schools to deal with it, UCF and FIU. So in
22 the context of that, you see what they were
23 trying to do to deal with the shortage of
24 doctors in Florida, but we're going to see that
25 it's more than just a shortage of doctors.

1 It's a shortage of doctors, nurses, and
2 collateral and healthcare specialists. Like we
3 have OT/PT, et cetera, and all that there.

4 I had Linda to send you guys an article
5 from the CBS from August 2nd of this year and
6 it talked about the need for primary care
7 physicians. There's a shortage in primary care
8 physicians because a lot of the doctors are
9 getting older and they said, The hell with all
10 this paperwork. I don't want to do this. I
11 want to spend time with my patients and I can't
12 do that, you know, Medicaid reimbursement.

13 Also, they're retiring, and we're having
14 a problem there. But your primary care
15 physician, that person is the key person to how
16 you matriculate through the entire healthcare
17 system. You know, for the last 10 years, back
18 and forth to Shands and different medical
19 specialties and different hospitals all over
20 the place and all like that. My primary care
21 physician is the one that sent me here, there
22 and everywhere and all like that.

23 But by 2025 that same article said it's
24 going -- there's going to be a shortage,
25 predicted shortage of 35,000 primary care

1 physicians, primary care physicians. That's
2 not all of the doctors, but just the primary
3 care physicians.

4 One factor that I would like to share
5 with you that may not make sense to anybody or
6 anything like that, but let me just tell you
7 this is that the *Boston Globe* on about the same
8 date that I sent you that August 2nd article,
9 the *Boston Globe* reported for the second year
10 in a row, the incoming freshman class at
11 Harvard, incoming freshman class at Harvard
12 University for the second year in a row, the
13 majority of students were nonwhite.

14 So you can take that and run with it and
15 do whatever you want to do with it. But
16 basically, I wanted to kind of let you know
17 that the context of what we're trying to do in
18 terms of meeting the needs for minorities as
19 well as underserved communities.

20 This is -- I'll flip to that page just to
21 show you what they have done in 2006 to come up
22 with UCF and FIU med schools. But basically
23 this is kind of going to some of the data in
24 there is that a quarter of all the practicing
25 physicians in Florida -- not just primary care,

1 but all of the physicians, a quarter of them
2 are like Dave and I, they're geezers, 65 years
3 old.

4 TRUSTEE LAWRENCE: Mr. Geezer to you.

5 TRUSTEE CARTER: But only 10 percent are
6 younger than 35. So as you can see, there's
7 going to be a shift, a broad chasm in terms of
8 the number of doctors that are required and the
9 doctors that we have.

10 Obviously, by the time these guys get 65,
11 they say, Hey, man, the heck with this process.
12 I can take a walk. I've made enough money.
13 I'm out of here. But if you can see by the
14 same token, the number I read to you from that
15 article, they're saying 35,000, the shortage of
16 primary care physicians. Look at this. Our
17 population in Florida is expected to increase
18 by 60 percent by 2030.

19 Now, as I was saying about Mr. Geezer and
20 myself is that that population, you know,
21 seniors -- that population's going to increase
22 by 124 percent in Florida. So you can see
23 we're going to need more and more doctors
24 because we're going to have more and more
25 population and more and more people.

1 Just kind of a brief shot here. Only
2 thing here is the gap analysis shows supply and
3 demand. It shows that they rejected an opening
4 of 1934 physicians between 2014 and 2022, but
5 they're showing the Florida med schools only
6 graduate 975, and out of that 975 they're
7 saying that only 34 percent of those are
8 employed within Florida in the next year.

9 So as you can see, that's why we're
10 losing a lot of students to a lot of states and
11 all like that because they have residency
12 programs. We don't have that. They have some
13 other things as well. But you are graduating
14 -- if you have 975 medical graduates in a year
15 and you only got 35 percent of them staying
16 within the state of Florida, we're only netting
17 about 331 of those. So that's not rocket
18 science. You can figure that one out to see
19 that we have a problem.

20 So then they say, Well, why do we need to
21 be concerned about the future of healthcare in
22 Florida? Well, first of all healthcare has
23 changed. The future of healthcare has changed.
24 For one, for us, we got our population growing.
25 We'll be about 24 million by 2030.

1 The other thing is that our population is
2 diverse. I think in Miami-Dade I was talking
3 to folks in the school district down there and
4 they were talking about how many languages that
5 they have to have those tests in. So you see
6 we have a very diverse population in the state
7 of Florida and a vibrant population.

8 So that vibrant and diverse population,
9 they have special healthcare needs, then can
10 have the special delivery. So the person doing
11 that, they're going to need a specialized
12 understanding and education.

13 A lot of the older doctors have not -- I
14 mean, they haven't been acclimated to that
15 process. They don't speak Creole. They don't
16 speak Spanish. They don't -- you know, it's
17 just not something they're dealing with. But
18 just because a person doesn't speak English
19 doesn't mean that they're not entitled to
20 quality healthcare, particularly people living
21 in Florida.

22 The other thing they're dealing with is
23 the economic impact of the healthcare industry
24 is that in 2014 nearly a million jobs from the
25 healthcare industry, 881,000 jobs -- they are

1 projecting within the next eight years in terms
2 of the actual growth of jobs in Florida and the
3 economy, 23 percent of those are going to come
4 from the healthcare industry. That equates to
5 another 200,000 jobs -- doctors nurses,
6 healthcare professionals.

7 So -- and if you go back to 2014, you see
8 that in there that the new ages, just the new
9 ages, like what you guys are doing --
10 \$50 billion in 2014. So you can kind of do the
11 math and see that it's increasing as we go
12 forward on that.

13 So the question was asked by the Board of
14 Governors and state universities, How can we
15 help? How can Florida's universities help?
16 Well, one is that the Board of Governors
17 created this health initiatives committee which
18 I was fortunate to be able to serve on.

19 The other thing that they did was we
20 asked the -- we wanted to do an environmental
21 scan is what is the status of access and what's
22 the status of healthcare in Florida, but also
23 what can we do by dealing proactively with the
24 12 universities. I say 12 because it includes
25 all universities -- state universities -- to

1 deal with the future needs regarding healthcare
2 in the state of Florida.

3 And I'm going to read this quote to you.
4 It says, "Florida should effectively respond to
5 the future health needs of an estimated 24
6 million persons by 2030. The state
7 universities need to align bachelor's and
8 graduate degree production with the projected
9 needs of the healthcare workforce and impending
10 changes in population and practice."

11 That's why when I told you that we were
12 talking about Performance Metric 10 was dealing
13 with research but also we have the graduate
14 degree program dealing with areas of strategic
15 emphasis, but we also have the bachelor program
16 with strategic emphasis. All of those are
17 related. You can't just do one without the
18 other. And fortunately for us, the Board --
19 this year we passed -- we approved, rather, a
20 doctorate of nursing. So we can get a lot of
21 nursing specialties with that -- Tim's going to
22 talk more about this later, but I believe that
23 by having a medical school that can be the
24 crown jewel of us, but not only for nursing and
25 OT and PT allied health, but also in the

1 context of our pharmacy school in terms of
2 moving ideas from the research lab to product
3 development and as well as putting them on the
4 market.

5 So the gap analysis of the 21
6 occupational specialists that were presented in
7 there, they -- once again being vague on the
8 language, they said we definitely will have a
9 shortage in nurses and physicians. And those
10 are all kinds of nurses. So how do we deal
11 with that?

12 Some of the problems that the state
13 university system said -- the university said
14 look, here's what we got. They told us that we
15 got a problem with the three Fs. The three Fs
16 are funding, faculty and facility. Funding, I
17 mean, don't have to tell anybody from FAMU
18 about the problem from funding.

19 Faculty. Do we have the right kind of
20 faculty for that? Do we have the right kind of
21 faculty to go after our STEM focus on
22 healthcare?

23 Secondly, do we have the facilities? And
24 those facilities are more than just the
25 buildings and the labs, it's state-of-the-art

1 equipment because I don't know about you but I
2 certainly don't want a doctor who hadn't been
3 back for refresher training since 1942 dealing
4 with my illness that I'm dealing with in 2017.
5 That's probably not a good idea.

6 Just like lawyers have continuing legal
7 education, I'm sure doctors have continuing
8 medical education as well. So in that process
9 they did a survey of 12 universities and they
10 said, Okay, tell us how do we deal with the
11 future of Florida and healthcare. They said,
12 Well, first of all, research funding is
13 becoming highly competitive. Tim can tell
14 y'all about that.

15 The other thing about it, they said more
16 must be done to recruit the appropriate faculty
17 that's most needed -- where they are most
18 needed and the type of faculty that's most
19 needed. Also, we need state-of-the-art
20 facilities because of the critical needs that
21 universities have on that.

22 The other thing is that trying to come up
23 with ways -- we came up with a way -- I think
24 it's based at the University of Florida, a
25 computing center that can be shared by all of

1 the universities.

2 I don't know if they've completed that
3 process or not, but I do know that when I was
4 on the Board of Governors we talked about
5 putting some funds together so we can have a --
6 instead of each university trying to buy a big
7 data facility, they buy one and each university
8 can participate with it in their processes.

9 And that -- in turn, having that process
10 will allow us to become a destination --
11 Florida itself to be a destination through our
12 state university system in the context of
13 clinical research which I think we can do in
14 our pharmacy school, which we have now, our
15 nursing school and all. I think we can do even
16 more with a medical school. So that's kind of
17 where we're going on that.

18 The other thing is as we try to go from
19 idea to commercialization, the schools in the
20 state university system said they are trying to
21 come up with new ways and explore ways for the
22 transfer -- technology transfer from the
23 research stage to the commercialization stage
24 and they said that most often the challenge
25 that was presented to them was, one, the

1 absence of seed capital and proof of concept
2 funds for prototypes and preclinical drug
3 development, kind of like what you guys are
4 doing down at Florida Blue, a lot of the
5 technology and new kind of things.

6 So the universities themselves identified
7 25 areas of research which was either
8 unaddressed by the 12 universities -- when I
9 say 12 universities, obviously, I mean our
10 state university system -- excuse me -- that
11 were either unaddressed or not addressed
12 adequately including neuroscience, disease
13 prevention, health lifestyle, health
14 disparities among minorities.

15 And I say that because when folks in the
16 majority community sneeze, we have pneumonia.
17 So there's an added focus on health disparities
18 among the minorities because, you know, when
19 you consider a lot of folks not withstanding
20 the Affordable Care Act and the great things
21 it's done to bring folks into the context of
22 having healthcare that didn't have it before
23 even though it's through health insurance, you
24 still had a process where a lot of folks that
25 look like me and look like you had just

1 generational kinds of things.

2 Like my dad -- by the time my dad went to
3 the doctor, oh, my God, his process was so far
4 gone to where, you know, he was not here very
5 long. My father-in-law who passed four years
6 ago, he went to the doctor and a month later he
7 was gone home to meet the Lord.

8 My mother-in-law who my wife used to drag
9 her to do her mammograms and stuff like that,
10 she got -- after my father-in-law passed away
11 four years ago, she decided, Hey, I don't need
12 you to take me to the doctor. I'm an adult and
13 all like that. So guess what happens? She
14 goes to the doctor, and I think she lasted 45
15 days.

16 So I said all that to say is that it's a
17 very significant problem. It's not just me,
18 and I'm sure that I'm not the only one that can
19 say that, but health disparities among
20 minorities is a tremendous national problem, a
21 national concern. And at Florida A&M
22 University, I think that we are ideally suited
23 to deal with that. First of all, we have a
24 reservoir of experience in terms of dealing
25 with folks with all kinds of concerns.

1 When our kids come to FAMU, we're not
2 just dealing with them on an academic level,
3 we're dealing with them like, hey, they've got
4 homes -- they've got problems at homes. Some
5 of them are homeless. They've got other kinds
6 of issues and systemic -- systemic issues that
7 a lot of universities don't have to deal with.

8 So I'm saying that to say that we are
9 uniquely situated to deal with those because
10 not only do we have the wherewithal in terms of
11 the institutional knowledge and experience, but
12 a lot of what we're doing in our pharmacy
13 department, a lot of what we're doing in our
14 allied health department, it's significant.

15 I know that after 10 years of dealing
16 with my gastrointestinal issues and all like
17 that is that last year at our spring meeting
18 when I had that episode, Dr. Hoffman from our
19 health care facility at FAMU, he came down and
20 in five minutes, five minutes he told me what I
21 need to do. He brought me some fruit, got me
22 some -- got me hydrated and all like that, got
23 me to the emergency room. Everything that he
24 told me, five doctors told me the same thing.
25 Mind you, this was after 10 years, four of

1 those years at Shands.

2 This guy comes in in five minutes, five
3 minutes. And what's the common denominator?
4 He sees a lot of people that look like you and
5 look like me. So I'm saying that that's a
6 selling point for us, and we need to explore
7 that fully.

8 So how is healthcare delivery changing?
9 New trends, telemedicine, genomics, which is
10 what Harold and his folks are working with.
11 They've got a promise for trying to reach more
12 of the population.

13 But telemedicine and genomics may not
14 help our community unless people make an -- you
15 have to make an effort to reach out and help
16 folks like that, particularly folks in the
17 (inaudible) community as well as poor folks.

18 So they did a literature review of the
19 merging involving health -- and as well as a
20 survey of the state and university colleges of
21 medicine as well as colleges of health. And
22 they identified five key trends: First, they
23 said we need to have an increase in
24 collaborative models of practice because we've
25 got to be a patient-centered and team-based

1 approach in terms of how we deal with the
2 medical challenges of folks.

3 There's a change in training from the
4 traditional hospital-based setting to
5 community-based settings. One of the nice
6 things about us in Tallahassee, we have two
7 major hospitals. We have two major community
8 centers, but we also have a plethora of
9 specialty clinics around town and all like
10 that. And I'm sure that's not just
11 Tallahassee, it's probably statewide.

12 Third is a greater employment of
13 physicians in practices owned by hospitals or
14 other organizations. When I started 20 years
15 ago with my doctor, my private doctor, he was
16 -- had his own practice. CHP -- CHP has now
17 bought his whole practice so he's now an
18 employee of CHP. So he says, Matt, don't call
19 me on the weekend. We have somebody at CHP
20 that you call on the weekend. But before, I
21 just called him, but they don't do that
22 anymore. So that's the change that's
23 happening.

24 And then No. 4 says that -- and this is
25 why I'm so passionate about why we need to have

1 this med school to coincide with our nursing
2 program, OT/PT, allied health and all this is
3 because look, it says it's an expanded role for
4 advanced nurse practitioners, physicians'
5 assistant and other healthcare personnel other
6 than physicians.

7 If you're hurting, you go to the doctor
8 and he says, Hey, man, I'm tied up. I can't
9 see you today but if you want to see my
10 physician's assistant or the nurse
11 practitioner, you can come on in today at 2:00,
12 what do you think I'm going to do? I'm going
13 in at 2:00 because I'm hurting.

14 So this is a tremendous area that's being
15 utilized more and more by hospitals, more and
16 more by doctors' offices, and more and more by
17 HMOs. And also some of the fascinating things
18 that Harold and those folks are doing down
19 there is the emergence of personalized medicine
20 and genomics.

21 Personalized medicine, I read an article
22 -- I think I shared that with Maurice --
23 Dr. Edington, that is -- from a research
24 standpoint is that a lot of the medical trials
25 that had been done historically did not include

1 us. A, they didn't include African Americans.
2 They were -- primarily white men is what they
3 did them on. They didn't even include women.

4 So if you're going to have personalized
5 medicine in genomics, you've got to get to the
6 core of the matter, getting to the person
7 themselves. So that's a graying area.

8 And then I'd like for some of our
9 students to be -- once they graduate to be
10 employed down there. So as we continue on
11 about the healthcare delivery being --
12 changing, I talked to you about telemedicine
13 and all like that and technology, chronic
14 disease management.

15 But now it's a more systematic approach
16 to provisional healthcare. It's not just the
17 doctor. It's the doctor, it's the physician's
18 assistant, it's the nurse, it's the intake
19 folks and all like that. It's an entire
20 process now. That's why I really -- it's not
21 just I'm trying to get the medical school at
22 Florida A&M University. I'm trying to get a
23 complete canopy of a healthcare process so we
24 can be a destination university for not just
25 this country, but internationally as a

1 destination university for healthcare STEM
2 focus, healthcare STEM focus. But we've got
3 everything but a college of medicine.

4 So the -- like I was mentioning earlier
5 about some of the doctors, they're saying, Look
6 man, I'm tired of dealing with this because of
7 the emerging emphasis on outcome-based
8 reimbursement. They're changing the way they
9 reimburse folks for Medicare and Medicaid,
10 things of that nature. Instead of giving you a
11 Band-Aid and sending you home, now they're
12 going to say what's the outcome of it.

13 I wish I'd had that 10 years ago. But
14 for the universities, they're using things --
15 electronic health records, telemedicine.
16 They're trying to work together on professional
17 interdisciplinary training care.

18 Again, new practice plan development, I
19 think that -- it's just parenthetical -- I
20 think that in the context of new practice
21 plans, telemedicine and genomics and all like
22 that, that our pharmacy school can work hand in
23 hand with a college of medicine and say, okay,
24 we're doing trials as it relates to minority
25 health initiatives for -- NSF, National

1 Institution of Health, and all like that, and
2 this can be a model. We can take that and
3 drive that process and be like a reservoir
4 where it brings folks all over the country to
5 come in and get training, not just doctors but
6 also faculty members of other medical schools
7 and hospitals can come and do it. So I'm
8 looking at it from a global standpoint.

9 So when the university was asked what's
10 the greatest healthcare need, they said the
11 number one area cited was access to care. You
12 can't have access unless there's a doctor
13 somewhere. I mentioned about the two
14 healthcare centers around town, one on our side
15 by the university, and the other one over near
16 French Town and all like that.

17 I wish you could see how -- some of the
18 patient load that they have there, the
19 inadequate funding, they don't have the
20 resources necessary, and then with the
21 mentality coming out of Washington probably not
22 going to get it. But if we can collaborate
23 greater, we can have an opportunity to provide
24 great opportunities for folks to have access to
25 medical care.

1 The other thing was that prevented acute
2 healthcare services to the underserved.
3 Underserved minorities, underserved the poor
4 folks, underserved a lot of our rural places.
5 Was it last year when the lady in Blountstown
6 went to the hospital, looked like you and me.
7 She said, Hey, you guys didn't do anything for
8 me. I'm still not feeling well.

9 They were like, Man, get her out of here.
10 She died in the parking lot. Why?
11 Underserved, and didn't have the sensibility or
12 the sensitivity to understand that, Hey, you've
13 got to listen to the patient. The lady said,
14 Hey, I'm still hurting here. I'm still
15 hurting. I mean, you don't have to be a rocket
16 scientist to figure out maybe we need to take
17 her back in there and at least take her vitals.
18 They didn't do that and she died in the
19 hospital parking lot and they lost -- they got
20 a fine by the Department of Health.

21 They had to be taken over because they
22 couldn't -- a rural hospital. And if we start
23 shutting down the rural hospitals, even the
24 minimal care that people are getting, they
25 won't be getting.

1 But just say we had that opportunity at
2 Florida A&M University to bring in not just the
3 doctors but the nurses to come and do
4 symposiums at our college of medicine and our
5 college of pharmacy. We could say, Look, you
6 know, medicines interact with people on
7 different basis so here is some of the kind of
8 stuff.

9 Unfortunately for me, I had to learn this
10 the hard way by being a guinea pig. And some
11 of this stuff that I'm going through now is a
12 result of the medication that they had me on 10
13 years ago. And it's not fun. But dealing with
14 the underserved. And that's a major problem
15 for us here in Florida.

16 The other thing is that universities
17 said, Look we don't have the numbers of
18 clinical faculty. We need more clinical
19 faculty. We need more graduate medical
20 education funding, availability of -- I think
21 the dean of pharmacy was telling me about how
22 important preceptors are for the healthcare
23 programs, and we just don't have that.

24 Then they talked about the critical
25 needs, you know, we are unable to address the

1 critical needs -- let's call it the way it is
2 -- mental health, access to affordable
3 healthcare, physician shortages, lack of
4 residency programs. That's going to be with
5 us.

6 But wouldn't it be nice if we had an
7 opportunity to not only have a partnership with
8 a hospital -- excuse me, a partnership with a
9 medical school but also have that med school
10 have a partnership with 25 or more hospitals in
11 the state of Florida where we can provide
12 residencies for our students because the
13 state's not going to fund anymore. They said
14 we're tapped out. And every time -- I remember
15 when we were on the Board of Governors and we
16 talked about that. Every time -- they're
17 saying we don't get enough doctors.

18 So the folks from the medical schools
19 come and say, Look, guys, you're not funding
20 enough residency programs. So even with the
21 funding, the funding that we've been able to
22 get from the state, we're just not getting it.
23 And we want to be able to get there. So that's
24 why it's so important to have that there as
25 well as look at all aspects of not only just

1 training the doctors, but have a residency
2 program for them to do after that.

3 And some of those programs will allow you
4 is that if you are -- of course, medical school
5 is not cheap and we all know that, but there
6 are certain provisions where if you were to
7 work in places like rural communities or
8 special minority communities and all like that,
9 I think it's on a graduated basis, where
10 they'll deduct a portion of your student loans
11 over a period of time to where five years or
12 so, I think you can end up with the whole thing
13 taken care of.

14 And that can help a lot of our students
15 who may -- for whatever reason may not have the
16 financial wherewithal, but certainly if you
17 know that you're going to be able to go and
18 help people that look like you in a community.
19 And the beauty of that -- not only are you
20 doing good, but you're doing well while you're
21 doing good is that one is you're helping people
22 that need medical care, but two, is that in the
23 process of doing that is that because of you
24 doing something good for the state, they're
25 reducing the cost that you'll have to pay back

1 in terms of your student loans and all.

2 So this is the thing about what I'm so
3 excited about listening to Harold and those
4 folks are doing is that it said that we also
5 need our graduates prepared for practice of
6 personalized medicine instead in subjects like
7 genetics, pharmacogenetics, bioinformatics and
8 all.

9 We are situated now to deal with stuff
10 like that. We're going to have to be situated
11 to do that if we're going to be prepared.
12 Fundamentally, my friends, is that the future
13 of FAMU in terms of -- is bright. And I
14 believe that we can be that destination for
15 healthcare STEMs.

16 You know, we're not the University of
17 Florida. We won't ever be the University of
18 Florida and we don't have to be, but we can be
19 the best FAMU that's ever existed. And we can
20 do that by looking at opportunities. These are
21 future opportunities. Pharmacogenetics is a
22 new thing. These guys are investing millions
23 of dollars in that process. Wouldn't it be
24 wonderful for us to have -- our students
25 instead of -- I know when I finished high

1 school, my granddad told me I would get a job
2 on the farm -- on his farm which was not an
3 alternative I looked forward to because on the
4 farm there's always something to do. It seemed
5 like our livestock always got out on the days
6 it was dark, it was raining. And I'm like, I
7 want to get to school. And they said, No, you
8 can't go. You've got to find all those pigs
9 that got out and get them back in there. Then
10 we've got to fix the fence.

11 So anyway -- but these are areas for the
12 future that will provide our young people with
13 a dynamic future for resources and living well,
14 being part of that \$50 billion dollars -- which
15 it was \$50 billion in 2014. It's probably more
16 like 70 billion now.

17 So where do we go from here, Matt? Okay.
18 The state university system needs to focus on
19 high demand occupational areas that are clearly
20 demonstrating a future shortage, especially
21 physicians and nurses. Going all the way back
22 to the original 2005 and coming forward, you
23 see we still have those shortages.

24 The other thing is that Florida has
25 established a competitive program for our

1 students is that we want our students to be
2 just as -- we want our program in nursing and
3 OT/PT and pharmacy, we want our program to be
4 just as competitive as they are anywhere else
5 in the country.

6 I don't see us as competing -- and this
7 is no disrespect to HBCUs, but I don't see us
8 as trying to compete with HBCUs. I see us in
9 the forefront of international and national
10 destination universities. That's where I think
11 we -- that's where we're headed, and that's
12 where I think we can be. We've got the
13 leadership. We've got the potential. And all
14 we need is the moxie to say yes, we can.

15 So then from that, you see that the
16 universities dealing with the legislature is a
17 -- sometimes it's a zero-sum game. At the last
18 session Dr. Robinson gave a stellar performance
19 both with the House, the Senate, answered all
20 of their questions and everything, met with
21 whoever that wanted -- that we needed to meet
22 with and all like that. But still as you saw
23 in the final analysis when it came down to
24 funding, of course, they hit -- all the
25 universities got dinged. But like I said

1 before, when they sneeze we get pneumonia so if
2 you're already at a lower rate in your funding
3 mechanism, and then they cut that. If we're
4 asking for -- this is a hypothetical -- if
5 you're asking for a thousand and they say,
6 Well, Matt, I can't give you a thousand, but
7 here is ten bucks. What can we do with that?
8 We can't do anything with it, but we're glad to
9 get it.

10 But by the same token is that we've been
11 kind of doing this -- what do they call it
12 Goldberg contraption with our finances, you
13 know, robbing Peter to pay Paul and all like
14 that. But I believe that by focusing on a STEM
15 healthcare destination university, not only
16 will that help us with our research funding,
17 it'll also help us in the context of attracting
18 a more STEM-oriented student body. I'll say
19 that's diplomatic, a more STEM-oriented student
20 body -- kids that are majoring in biology,
21 physics, anatomy, you know, those kinds of
22 things, nursing, et cetera, et cetera, and
23 pharmacy.

24 So the state university says funding is
25 needed to provide the cutting-edge educators.

1 You know, we've got to have the right faculty,
2 facilities. You know, the other guy was saying
3 this morning, you know, about you're trying to
4 teach and the rain is coming through the
5 building and leaking and all like that. So we
6 need better facilities.

7 But we also need state-of-the-art
8 equipment. I don't think they're using the
9 little microscopes they used to use when I was
10 in high school. They got plugs into them now.
11 They're using computers and those kinds of
12 things.

13 And also wrapping up the collaboration
14 among the universities and other research
15 entities. I mentioned in March when I talked
16 to you about -- when I first mentioned VCOM,
17 which is my shorthand for the College of
18 Osteopathic Medicine is that collaboration
19 among state university systems -- we can
20 collaborate with the FSUs and the Floridas of
21 the world, but they're only going to
22 collaborate with us so far as it doesn't hurt
23 them, but we also can collaborate with other
24 research entities.

25 In that presentation that I made to you

1 in March, I showed you just the campus --
2 VCOM's campus at Blacksburg in Virginia at
3 Virginia Tech; that campus at Wofford College
4 in Spartanburg, South Carolina; and the campus
5 at Auburn. In 2015 they generated over \$138
6 million.

7 So this is no -- I'm not talking about
8 chump change here. I'm talking about -- we are
9 talking about a relationship with the second
10 largest college of osteopathic medicine in the
11 country. So when I say "and research with
12 other entities," that's what I mean by that.

13 And then so where do we go from here?
14 Well, collaboration is the key. We can see
15 that we need to have an investment in faculty,
16 facility, state-of-the-art equipment. And this
17 is from the report that we had done at the
18 Board of Governors. But even with all of those
19 reports and even with all of those
20 pronouncements and all like that, that still
21 doesn't get us any money. So we're going to
22 need money to do that.

23 And whether we get it from the state or
24 not, we still have a mission. We still have a
25 mission. And our mission is to be the best of

1 the best. We're not just the best HBCU in the
2 country. We've been there, done that. We can
3 do that with our eyes closed, but I'm talking
4 about being one of the destination universities
5 in the world for STEM with a healthcare focus.

6 So where do we go from here? The health
7 care delivery. Our population is growing.
8 Roughly -- the med schools that we have dealing
9 with about 3 million patient visits. That's
10 okay, but when you consider that we're going to
11 have 24 million people by 2030 that's okay but
12 when you consider, say, we got a 35,000
13 shortage of primary care physicians. That
14 doesn't include all of the doctors, that's just
15 your primary care physicians. That lets you
16 know that there's a great opportunity for us
17 out there for us to do some great things.

18 So in that context, my friends, I wanted
19 to just kind of get through that to kind of let
20 you know the basis of why I think this is good
21 for us. One, is that -- the research. Two, is
22 for our graduate and our bachelor's areas of
23 strategic focus, STEM. And I'm going to tell
24 you something is that when we talk about STEM,
25 some things are going to change. Technology is

1 going to change, the times are going to change
2 and all like that but as long as we have human
3 beings, we're going to need doctors, we're
4 going to need nurses, we're going to need
5 healthcare professionals to work.

6 Even if you got a machine to assist you
7 with surgery, the doctor's got to supervise,
8 right. I mean, I'm certainly not going to go
9 into a place where it's just me and HAL from
10 2000, What do you want to do, Dave? You can't
11 do that, Dave. Open that -- I can't do that,
12 Dave, you know. I have visions of that in my
13 mind.

14 So we have to have people in this
15 process. And I'd submit to you that we are
16 ideally suited to bring the people to the
17 table. And the context of my presentation was
18 I wanted to give you the kind of overall view
19 from the policy standpoint for both the
20 legislature, the Board of Governors, and the
21 Association of American Medical Colleges. And
22 I wanted Dr. Moore to come in and talk
23 specifically about the Via College of
24 Osteopathic Medicine.

25 Why don't we do this, if you guys don't

1 mind, can we have Dr. Moore do his presentation
2 and do all the questions at one time?

3 CHAIRMAN LAWSON: That's fine.

4 TRUSTEE CARTER: Thank you for your time.

5 DR. MOORE: Good afternoon, everybody.

6 We're going to watch a video right quick, if
7 you don't mind. You can't hear the video, but
8 you can watch the video. While you're watching
9 the video, look at the guy in the video. He's
10 trying to book his vacation, basically trying
11 to get the hell out from where he is.

12 Sometimes it's like working at Florida A&M
13 University. You get pounded. You get pounded.
14 You get pounded. Golf balls are flying at you,
15 finally somebody throws a golf club at you and
16 it just spirals on itself.

17 Everybody talked about HBCUs. The reason
18 I bring that humorous thing up is this: We
19 sometimes sit here and we'll say, Well, it's
20 harder for us because we're a black school.
21 Other guys don't have the same problem. Well,
22 I will tell you this: The difference between a
23 large university and a smaller university, they
24 got the same number of problems; it's just more
25 dollars involved, more people involved, more

1 history.

2 I'm going to walk you through for the
3 next 15 minutes a program that I put together
4 at Auburn University back in 2011. It was a
5 stupid idea I had, and I happened to hit at the
6 right time with the right thing. But I'm going
7 to tell you why it worked. And I want you to
8 think about that. Why did it work? Because
9 there's a medical school sitting at Auburn
10 today that wasn't there in 2011. Why did it
11 work? The Board was on board and the president
12 was on board. The deans bought it. The
13 faculty were ambivalent. And the alumni were
14 kind of going, Where are you going? But today
15 it is viewed as the game-changer for the
16 university. Why? Because it was about the
17 vision. It was about positioning the
18 university beyond where everybody thought it
19 should be to where it needed to be to succeed.

20 This is it to give you, the senior
21 leaders of this university, the chance to play
22 pinball with me, stump the chump on all the
23 questions you've got regarding this
24 opportunity.

25 Let's talk about medicine right quick.

1 There's two forms of doctors out there in the
2 world today. There are allopathic doctors,
3 MDs, and osteopathic doctors, DOs. They both
4 have the same rights, privileges, specialties,
5 subspecialties. They can be neurosurgeons,
6 primary care, oncologist. You name it, they
7 can do it all. So what's the difference?

8 The osteopathic physicians take about 250
9 more hours of class time in the didactic phase
10 -- year 1, year 2 -- of learning how to deal
11 with the body as a reciprocal and interrelated
12 unit. Trustee Mills has a bad shoulder. He
13 can't hit his golf ball the way he likes to hit
14 it, but his actual problems stems from the fact
15 that his feet are messed up and he's got a
16 biomechanical misalignment. That is a
17 different story than going to the orthoped and
18 he says, I can flip that rotator cuff and fix
19 you because all he's saying is a way to solve
20 that pain point, not find the origin of the
21 problem. It's a different approach to problem
22 solving. Okay.

23 Today -- and these numbers are a little
24 bit off -- but you get the idea -- 141 medical
25 schools of the MD variety and about 31 of the

1 DO variety, not counting branch campuses.
2 Okay. They've got 19 new schools underway, one
3 MD, 19 DO and those numbers are going up the
4 same way. And you look at all the medical
5 students enrolled in the United States today.
6 It's a paucity of where we are as a nation.

7 330 million Americans and we're only
8 kicking out about 100,000 at the end of four
9 years. We're in trouble, folks. By the way,
10 the fastest growing medical profession in the
11 United States is doctor of osteopathic medicine
12 or what is called doctor of osteopathy. Okay.

13 In the state of Florida -- you can do the
14 numbers -- it ain't real good. Medical
15 shortfall for family medicine, 45 percent. In
16 Tallahassee, Florida, it's projected to be
17 62 percent. Mark O'Bryant who runs Tallahassee
18 Memorial Hospital is paying \$200,000 signing
19 bonuses to get family practitioners to come
20 practice in Tallahassee.

21 My son who is a third-year resident in
22 Meridian, Mississippi, hasn't even gotten his
23 full medical license yet, is being told, If
24 you'll stay, we'll give you quarter of a
25 million dollar signing bonus. And they're

1 waiving his medical debt. That's how desperate
2 they are to get physicians to come in.

3 The University of Northern Colorado is
4 doing this right now, private medical school
5 hosting. Just think about it that way,
6 hosting. All right. VCOM, the Edward Via
7 College of Osteopathic Medicine was founded by
8 this gentleman, John Rocovich. He's a very
9 wealthy tax attorney. His wife, Sue Ellen,
10 they've been high school sweethearts. She was
11 a seventh grade science teacher, went back to
12 Virginia Tech, got her PhD in genetics and then
13 went on to DO school and became a practicing
14 emergency room physician for over 20 years.

15 John is mega wealthy, mega wealthy
16 meaning by the time he's 50, he's like, I don't
17 need to work anymore. What am I going to do
18 with my money? So about 15 years ago, 16 years
19 ago decided I'm going to start a medical school
20 program in my rural area of Western Virginia.
21 And that's what he started off with. All
22 right.

23 He's committed. He's also committed to
24 helping the underserved. He reaches out to
25 Winston-Salem State, Morgan State, Virginia

1 State, Seymour Johnson University, all the way
2 down the line. He briefs those students. He
3 offers them opportunities to get into medical
4 school.

5 This is their campus at Virginia Tech,
6 main campus at Virginia Tech. In their
7 buildings here they actually have -- one of the
8 pictures didn't show up. They actually have
9 seven buildings in their research department.
10 They've grown faster and bigger than they can
11 manage. They have 180 students per class
12 there, not including their post-baccalaureate
13 program. They also are one of only 11 schools
14 doing chronic traumatic encephalopathy studies
15 for the NFL for chronic brain injuries
16 occurring during constant contact.

17 And at Wofford -- Trustee Carter talked
18 about -- they started in the Carolinas. They
19 were going to put it in North Carolina, but
20 Chapel Hill didn't want another medical school.
21 Imagine that. So he went to Spartanburg.
22 Spartanburg was saying, Hey, come pick us. We
23 need the economic revitalization. Come to us.
24 I'm going to show you a picture in a second.

25 There is Wofford College where I went to

1 school. They're partnered with a small liberal
2 arts school. There's only 1600 kids that go to
3 school there. But I want to show you a
4 picture. This is the old Spartan Mill site,
5 2010; breaking ground March of 2010; May of
6 2011; September of 2011, building's open, ready
7 to roll. \$24 million fiscal plan, \$8.2 million
8 property acquisition, and then the city started
9 giving them additional properties such as the
10 old Dupree house, Reverend Dupree house. It
11 looked like it was termite infested and rat
12 dump here to the left. A year later they put a
13 million dollars into it and turned it into
14 their alumni center.

15 They've also started buying old -- the
16 old mill villages out there, fixing up and
17 selling them to low-income families. They've
18 also bought all the property here for economic
19 revitalization. How do they do that? Because
20 they're there as a partner. Okay.

21 You'll also notice from the faculty
22 instructional standpoint, two large didactic
23 classrooms, Socratic style. Every faculty
24 member stands on a 8-by-12 grid. That 8-by-12
25 grid records everything the faculty member says

1 no matter where he or she walks. When they
2 turn and write on the board, everything is
3 captured. It's all uploaded to the web. They
4 have a mandatory flash requirement by facial
5 recognition. And everybody can then access the
6 materials after-hours.

7 They also have a state-of-the-art human
8 cadaver room for gross anatomy. What they do,
9 and it's very poignant, when families donate
10 members for science, they host a very somber
11 dinner ceremony for the medical students to
12 meet the family members who donate their loved
13 ones to advance science as a way to say thank
14 you.

15 The facility is also open for other
16 activities during the school year for meetings
17 such as things that maybe FAMU might want to
18 do.

19 2011, an idiot, standing before you, came
20 up with an idea. Auburn had wanted a medical
21 school for over three years. Jay Gogue, the
22 president who just retired, had said I want a
23 medical school. There were three reasons
24 behind this and it was all about money --
25 money, money, money. He realized that they

1 needed to grow their research base. You could
2 do it through classified programs,
3 international studies, or human health-related
4 studies. So they formed a committee -- well,
5 actually, they formed two committees. They
6 were both cul-de-sac committees. They were
7 blocked. Nobody wanted a medical school. They
8 thought it was going to be competition at the
9 trough.

10 My son went to first-year medical school.
11 I got into his white coat ceremony. I sat in
12 the back. I looked at the number of faculty.
13 I looked at the building and the capital
14 infrastructure and I had an idea.

15 I came back and I briefed him on October
16 the 26th. By December of that year we had this
17 deal locked and cocked.

18 This is the announcement ceremony in
19 August when everything was signed. The reason
20 for the delay was the land deal, and I'll tell
21 you about that in just a second. John
22 Rocovich; Jimmy Sanford, chairman of the board;
23 Mark Levine, president of American Osteopathic
24 Medical Association; Wayne T. Smith. Mr. Smith
25 is the CEO of Community Health Systems, the

1 second largest hospital operation network in
2 the country, 150 hospitals across 29 states.
3 Mike Hubbard, Speaker of the House of Alabama;
4 Mayor Bill Ham of Auburn; William Anderson,
5 retired osteopathic surgeon, also noted civil
6 rights leader from Albany, Georgia. We'll talk
7 about him in just a second. He's also on the
8 Board of Directors of VCOM. He came here in
9 2015 and spoke, and he was the one that said,
10 "We've always wanted to put an osteopathic
11 school at an HBCU."

12 That's James Andrews for those that
13 follow sports. That's the guy that fixed
14 Adrian Peterson, Brett Favre and other
15 athletes, orthopedic surgeon to the stars;
16 General Robb, the highest-ranking two-star
17 general in the osteopathic world in the Air
18 Force; that's Andrew Hugine at Alabama A&M and
19 former President Rochon at Tuskegee; and the
20 hound dog on the end is Jay Gogue.

21 The reason for this is it was a unified
22 approach to try to deal with rural medicine and
23 rural problems. When I say "rural," it is poor
24 white folks, but there's a lot more poor black
25 folks. As I tell people -- and I'm going to

1 tell you about this in the state of Florida in
2 just a second -- it's bad. And it's about to
3 get a lot worse.

4 This was Jimmy Sanford's slide. He
5 wanted me to put it together. So you see
6 Auburn seal, VCOM seal, two 501(c)(3)
7 non-profits, completely separate funding and
8 accreditation. If we blow up, they're not
9 touched; if they blow up, we're not touched.

10 27,000 students versus 1400 students,
11 \$2 billion a year. Folks, I want to tell you
12 again, they're worried about Auburn's brand at
13 \$2 billion a year in funding. They're worried
14 that they're going to be obsolete in the new
15 world order. That's why they went after a
16 medical school. And the state of Alabama is
17 broke, I mean broke. That's why they did this.
18 And the idea was to do what? Extensive basic
19 and applied research versus clinical and the
20 idea was for the citizens of the state, the
21 land grant with a free medical school and a
22 medical school with a free land grant.

23 To show you I'm not lying, it's \$150
24 million a year economic impact estimation just
25 out of the construction of the school, not

1 mentioning the operation of that school. This
2 is the building that is now in operation.
3 There are two full -- excuse me, three full
4 classes that are in there now, 162 kids per
5 class. That's 100,000 square foot physical
6 space sitting on 16 acres. Auburn University
7 since that state property leased it to the
8 medical school for 99 years at a million
9 dollars a year. That money goes straight to
10 the bottom line of the university.

11 In addition to that, every student in
12 year 1, year 2 -- so 324 students if my math's
13 right -- pays the \$568 per semester student
14 fees so they can ride transit systems, buy a
15 meal plan, go to football games so they can get
16 in, et cetera.

17 This was my slide from 2011. This is the
18 future home, now home, of the pharmacy research
19 building and the new nursing school. They
20 created Auburn University's health sciences
21 corridor. The whole idea is there's going to
22 be an entire infusion of businesses and
23 research around health sciences.

24 I'm going to walk you through this. And
25 this may be controversial for this crew, and I

1 apologize but I'm a straight shooter. I don't
2 bullshit people. I'm going to tell you what I
3 think. If you don't like it, you can fight
4 with me over it, but that's fine. What are our
5 strengths?

6 CHAIRMAN LAWRENCE: You need to stop
7 pussyfooting around.

8 DR. MOORE: For an old curmudgeon you're
9 right.

10 CHAIRMAN LAWRENCE: Talking about you or
11 me?

12 DR. MOORE: As my son used to say, I have
13 two colors of hair: black and old, but mostly
14 old.

15 It compliments our core mission setting.
16 It seamlessly fits with our rural roots and
17 extension mission. It's a bold addition to our
18 FAMU brand. It creates a new destination for
19 our best and brightest.

20 Anybody in here know a guy named Curtis
21 Crowler? Smart guy, right? Does he go to FAMU
22 anymore? No, he's not. He left. Where did he
23 go? He got sucked off by University of
24 Florida. Second-year student, 4.0 superstar,
25 going to be a doctor. They said, Tell you

1 what, we got sex, drugs, and candy. Come on
2 over. We'll get you the one year, and we'll
3 get you right into medical school. You don't
4 need a baccalaureate.

5 Guys, what you don't understand is this,
6 that we are in a pitch battle for the best kids
7 we've got in our programs and they're getting
8 sucked off by other programs that go, I want
9 diversity. I'll just steal Mr. Mills. We're
10 losing because he doesn't have a medical school
11 to go to.

12 What are the threats? The state. What
13 are they going to say? UF and FSU, what are
14 they going to say? What about our alumni?
15 What are they going to say? How about
16 ourselves?

17 By the way, I've heard all the rumors.
18 Dr. Robinson, I apologize for this: The first
19 rumor was when this medical school's -- I ought
20 to give this man the job.

21 The other rumor is this medical school is
22 to make sure this man doesn't get the job.

23 The other rumor is that this was offered
24 to FSU first but they turned it down so we're
25 getting sloppy seconds. Can I say

1 categorically that the one thing at Florida A&M
2 University I've learned in 32 months that the
3 most valuable commodity in existence for
4 currency is rumors. The more salacious, the
5 more tabulating, the more value. And yet I
6 will tell you this: 99.999% are people talking
7 out their rear ends. Wouldn't recognize how to
8 solve a problem, don't want to help, just want
9 to sit there and talk about it.

10 The opportunity is here. If we're going
11 to make a bold pivot, this is the way we're
12 going to do it. If this isn't it, and I tell
13 everybody -- Gary McCoy was here -- Trustee
14 Carter, I'm a soldier. If this group says
15 we're not interested, roger that. We're going
16 to move on wherever you tell me to go, but if
17 this isn't it, then you tell me what it is. If
18 it isn't now, then you tell me when now is.
19 And if this is not where we're trying to go as
20 an institution, then where are we going?

21 By the way, when I briefed the governor's
22 chief of staff, the first question that came up
23 was, Well, what about John Thrasher? You know
24 what I answered? With all due respect to John
25 Thrasher -- I love the man -- but guess what, I

1 guarantee you he didn't wake up this morning
2 worrying about what his decision's going to do
3 to that man sitting in that chair. And I don't
4 really give a damn about what I'm going to do
5 to him.

6 We're fighting for the same niche in the
7 ecosystem. We better understand that. That's
8 why I showed the commercial, the guy in the
9 golf cart picking up golf balls. If you're
10 getting shot at all day, it becomes normal.

11 If I said, Justin, that's going to be
12 your job. I'm not doing that job. Man, I'll
13 be loss of hearing, I'll be nervous all day
14 long. All that guy was trying to do was get to
15 his retirement. Get to my vacation. We've got
16 to do something different, folks, or we're
17 going to keep getting the same stuff we've
18 always got.

19 Wayne T. Smith owns 125 -- or excuse me
20 150 hospitals in the nation, 28 of which are in
21 the state of Florida. Let's talk about
22 residencies for just a second because this was
23 the second question that came from the governor
24 -- governor's office. What about residencies?
25 We lose half of our medical school graduates

1 because there's not enough residencies.

2 Let me tell you a dirty little secret
3 nobody tells you about medical school. Justin,
4 do you know what the tuition is at Florida
5 State for a medical -- let's say \$25,000.
6 Let's just be casual about it; right? That
7 medical school tuition doesn't cover but 25,000
8 of \$150,000 per year cost to the state for four
9 years per student. That's a lot of money going
10 to support a program that supposedly is
11 financially neutral.

12 Residency programs are expensive to
13 start. They're about a million dollars a pop.
14 Do I know that? How do I know that? Because I
15 started three in Alabama when I was with this
16 medical program. Who pays for that? Well,
17 some -- or the medical program pays for it.
18 Some -- VCOM was sitting on a pile of cash.
19 How much?

20 The Via name, for those that don't know
21 is nothing. Mr. Via was a nice man. He was an
22 engineer, but he married money. He married a
23 lady by the name of Marion Bradley from
24 Milwaukee. She was one of two adopted
25 daughters. Those of you that are older in the

1 room -- Justin, this won't be you, by the way.

2 There are the Allen-Bradley company out
3 of Milwaukee. When they sold the company after
4 the old man died, the family trust went to \$1.7
5 billion. So Edward, I don't believe, has ever
6 drawn a W-2 in his life, collects baseball
7 cards -- a great job to have, by the way. I'd
8 love to do it. But he's lent part of his
9 escrow to this program and it's grown from
10 there. They're sitting on about a quarter of a
11 billion dollars.

12 All of their programs operate in the
13 black. They charge \$42,000 a year per student.
14 Every amenity is afforded to that student.
15 What do I mean by that? FSU student. When an
16 FSU student goes off to go through clinical
17 training, they usually go to Tallahassee
18 Memorial Hospital. Tallahassee Memorial
19 Hospital, you'll see them. They're like a herd
20 of turtles behind one doctor, 30, 20 kids
21 behind a doctor trying to look and see what
22 he's doing. VCOM thinks that model is
23 absolutely wrong. So what do they do? They
24 pay their clinicians. Their clinical faculty
25 draw a thousand dollars a month per student up

1 to a maximum of three students. They get an
2 iPad mini. They get their terminal learning
3 objectives so when little Timmy is there trying
4 to learn how to be a doctor, Dr. Carter can
5 say, tell me about Ebola.

6 The point is, is they use small numbers.
7 When my son went through this program --
8 because he transferred from the Kentucky
9 program to VCOM. He liked the clinical model.
10 The second thing, they put him off in these
11 rural areas.

12 Where do they live? VCOM pays for the
13 apartment or buys the house and furnishes it so
14 four or five kids at one time go to that
15 hospital. They check in with their linens and
16 their suit and their stethoscope and a month
17 later they check out; power, cable and
18 everything is on, paid for them.

19 TRUSTEE MILLS: So they put them in one
20 of the hospitals they own?

21 DR. MOORE: One of these hospitals, yes,
22 sir. As Mr. Smith -- when I went up and
23 briefed him in Franklin, Tennessee, he said,
24 Any of my hospitals are open to VCOM at any
25 time. And when the dean asked him, she said,

1 Sir, well, we'd like to talk to some of the
2 CEOs. He said, What part of my directive don't
3 you understand? If they disagree with me, they
4 don't have a job.

5 We've been offered -- the president will
6 tell you -- Trustee Moore was also there when
7 Mr. Rocovich came to visit us about a year ago.
8 We were offered the opportunity -- they would
9 pay for a completely online post-baccalaureate
10 program and allow us to derive all the revenues
11 from that program.

12 What does that mean? When you have some
13 students that have a lot of fun in their first
14 year and then get serious in the second and
15 third and fourth year, the GPAs just aren't
16 quite there. This program allows a nine-month
17 program. Basically it's a master's non-thesis
18 program for a year. If these kids pass with a
19 3.6 GPA, they're automatically assimilated into
20 medical school if they want to get in.

21 I'm going to tell you about a young lady
22 that Trustee Carter met when we went to
23 Spartanburg. Her name is Bridgette Peters.
24 She was a Spelman graduate. She was at Auburn
25 when she got her PhD. Tried though she may,

1 she could not in the old MCAT formula do very
2 well on the MCAT test. It's very difficult.
3 The cutoff for most interviews at Florida State
4 or University of Alabama in Birmingham is 29.
5 She was ringing in at about a 18. They would
6 not even interview her.

7 VCOM interviewed her and took her as a
8 whole person. She's now in her third-year
9 program at VCOM Spartanburg in clinical phase,
10 4.0 both years. And she's going on to become
11 what? A rural health provider in her home area
12 of Charleston, South Carolina. That's what
13 this is about, transforming lives.

14 Where are we right now and what's the
15 next step? We have an articulation agreement
16 that Dr. Robinson signed. I would like to have
17 some type of -- we've done this with Trustee
18 Carter; that was one visitor. I'd like to have
19 him come down and look at how we build this
20 program if -- it's up to y'all; look at a joint
21 research sciences institute.

22 Mr. Rocovich has already offered to put a
23 million dollars on the table. We have to match
24 it, and we can do that, in kind and other ways.
25 He's also offered it to Auburn University and

1 has offered it to us. He would pay the whole
2 freight for the building, the medical building;
3 since it sits on our property. If they default
4 or go away, the building becomes ours for free.

5 And he's offered it to Auburn and for us
6 that if we want a dedicated biomedical sciences
7 building, he will pay for half the building and
8 half the equipment. By the way, the two floors
9 of the four floors of the pharmacy building
10 research at Auburn are paid for by VCOM.

11 Oh, by the way, the dean -- former dean
12 at Auburn's medical -- excuse me, pharmacy
13 school is a gentleman by the name of Dr. Lee
14 Evans, a rather irascible individual. And when
15 I first had the pleasure of having to brief him
16 at the direction of Dr. Gogue about their
17 medical school concept, he absolutely cussed me
18 in his office. He threw things at me. He had
19 a hissy fit, if you will, and said that I was
20 going to destroy his school and this would be
21 the end of him and ending everything he was
22 trying to do and how dare I. A year later, he
23 said this is the best thing that's ever
24 happened this college. He's got a new research
25 building and he now supports it and he's

1 actually moved up his NSF rankings.

2 TRUSTEE MILLS: So for me --

3 DR. MOORE: Yes, sir.

4 TRUSTEE MILLS: -- and maybe not for
5 anybody else. I apologize, but can you just
6 start back here where they were going to pay
7 for the entire building --

8 DR. MOORE: Yes, sir; all the faculty
9 that they use.

10 TRUSTEE MILLS: All the faculty they use.
11 And what's the size of that scale? Tell me
12 again.

13 DR. MOORE: My guess, given that you get
14 bigger every time, about a \$110,000 building.
15 You're looking at about 10,000 square foot
16 building. The building itself would be 27, 28
17 million fiscal, then whatever the lease works
18 out for our property.

19 TRUSTEE MILLS: And the number of
20 faculty?

21 DR. MOORE: They have usually about 40
22 faculty. Don't forget, direct faculty in the
23 didactic phase year 1, year 2, that's a varied
24 cap. That's eight-hour-day kind of program.
25 Then they have about 360 clinical faculty

1 spread out everywhere else. Does that make
2 sense to you?

3 TRUSTEE MILLS: And that's totally
4 different than the previous slide with the
5 online program?

6 DR. MOORE: That's correct, sir. The
7 online program would be ours. We would set it
8 up. We would populate it. We would run it.
9 We would collect revenue from it. And we'd be
10 paid to set it up if we wanted to do that.

11 TRUSTEE MILLS: And then after that, then
12 there's a research facility.

13 DR. MOORE: Yes, sir, that's correct.

14 TRUSTEE MILLS: That they would pay for
15 half of it.

16 DR. MOORE: That's correct sir.

17 TRUSTEE MILLS: If we wanted to have a
18 medical -- biomedical --

19 DR. MOORE: So let's say it's a \$50
20 million building, 25 million plus --

21 TRUSTEE MILLS: Right.

22 TRUSTEE WOODY: So the first building you
23 said he would pay 100 percent?

24 DR. MOORE: Yes, sir, 100 percent of the
25 first building which is his medical building.

1 I'll go back and show you. That building right
2 there is 93,000 square feet, sits on 16.8 acres
3 of land and it was a cost of 27.3 million, I
4 think, to complete. He did it all with local
5 architectural and local contractor support --
6 contractor support to make it happen. And I
7 think that building took about 17 or 18 months
8 to complete. The one in Spartanburg was about
9 an 82,000 square foot building and was about
10 \$23 million. And the clock time, I think, from
11 the construction was about 14 months, 13
12 months. They didn't like it, but they were up
13 against the window.

14 TRUSTEE WOODY: What about the operation
15 cost?

16 DR. MOORE: They pay all that. There's
17 no deferred maintenance. They pay all their
18 freight. They pay everything.

19 TRUSTEE MILLS: And all we do is provide
20 the land?

21 DR. MOORE: Yes, sir, the land.

22 TRUSTEE DORTCH: And that's a ground
23 lease?

24 DR. MOORE: Yes, sir, that's a ground
25 lease.

1 TRUSTEE LAWRENCE: What does the Board of
2 Governors think of this?

3 DR. MOORE: What do they think of this,
4 sir?

5 TRUSTEE LAWRENCE: Yes.

6 DR. MOORE: I can't speak for the Board
7 of Governors. Trustee Carter may be able to
8 add to it.

9 TRUSTEE LAWRENCE: Well, you must have
10 had some conversation.

11 DR. MOORE: I've had a conversation with
12 Allen Levene who's kind of in our overwatch
13 position which is kind of unique because the
14 hospital network I showed you in Florida, he
15 sold to Mr. Wayne Smith. So he also retains
16 hospitals in Johnson City, Tennessee. He knows
17 VCOM. He likes them because they pay for the
18 residency program in those hospitals.

19 Why is that important to these hospitals?
20 As you know, Trustee Mills, when you have a
21 teaching hospital, when you have a clinical
22 residence and practice there, you actually get
23 to get a 50 percent differential on your
24 Medicare bids -- Medicaid bids. So they
25 actually make more money because they're a

1 teaching hospital.

2 TRUSTEE CARTER: So I talked to the -- to
3 answer your question, Dave, I talked to several
4 members of the Board of Governors and the
5 question they asked was -- what is it that
6 you're asking -- in your concept that if we
7 bring this school to FAMU, what is it that
8 you're asking us to do? I said the only
9 requirement for the Board of Governors would be
10 to approve or disapprove the lease because
11 they're going to build their own building.
12 They're going to staff their own faculty.
13 They're going to pay their own costs and all.

14 So the only thing would be -- and, of
15 course, I said I would like to have it on FAMU
16 and I said down by the pharmacy building, the
17 old FAMU High because them kids can walk across
18 the street. That can be our medical and
19 healthcare corridor down there. You already
20 got pharmacy down there, right up there you got
21 Dyson, you got biology and all, so you've got
22 all of that. That can be like our medical
23 healthcare corridor.

24 But the only requirement and the other
25 responsibility, for lack of a better word that

1 the Board of Governors would have in this
2 project as we presented would be to say yay or
3 nay on the lease.

4 TRUSTEE WASHINGTON: I have a question.

5 TRUSTEE CARTER: So if they're coming in
6 -- sorry. They have the building, the faculty.
7 So if they're putting a lot -- what is the
8 government structure because I feel like that's
9 going to be an issue, who's making those
10 decisions for them, how do they interact with
11 us and then the Board of Governors?

12 DR. MOORE: Seven page articulation
13 agreement between the two universities.
14 They're separately accredited and separately
15 financed.

16 TRUSTEE WASHINGTON: But do they have a
17 Board?

18 DR. MOORE: They have their own Board of
19 Directors, yes, ma'am. They have to.

20 TRUSTEE CARTER: Yes, they have their own
21 Board.

22 TRUSTEE WASHINGTON: So who -- so they're
23 their own but they're on our --

24 TRUSTEE CARTER: They're just a tenant.

25 DR. MOORE: It would be like Chick-fil-A

1 except they're doing medical school.

2 TRUSTEE CARTER: Right.

3 TRUSTEE WASHINGTON: But we have
4 different regulations that we have -- I feel
5 like that's something that needs to be flushed
6 out because I don't feel like we can just say
7 that they are leasing space from us and we
8 don't have any liability or anything.

9 DR. MOORE: The articulation agreement
10 would handle that, ma'am, because you're
11 exactly right. They have clinical liabilities
12 that they have insurance for their students,
13 our faculty.

14 If we had Dr. Holder from pharmacy
15 wanting to come over and teach pharmacometrics
16 or cardiology, he would be able to pick up an
17 extra stipend if the university allowed it to
18 happen to teach there or if he retired and
19 wanted to go work there, you can do that.

20 But from a standpoint of governance, we
21 can't govern another institution that has their
22 own charter, nor they us.

23 TRUSTEE WASHINGTON: What happens if they
24 make a decision that we don't like or don't
25 agree with?

1 DR. MOORE: Well, you own the land --

2 TRUSTEE CARTER: I'm trying to put my
3 mind around what kind of decision would they
4 make that we wouldn't like in that they're
5 going to be operating their college of medicine
6 and we're going to be operating our programs
7 like we normally do that won't cause us to do
8 anything any different than we're currently
9 doing now or cause them to do anything any
10 differently than what they're doing.

11 TRUSTEE BRUNO: Would there be a term of
12 the lease -- the land lease and do you know how
13 long --

14 DR. MOORE: My guess is since we cannot
15 sell state property assuming there's a
16 sovereignty, it will be just like it was in
17 Alabama. We did a 99-year lease and fixed
18 rate. What the university decided to do
19 because they did the lease in 2012, they decide
20 to defer any lease payments for three years to
21 allow the building to be constructed and then
22 it was a graduated step-up. Over the next
23 three years it went from 500 to 750 to the \$4
24 million, and it was \$4 million thereafter. And
25 the university makes about 4.2 -- 3.75 to \$4.2

1 million a year in the bottom line just for
2 having them.

3 TRUSTEE MILLS: I've got to figure that
4 out -- after Thomas.

5 DR. MOORE: Yes, sir.

6 TRUSTEE DORTCH: So with the -- I chair
7 at Fulton-DeKalb Hospital with the Grady Health
8 System which is the fifth largest safety net
9 hospital in the United States.

10 DR. MOORE: Yes, sir.

11 TRUSTEE DORTCH: And we have six clinics
12 and Emory University and Morehouse School of
13 Medicine are our providers -- well, 30 percent
14 of our doctors come from Morehouse School of
15 Medicine and 70 percent from Emory. So I
16 understand -- we're one of the largest teaching
17 hospitals in the United States. So I
18 understand this pro-health area.

19 So we do the ground lease. And, of
20 course, that land and plan -- well, it will all
21 be spelled out in these documents, it reverts
22 back to us. And I'm sure we will require
23 insurance where we are insured under any kind
24 of insurance that they would have we would be
25 listed as insured under any of their potential

1 liabilities.

2 I assume we then would also or would need
3 to put in there a protection so that none of
4 our faculty are recruited to come from here
5 with any circumstance that they don't become
6 competitors for anybody that may be in our
7 system including -- I assume that whole issue
8 will be worked out that there is a -- hopefully
9 a practice where our students who qualify from
10 here will have access into their programs.

11 DR. MOORE: Yes, sir. We have an
12 articulation agreement that says that.

13 TRUSTEE DORTCH: Okay. And with that,
14 I'm with Trustee Washington. I'm sure there's
15 got to be some other restrictions from the
16 Board of Regents other than just that we're
17 leasing the land to them.

18 So all of that said, it sounds almost too
19 good to be true.

20 DR. MOORE: Yes, sir. And, by the way,
21 that was the impression at Auburn as well. And
22 when we went in there -- again, I'm offering
23 two things: And, one is, Trustee Carter when
24 he first heard about it, he said the exact same
25 words. It sounds too good to be true. There's

1 got to be a catch.

2 TRUSTEE DORTCH: I'm not even saying --
3 the reality is that we need to understand this
4 is not a medical school -- this is not our
5 medical school. We're just providing the land
6 for them and how -- we want to ensure we hear
7 from Dr. Robinson, but the reality for us is
8 that we're providing land for a medical school
9 to be on our --

10 DR. MOORE: Yes, sir.

11 TRUSTEE DORTCH: -- which collaborates
12 with research and all that. I think I do see
13 the potential for enhancement and opportunities
14 and also as long as we're clear that we're not
15 -- it's not our medical school --

16 DR. MOORE: Yes, sir.

17 TRUSTEE DORTCH: -- that we're bringing
18 in a partner, contingent partner that can
19 enhance our program because it is a medical
20 school, then I think that as long as we're
21 going in with our eyes wide open, I see a great
22 potential.

23 DR. MOORE: And Auburn since it's not
24 Auburn's medical school but it's an affiliated
25 or adjunct medical school. Auburn University's

1 ability to capture NIH funding goes from 4
2 percent to 24 percent per proposal. If you're
3 Harvard you have a 51 percent of getting
4 funding. So you've got a six-fold increase and
5 no cost to the university, too.

6 Let's talk about the dynamics that
7 happened at Auburn because I think it reflects
8 kind of where we are. The Board was unified.
9 The Board was unified, but they wanted to do
10 something bold and declare the provost and the
11 general counsel didn't want it. The general
12 counsel held the land deal up for seven months.
13 And they finally said, We've got a time clock.
14 We're going to get going. So we have to find
15 some other dirt and in Auburn we're going to
16 build.

17 And Jimmy Sanford found out. He got the
18 president. They got everybody on the phone and
19 the president issued (inaudible). Get the deal
20 signed or submit your resignation and get off
21 the island. We're going forward.

22 Second thing, the biggest pushback we got
23 in the state is two people: the governor,
24 Robert Bentley, who resigned this year who's a
25 MD from Tuscaloosa and the University of

1 Alabama, Birmingham. They absolutely went
2 berserk.

3 The arguments were DOs aren't real
4 doctors. That's not true. Auburn University
5 doesn't deserve a medical school because you're
6 a CAL school (phonetic), just adding. It's not
7 your job; it's our job. If you want research
8 dollars, we'll give you \$50 million. We've got
9 \$500 million a year. Will that make you go
10 away? If you don't stop, we'll build our own
11 pharmacy school. And none of it worked.

12 In the end, there are three hurdles to go
13 through in the state -- in Alabama -- the
14 Secretary of State for businesses, the
15 Department of Education -- excuse me -- yeah,
16 the Department of Education, private school
17 licensure. I'm not so sure they worked -- and
18 then the Alabama Commission of Higher
19 Education. Those were the three hurdles I had
20 to go through to substantiate and authenticate
21 they were real.

22 This is built, and what UAB was very
23 upset about was the fact that they counted on
24 the 20 best students from Auburn coming to the
25 University of Alabama every year. Now they're

1 in competition. But let me just say something
2 about these schools. This is a little old
3 piddling old osteopathic school. They had
4 9,000 discreet applicants for almost 600 slots,
5 9,000.

6 Our articulation agreement says if Bettye
7 Grable first year student, second year student
8 keeps 3.6, 3.7 GPA and the basic sciences are
9 around a premed program, they will offer her a
10 seat in medical school upon graduation from
11 FAMU with a degree, maintaining everything else
12 as is.

13 She now doesn't have to go through all
14 the application process. She doesn't have to
15 go through the multiple MCAT training programs
16 and she and her family don't have to pay for
17 travel to go visit all those schools unless she
18 tries to go to Emory. As I tell every kid, you
19 want to go to Emory, that's your ego, go.

20 TRUSTEE MILLS: Can I do this \$4 million
21 -- you mentioned \$4 million revenue number.
22 Will you stack that for me?

23 DR. MOORE: Okay. Million dollars for
24 the property. 162 plus 162 times 568 times 2.
25 So how that comes to be, that's your yearly

1 number. So a million dollars base for the
2 property, 162 kids per class times 2 classes
3 times \$568 a semester for Auburn University
4 student fees paid by VCOM times 2 semesters.
5 That's what you get each year. That's the
6 number. I think that comes to like 3.4, 3.5,
7 somewhere in that range.

8 TRUSTEE MILLS: Dortch was the math guy.

9 DR. MOORE: He's smart. I can't do it.
10 But taking it back on the IT infrastructure,
11 their e-mail system, it's @auburn.vcom.edu,
12 Virginia Tech.

13 TRUSTEE WOODY: Tim?

14 DR. MOORE: Yes, sir.

15 TRUSTEE WOODY: You said you met with the
16 governors. What was the opinion of the
17 governors?

18 DR. MOORE: Well, they -- they asked the
19 question, what about the University of Florida
20 and Florida State, what about residencies, and
21 then in the end they go, this fits in the
22 governor's model of public/private
23 partnerships, no state funding. I'll ask the
24 governor if the governor has any problems or at
25 least the chief of staff; I will get back to

1 you. We never heard back. That was over a
2 year ago.

3 TRUSTEE MOORE: So just to the point of
4 transparency was I met with them a year ago and
5 it didn't move and then it kind of
6 transitioned. I think it's transitioned among
7 at least three Board members, this conversation
8 going back and forth.

9 As a point of transparency, one of the
10 things that brought concern to me at that
11 meeting was one, the governance piece; and then
12 the second piece of it was tied to the need for
13 speed and that it had to get done in the year
14 2017 relative to the commitment.

15 And I wanted to understand better why was
16 the push for 2017 this year and why FAMU -- not
17 that we were not deserving of a great
18 opportunity, but I just wanted to understand
19 that piece.

20 So, Tim, if you could talk to them about
21 why 2017.

22 DR. MOORE: John Rocovich reached out to
23 me two years ago, Trustee Moore, when
24 Dr. Mangum was in charge and asked if we would
25 be interested in a medical school. And I said

1 I believe it's a little bit hectic, that
2 university right now, and I think we need to
3 allow things to calm down.

4 So he's been checking back in about every
5 three or four months. And then after Dr.
6 Robinson was appointed, he even asked, should
7 we delay it until after the first of the year.
8 He's a new guy and he's trying to get his arms
9 around the university and are we going to put
10 too much on his plate. And I said, No, sir, I
11 think the time is right. We met in November.
12 The ball's in our court.

13 And since then, we've effected a visit to
14 the other two campuses so that Trustee Carter
15 could authenticate what he saw. I can
16 facilitate. I can turn you over to
17 Mr. Rocovich. You guys can talk to him. I'm
18 not the broker here.

19 Please, guys, understand this, my ego's
20 not wrapped up in this. I've done one of
21 these. I've got all the bling on my wall that
22 I care about. I look at this as a game-changer
23 for the university, as a way to flip the story.

24 With regard to your other comment,
25 Trustee Moore, about a timeline, the timeline

1 is not urgent. I don't know if that was --
2 maybe I missed that, but there is a timeline
3 that I laid up here of next steps.

4 And I think the articulation agreement
5 has been signed. We're looking at -- the VCOM
6 visits have already occurred, not the whole
7 Board, just one Board member beginning
8 development of an online post baccalaureate if
9 we want to. We look at a joint research
10 institute between the two enterprises.

11 So we're kind of dating before we get
12 married. We start looking at student
13 recruiting. We start looking at an
14 establishment of the two-year didactic program.
15 What does that mean? If we do a full-up branch
16 campus a la Auburn, it's got to go up to the
17 National Board with the Council of Osteopathic
18 Accreditation and they have to be reviewed and
19 approved; however, if we do a satellite
20 program, you can have 30 to 40 students in a
21 brand-new building built basically just as a
22 general location and have it done.

23 Then we start looking at 2019, 2020, the
24 actual site selection and building of a new
25 campus. That might be an expansion of this or

1 this may be space they rent from us to do their
2 work and then looking at a whole new medical
3 campus. That's the five-year timeline, which I
4 think coincides with our strategic planning, if
5 I'm not mistaken.

6 TRUSTEE MOORE: Well, we have a different
7 perception of the meeting but Dr. Robinson was
8 there so maybe he can chime in with how he
9 perceived it and heard it.

10 DR. MOORE: Okay. But what was that --
11 tell me if I've got this wrong because this is
12 what --

13 TRUSTEE MOORE: No, what he specifically
14 said because I remember I put a pin on it, but
15 why the urgency for 2017 because there was some
16 language that if it didn't happen this year,
17 there was something that was happening --

18 DR. MOORE: What your point is that
19 people -- in the aliphatic -- osteopathic
20 world, they're merging the ACGME. It's called
21 the ACGME merger, American Graduate Medical
22 Education Merger, i.e., residency programs are
23 all going to be one. They're all going to be
24 one. And so they wanted to try to get in on
25 that window, that horizon. That's passed.

1 That's gone. That ship has sailed. So that's
2 what we're looking at, this 2022 window or as a
3 satellite campus.

4 TRUSTEE WASHINGTON: I have a couple
5 questions. One directed to the articulation
6 agreement is who actually signed that and what
7 would be included in it?

8 PRESIDENT ROBINSON: And let me just for
9 the record clarify the nature of that
10 agreement. That agreement was not about a
11 medical school. Just in case -- it was about
12 -- it was about student recruitment and
13 research. It was right there -- but the idea
14 when I met with Mr. Rocovich and Dr. Moore, he
15 expressed his willingness to take every single
16 student we had and put them in a medical school
17 career. Well, you know, that's fine and good.
18 I don't think that's going to happen because
19 they need other options; however, we did
20 develop this MOU. Subsequently, we met with
21 his -- I guess it's the dean of diversity or
22 something at the medical school.

23 DR. MOORE: That was Dr. Gary Hill. I
24 believe he's the highest-ranking African
25 American in the osteopathic medical world.

1 PRESIDENT ROBINSON: So we can disagree
2 focusing in on students and research
3 collaboration. That was it.

4 TRUSTEE WASHINGTON: So we would have to
5 expand?

6 PRESIDENT ROBINSON: No, you have to have
7 a totally different agreement -- maybe elements
8 of that would be part of it, but I just want
9 you-all to know that there's nothing
10 anywhere --

11 DR. MOORE: There is no promissories.

12 PRESIDENT ROBINSON: -- that has anything
13 to do with the medical school.

14 Now, I do want to point out that -- Tim
15 and I have talked about this too in my
16 conversation with Mr. Rocovich, for whatever
17 reason I'm not sure, but he said they weren't
18 ready for a new school at this exact time
19 because in some amount of time Auburn had --

20 DR. MOORE: Auburn has to get its first
21 class out by 2019 and that way it will complete
22 their completion cycle. They're required to
23 graduate in, like, a full program. So that's
24 the earliest they can begin looking at this.
25 That is the -- he was trying to get a soft

1 touch down before 2017. That window has
2 elapsed and so he's looking at this.

3 I also make sure -- I'll offer this; Jay
4 Gogue is retired. He's in Auburn now. If it
5 would be beneficial to this Board, I could get
6 the old guy rassed up and put him on the
7 phone because I think it's important that you
8 have a fully informed opinion about what you're
9 about to consider.

10 And, again, I want you to understand I'm
11 passionate about it because I believe health
12 science is -- being 22 percent of the U.S.
13 economy, our kids have a fighting shot to be
14 big players in that economy.

15 The way we're going to be able to be a
16 big dog on the ground is to have something like
17 this. And the odds of getting the state
18 legislature to commit to a state-financed
19 medical anything for us -- I won't say is
20 impossible -- it's remote, in my opinion, but
21 this is the only way we can do it. And that
22 was the comment from Governor Levene was that
23 the legislature would never give us the
24 opportunity -- that was his opinion -- to pay
25 for a full medical school out of state costs.

1 He felt this was the way to go, but he can't
2 sit there and endorse it in advance. I mean,
3 he's got to do all the things he's doing. We
4 just had a conversation about it. It lasted
5 about an hour and 20 minutes. So real -- I'm
6 sorry, sir.

7 PRESIDENT ROBINSON: If I could -- I do
8 want to -- because I think everybody's trying
9 to find out well, what does the president know?
10 Well, I really appreciate somebody perhaps even
11 more of us, as Trustee Carter said this
12 morning, looking out there to see what's big,
13 you know, and presents a great opportunity or
14 opportunities for the university.

15 This, you know, obviously falls in that
16 category; but I have to be parochial for a
17 minute and go back to the world that, you know,
18 I'm in right now and in particular those of you
19 who had a chance to see a bit of this back in
20 June when we presented our work plan to the
21 Board of Governors.

22 And it was -- it was not an easy
23 discussion even talking about taking our
24 enrollment from 9600 students to 12,000
25 students. It was -- and in fact before that

1 presentation -- and you saw the notes, right,
2 the back and forth on the draft work plan with
3 staff when they were questioning FAMU, you
4 know, do you really know what you want to do?
5 You got these products over here with student
6 success, but you're trying to do research, for
7 example. They were telling us, Why are you
8 going to pursue that?

9 And so we made an argument that, you
10 know, research for example had individual
11 benefits and impact on the values of undergrad
12 students. But in that world, from that sort of
13 view of things, it was hard enough getting a
14 non -- I mean, just sort of a -- you know, and
15 I don't want to divulge the work plan because
16 it's very, very important, but we weren't
17 talking about dumping our enrollment. We
18 weren't talking about adding a new PhD program
19 in chemistry and biology, right.

20 We were basically talking about some
21 incremental -- incremental things and they were
22 met with, Why are you focusing on these things?
23 You ought to be in fact -- I got asked a
24 question, Why would a student come to FAMU
25 based on how you perform?

1 So that's sort of the parochial
2 provision. So I think that -- you know, and I
3 know you could all do it, but you-all have
4 those contacts and so forth. That would take a
5 lot of vetting, a lot of vetting to move this
6 forward on behalf of the Board of Governors,
7 the legislature.

8 It's going to be a ton of work, so what
9 you have to balance that against is what about
10 everything else that you have as priorities.
11 And not that we should ever stop thinking big
12 and trying to identify unique opportunities
13 like this to address major problems that impact
14 the constituents, and this allows you to do
15 that.

16 But I just want to put that parochial
17 thing down for a minute so you can understand
18 that we've got to look at that because we can't
19 get past that. I'm not saying that we
20 shouldn't, you know, continue to look out here
21 and plan but you've got to include in that a
22 major outreach campaign.

23 CHAIRMAN LAWSON: I would agree, having
24 sat through the work plan-discussion and
25 pre-discussions and the post discussions in the

1 hallway. I don't think -- we definitely don't
2 want to push this aside, so, Matt, I would ask
3 that you keep us apprised with the next -- you
4 know, additional developments that we should be
5 contemplating that are more longer term. I
6 think right now for us it would pose
7 significant challenges to the Board of
8 Governors and the governor's office considering
9 our current performance.

10 Now, those things can change quickly as
11 we, you know, address law, pharmacy, et cetera,
12 et cetera, but I think given the current
13 environment and the challenge we had -- to echo
14 what Dr. Robinson said -- just getting our work
15 plan approved with some of the metrics and the
16 goals and et cetera, I think the lay of this --
17 on top of that the question would be -- and it
18 came from Governor -- I won't mention the name,
19 but let's really talk about what you should be
20 focused on versus what you're talking about.
21 And that was a painful discussion to sit
22 through.

23 So I think at this point, this is a
24 interesting idea, but I think the timing -- we
25 may be a little premature, but what I don't

1 want to do is to say, let's stop it. So as you
2 looked at those components of it, maybe there's
3 pieces of it that we can continue that wouldn't
4 draw a lot of attention, that wouldn't be
5 controversial so maybe he can help us flush
6 that out.

7 TRUSTEE BRUNO: I had some -- recorded
8 some questions. So back to the -- I know you
9 said that we would own the land and it would be
10 a land lease, but if for some reason they were
11 to end the partnership and not -- no longer
12 operate the school, would we then be receiving
13 the ownership of the building, then?

14 DR. MOORE: Yes, sir, that's correct.
15 The way it was set up at Auburn and the way
16 Mr. Rocovich does it, which I think is
17 brilliant and it's a model thing, we try to go
18 to the future. He builds the building through
19 a holding company. The holding company takes
20 on the debt because of the bond rate they
21 enjoy. They borrow money at a very cheap rate.
22 And then he builds the building.

23 Then he goes out and -- in the Auburn
24 building he had two \$10 million dollar new
25 market tax credits, so building ends up costing

1 him after seven years, \$7 million. Then at
2 that point when the building's debt free, he
3 assigns it to the medical college.

4 If at any point in time in there -- he's
5 on full obligation. He's got full escrow to
6 pay off the note. If he defaulted, they quit,
7 they couldn't get accreditation resolved,
8 whatever, the building comes to us debt free;
9 or goes to Auburn debt free, in that case; or
10 Wofford -- or in that case, Virginia Tech.

11 TRUSTEE BRUNO: And that kind of leads me
12 to another one. So I might be going a little
13 left field with this one --

14 DR. MOORE: No, it's fine. I like left
15 field.

16 TRUSTEE BRUNO: To my understanding, this
17 Board previously approved a proposal to
18 establish a college of dentistry -- dental
19 medicine --

20 DR. MOORE: Yes, sir.

21 TRUSTEE BRUNO: -- and this -- I guess it
22 kind of got placed on hold. I'm not sure where
23 it -- you know, where it went.

24 DR. MOORE: It was killed.

25 TRUSTEE CARTER: That was requesting

1 state funding. This project does not ask for
2 any state funding.

3 TRUSTEE BRUNO: Right. I understand. So
4 I guess the reason I'm saying it's left field
5 is I'm seeing maybe that there could be an
6 opportunity to ask VCOM if we could partner
7 with them to develop a sharing space or use a
8 wing of the facility for the osteopathic
9 school --

10 DR. MOORE: Oh, yes, sir.

11 TRUSTEE BRUNO: -- to do a school of
12 dentistry.

13 DR. MOORE: One of the things that I had
14 suggested and they didn't act on it and now
15 they wish they had was I had suggested they put
16 on an extra 20 tables for the cadaver lab.
17 They said, Why would you do that? You can
18 actually turn that into revenue for training
19 physicians and new orthopedic techniques
20 because they're always advancing. There's
21 always limited space. So for a PT program, our
22 kids could go in there, do work; nursing
23 program as well.

24 In terms of shared space, one of the
25 things VCOM does is that every student, first

1 and second year, every Friday meets with mock
2 patients. They go through mock patient
3 interviews to develop their skills with
4 discerning patient issues. Our nursing program
5 could utilize that same space. It's
6 videotaped, you have a proctor that actually
7 watches you and then you come back and dissect
8 it for the student to improve their
9 interpersonal skills of building patient
10 history. So that's one evidence.

11 They also allow us -- they would allow us
12 to use it for meeting space, Board meeting
13 space if you so decided or other activities
14 that were local -- student government,
15 whatever.

16 TRUSTEE BRUNO: And so my thinking would
17 be that -- because obviously it got shot down
18 because they don't want to provide state
19 funding for us to do a dental school, but if we
20 pair it with something that's not being funded
21 by the state, one that would significantly
22 reduce the cost of doing the dental school and
23 then also probably give our proposal a better
24 chance. So that's just something that I --

25 MR. MOORE: That's an interesting point.

1 Lake Erie College of Osteopathic Medicine in
2 Sarasota which is near where Trustee Mills is,
3 they actually have a pharmacy school and a
4 dental school and an osteopathic school. They
5 actually have -- their dental clinic is
6 actually up on I-10 as you turn south to go to
7 Destin.

8 The reason the dental schools are so
9 expensive, just so everybody understands --
10 Trustee Dortch will know this -- in medical
11 school year one, year two is where all your
12 expenses are. In year three, you're sending
13 them out to the hospitals to be trained. And
14 so you're actually having the hospital bear the
15 weight of having that kid and having patients
16 and all the infrastructure and whatnot around
17 it.

18 Dental schools, you actually have to have
19 the clinic there because you require low-income
20 or indigent patient populations in sufficient
21 numbers to be able to populate the program.
22 That's why they're so expensive.

23 USC Medical School in Southern California
24 is \$94,000 a year tuition. That's why it's --
25 you just can't even get in.

1 TRUSTEE MILLS: Before you wrap this up,
2 I just want to maybe respectfully take a
3 different angle because I actually think this
4 is the definition of leadership, right, in the
5 sense of how do you get out of this inertia.
6 One thing is to -- okay, on a practical basis
7 if you look at what the downside risk of this
8 is for us as an institution, there's not much
9 other than our time and maybe energy, okay; but
10 financially, there's not very much downside to
11 this at all.

12 So that's where I think the Board of
13 Governors should be spending more of their
14 emphasis on is, you know, what are some of the
15 financial implications to the institution
16 relative to this.

17 But I also say if you're trying to figure
18 out how you're going to attract quality
19 students to the university and now you have
20 this sort of premed track for them that you
21 never had before, that didn't cost you anything
22 but actually generated revenue for you, right,
23 that's a very interesting way to actually move
24 the ball forward through sort of an
25 alliance-partnership scenario while not trying

1 to find how to shift around from other places
2 to fund something -- something like that.

3 So I must admit, I wasn't sort of hearing
4 this. In the ether, I wasn't really that much
5 of a fan of it but hearing some of the details,
6 I have to say, you know, when you think about
7 trying to change an organization from something
8 that's, you know, here and you're trying to get
9 it there, any time you get a chance to put
10 something out there that doesn't cost you a
11 bunch of investment dollars that integrates
12 with what you're also trying to be and aspire
13 to be, that's a really, really interesting
14 strategic opportunity in my mind.

15 So that's just my two cents on it. But
16 it's one of those things that I think we should
17 try to exploit because -- I actually -- because
18 if they put it across the street, I'm not sure
19 I even care about the governance. If they put
20 it across the street I wouldn't care, but I'd
21 still probably say to my kids that they could
22 go there if they wanted to, right, because
23 that's a deal they're having and a little
24 program they said if I have a GPA of a certain
25 amount they could go across the street and it's

1 not on state land and all that kind of stuff.

2 That's okay with me in that sense. The
3 only difference is instead of putting it across
4 the street, we're trying to give them some land
5 that's on our property, a lease basically.

6 So anyway, I think it's a really
7 interesting strategic scenario relative to what
8 we're -- who we're trying to be.

9 TRUSTEE CARTER: I prefer to put it on
10 FAMU's land so that we can enjoy the rental
11 income.

12 Secondly, I wanted it on campus because I
13 think that we've got enough -- we've got a law
14 school down in Orlando, wherever. I wanted to
15 create a -- you know, like a lot of cities have
16 what they have urban services area where they
17 try to put things. I'm saying we can make that
18 a medical corridor. You already got pharmacy
19 on one side, you got biology on the hill; it's
20 just -- it's just a natural --

21 TRUSTEE MILLS: But if it was that or
22 zero, you would put it across the street and
23 just let the students go there. And then you
24 wouldn't have to worry about the BOG or
25 anything -- anybody else.

1 TRUSTEE CARTER: But see, if we put it on
2 private land across the street, then FAMU
3 doesn't get any rental. It doesn't really
4 matter, you know --

5 TRUSTEE MILLS: We would still get our
6 students --

7 TRUSTEE CARTER: We would still have our
8 students.

9 TRUSTEE MILLS: Well, we'll get three of
10 the -- we wouldn't get the million dollars. We
11 would get \$3 million versus 4.

12 TRUSTEE CARTER: Right.

13 DR. MOORE: One other thing I'd like to
14 point out because I don't want to take up
15 Mr. Cotton's time. And, Mr. Chairman, you've
16 been very, very generous and I thank you.

17 CHAIRMAN LAWSON: One more question over
18 here.

19 DR. MOORE: I want to make sure of one
20 other thing. With Auburn, when Auburn's
21 programs kicked in, applications went up in the
22 premed track. They actually exceeded their
23 capacity for premed track pathway, and so
24 you're starting to see alternative pathways.
25 You're starting to see kids going in the

1 kinesiology track and also going through the
2 engineering and bioengineering track to try to
3 find ways to get here. Because now -- Auburn
4 was -- with 27,000, was kicking out 20 medical
5 students a year. They're now kicking out about
6 60. That changes their alumni base.

7 And then one other thing I'll tell you
8 with George in the back of the room, John Brown
9 is a graduate of Auburn from 1950-something.
10 John Brown was the founder of Stryker Medical,
11 CEO; and John Brown gave \$100 million to the
12 advancement of the medical corridor because he
13 saw that as the game-changer for the university
14 and bringing together in a vet medicine and
15 human medicine and all these other kind of
16 things. So I just wanted to make sure that was
17 clear.

18 Yes, sir?

19 TRUSTEE WOODY: Mr. Chairman, are we
20 going to continue the discussion on this
21 subject?

22 CHAIRMAN LAWSON: Just for the sake of
23 time, I was trying to close it out. I heard a
24 slightly different perspective from Trustee
25 Mills. So I think at least from where I am,

1 the wrap-up or the next step, because this
2 isn't a voting item, should be that just
3 Trustee Carter and Tim continue to research the
4 item and it be discussed at the next Board
5 meeting -- not tomorrow. I'm sorry. It can be
6 discussed at the September meeting --

7 TRUSTEE CARTER: Here is what I was
8 saying is that Tim and I've pretty much given
9 you what we have.

10 CHAIRMAN LAWSON: Okay.

11 TRUSTEE CARTER: It would be beneficial
12 for the Board to invite the people from VCOM to
13 come. They can answer far more questions and
14 all that; at least talk to them. There's no
15 commitment or anything like that, but at least
16 you can ask whatever question that you want to
17 ask. I mean, I've been to all three campuses,
18 three different states and all like that. I've
19 seen their model. It's working.

20 The universities are not -- I mean, we're
21 -- a lot of this stuff that we're talking about
22 is really a non-issue -- some of this stuff
23 we're talking about is a non-issue in terms of
24 the governance because we're not governed --
25 they have their own accreditation. We can't

1 touch that. We have our own accreditation;
2 they can't touch ours. They have their own
3 faculty, their own payroll. They pay all of
4 that sort of stuff. That's not what we're
5 asking them to do. It's kind of like you get
6 Burger King on campus. You don't run the
7 Burger King. They pay you a lease.

8 TRUSTEE DORTCH: Mr. Chairman, I think
9 the way to get us forward -- and since we
10 aren't making -- I would hope that tomorrow we
11 put it on the agenda just for a sense of the
12 Board. The Board goes on record to say that we
13 authorize that they continue the next step. It
14 at least sends a message to these folks that we
15 haven't shut the door on them and that we want
16 more information without making a --

17 CHAIRMAN LAWSON: I would agree with
18 that. I think we have a discussion tomorrow
19 just to take a motion on having the dialogue
20 with them in person. And that's not saying
21 we're moving the idea forward. That's saying
22 we're going to do a deeper dive to understand
23 what the opportunity could be.

24 TRUSTEE MOORE: Where does that
25 (inaudible) because that's one that -- with the

1 Board, relative to the BOG, relative to the
2 governor's office since we don't know how that
3 should proceed we have the -- you know, we say
4 that, where does that then position us by
5 putting that on the Board agenda?

6 CHAIRMAN LAWSON: Yeah, that's a good
7 point, Trustee Moore, because I didn't -- some
8 of the comments that were made to me were more
9 around you guys need to focus on things that
10 you have.

11 TRUSTEE DORTCH: What Belle Wheelan told
12 us this morning.

13 CHAIRMAN LAWSON: So I think that what we
14 need is to communicate very clearly that we're
15 not endorsing this. We're simply going to take
16 an action to learn more. So it's not an
17 endorsement of the concept. We're taking a
18 simple action to learn more about opportunity.
19 We're not saying we're signing up. We're not
20 saying we're taking a vote on it.

21 The only motion I think we should
22 entertain at this point is the simple motion to
23 learn more from the content experts because
24 these two guys know a lot. They've been at the
25 facility. There were some interesting points

1 that we should consider. There's a lot of
2 trepidation as well with those interesting
3 points, but I think that we should explore more
4 to learn more, to learn enough to say, kill it,
5 keep it moving, what have you.

6 TRUSTEE DORTCH: Mr. Chairman, we're a
7 Board of Trustees and just in training this
8 morning that we went through, we got to have
9 the courage to make decisions based on what we
10 think is in the best interest of FAMU and we're
11 trying to determine that.

12 Nobody muffles Florida State if they want
13 to have more dialogue on something they want to
14 do. And we as a Board should not be fearful of
15 what the governor and the Board of Trustees may
16 -- Board of Governors may say if we're
17 exploring based on what we as trustees are
18 trying to see what's in the best interest. So
19 if we're going to be senseless not to even
20 explore it, then we might as well call them and
21 say tell us how to vote.

22 TRUSTEE MOORE: I would actually counter
23 that. I would counter that. You carry an
24 opinion; I carry an opinion as well. And it is
25 certainly how you perceive what the

1 conversation was that took place today. My
2 perception is that we do -- we owe it as a
3 responsibility to make sure that we understand
4 the environment around us.

5 We were so concerned about performance
6 funds and to make sure that we can adhere to
7 that. If that's the case, then look for
8 additional resources that fall outside of that
9 and then be bold and take on option 2 which
10 meant that we would care and put in front of us
11 the student measure versus the one that would
12 get the funding.

13 CHAIRMAN LAWSON: To try and satisfy --
14 you know, and it's probably not a good term --
15 to make sure we cover all bases, one being
16 there's energy to explore. One being, we don't
17 want to step out without having the Board of
18 Governors thoroughly informed.

19 So I will take on the responsibility of
20 informing the chancellor that we're simply
21 going to have a discussion of exploration.
22 We're not taking a vote to move forward. The
23 vote that we will take potentially tomorrow is
24 only a vote that we'd like to invite this body
25 to the table to have a further, deeper

1 dialogue.

2 TRUSTEE CARTER: You know, and I would
3 suggest that we have ample time so that the
4 Board members can ask whatever questions they
5 may have on it, you know, for as long as they
6 want to do that.

7 CHAIRMAN LAWSON: Dave and then Trustee
8 Bruno.

9 TRUSTEE LAWRENCE: So I don't even think
10 you need to vote to have further exploration,
11 but what I would say is we frequently invite
12 people -- we'll invite people, et cetera.

13 The truth of the matter is, if I see the
14 president really nervous about this now in
15 terms of what he has and what he thinks we have
16 on our plates -- that's what I heard very
17 clearly. And if I myself am nervous about what
18 we already have on our plates and need to say
19 grace over -- the selection of a president, all
20 the other things that we have talked about --
21 I'm nervous about all of it.

22 Having said that, I've got no problem in
23 inviting somebody to talk to this Board. But
24 this is -- I don't want it -- I don't want to
25 come out of here with a sense of, yeah, we're

1 sort of going for this.

2 CHAIRMAN LAWSON: And from what I'm
3 hearing, what we're signing up for is a
4 face-to-face discussion to learn more.

5 TRUSTEE LAWRENCE: I think we would be
6 better off with the Board of Governors,
7 incidentally, if we didn't take a vote, if we
8 simply invited some folks to come in and make a
9 presentation in Tampa.

10 TRUSTEE PERRY: Dr. Robinson as our
11 president has the authority to talk to anybody
12 he wants to talk to. And if he wants to bring
13 somebody back to talk to us, he can. I don't
14 think it takes a Board action to do that.

15 TRUSTEE MILLS: I just want to make sure
16 you guys understand -- and you guys are much
17 better at this me than me because I'm just --
18 you know, I'm just a little business leader,
19 but you guys are talking politics. And I'm
20 talking what I consider to be substance and,
21 you know, financial gain and opportunity, et
22 cetera.

23 So I get it. And I don't think we need a
24 vote, all that kind of stuff, but I just want
25 to make sure that as a group we're separating

1 what we're really discussing here. We're
2 talking politics with the BOG versus, you know,
3 a ground lease that's going to pay us money.

4 TRUSTEE PERRY: All I'm simply saying is
5 to explore this, to take it down the road, we
6 don't need a vote. I mean, Dr. Robinson and
7 his staff -- and Dr. Moore's a part of
8 Dr. Robinson's staff the last time I checked.

9 DR. ROBINSON: He thinks he works for me.

10 CHAIRMAN LAWSON: So to close -- I'm
11 sorry.

12 TRUSTEE BRUNO: Just to include in that
13 conversation when we do continue --

14 DR. MOORE: My hearing's bad. I'm sorry,
15 sir.

16 TRUSTEE BRUNO: When we do continue the
17 dialogue with VCOM, I would just say to include
18 maybe requesting some types of opportunities,
19 either them partnering with the graduate
20 program or offering full-time scholarships.

21 DR. MOORE: Sure. And Mr. Robinson has
22 offered to come down and take all of the rising
23 sophomores and juniors that have a 3.5 GPA with
24 any expressed interest in medical (inaudible)
25 degree to go to dinner in Tallahassee and he'll

1 pay for it and the deans as well just so they
2 can be more informed of what's going on.

3 One last point I'd offer up to the Board,
4 I didn't mention it. I apologize. Jimmy Gibbs
5 who is a very wealthy magnate -- textile
6 magnate from Spartanburg, his philanthropic
7 outlet is cancer research. He has partnered
8 with VCOM in Spartanburg. He's putting in
9 \$660 million of his own money into the
10 formation as what he has termed the largest
11 cancer -- excuse me, the largest cancer
12 treatment center between Baltimore and Houston.

13 VCOM is the only embedded medical school
14 that's being built on I-95 between Greenville
15 and Spartanburg. The reason I bring that up is
16 not to lord it over anybody. I want to just
17 say this: When you start the domino effect,
18 people jump in because they see motion.

19 And I would just tell you this, I'm a
20 kinetic guy. And I know the board's got a lot
21 of stuff in their windshield and I don't even
22 pretend to understand 2 percent of it. But
23 kinetics are hard to get. You get on the ball,
24 you're moving. And if we don't -- if we don't
25 seize the opportunity, it will bypass us.

1 And I always tell the kids -- I had a kid
2 that went up for a internship with -- I was
3 telling Trustee Bruno about this at CHS in
4 Franklin, Tennessee. You can't be a baby bird.
5 You can't sit in a nest and wait to be fed.
6 You've got to flap your wings. You've got to
7 want it. And if you want it, I'll work with
8 you. If you want to sit there and me giving it
9 to you, get out of the way. I'll get somebody
10 else who wants it.

11 And I'm not saying that that's the way
12 Mr. Rocovich is about us but he's an -- when
13 you meet him, Trustee Carter, he's an
14 aggressive guy. He's a smart guy. He's a rich
15 guy. He does what he wants to do. He's
16 connected. He knows our Board of Governors.
17 He knows our governor.

18 This is not going to be, I don't think --
19 this is me. I don't think it's going to be as
20 much shock and awe to them if this guy is in
21 the movie as it is if we're trying to proffer
22 it ourselves going, Who are these guys that
23 can't do basic blocking and tackling and now
24 they want to earl a hail Mary? This is a
25 little bit different opportunity and because it

1 doesn't involve state dollars, the way I like
2 it and the way I throw it back in the governor
3 and other places was this: You say you want
4 public-private. Here it is.

5 CHAIRMAN LAWSON: Let's start bringing
6 this to a close.

7 Dr. Grable.

8 TRUSTEE GRABLE: I just want to get on
9 board with Trustee Moore. I don't know if it's
10 the appropriate time for us to throw this out
11 there because beyond the Board of Governors, we
12 have our other constituents and stakeholders.

13 This is going to start a lot of
14 discussion, a lot of chiming in, a lot of this,
15 that, but I don't have a problem with us
16 inviting these people to speak to us. But I
17 really want us to think long and hard before
18 making something like this a public discussion
19 because it just won't be about the Board of
20 Governors. It will be about everything. We
21 are possibly opening up newspaper articles. If
22 we have that discussion tomorrow, we're going
23 to open up a whole bunch of chiming in from the
24 various peanut galleries.

25 CHAIRMAN LAWSON: Points well made. You

1 know, I think -- you know, around the table
2 we've had points well made. But I think, you
3 know, as you try and weigh all of the options
4 here, I think if we are crystal clear with
5 ourselves that this is simply a discussion we
6 don't need a vote. But we also need to be
7 clear with any external person that asks the
8 question, You guys are voting on a medical
9 school? No, we're having a discussion about a
10 potential downstream opportunity.

11 So I think we need to be really clear
12 about that because that's all we're doing.
13 We're having a open discussion.

14 TRUSTEE CARTER: At our last meeting
15 during the public comments, there were people
16 coming up talking about medical marijuana,
17 doing these deals at FAMU. So -- I mean, there
18 were just people walking in saying all kind of
19 stuff like that.

20 So this is a more organized perspective
21 in terms of folks coming in saying this is --
22 so before we can make an intelligent decision,
23 we need to, you know, do a complete evaluation.

24 CHAIRMAN LAWSON: But I'm just saying, as
25 we talk to others outside of this circle, we

1 need to be really clear. This is simply a
2 discussion of opportunities.

3 TRUSTEE CARTER: About a ground lease.
4 Basically, it's about a ground lease.

5 CHAIRMAN LAWSON: We're going to try and
6 get back on target.

7 DR. MOORE: I really want to thank the
8 Board for the questions and the time and the
9 attention and allowing me to have my brief
10 bouts of profanity. But I want you to
11 understand, I want what's best for FAMU. If
12 this is the board's decision, I'll execute with
13 everything I've got.

14 MR. COTTON: Let me first just say good
15 afternoon to everybody. I want to make sure
16 that I be sensitive to the fact that I think
17 I'm your last presentation for the day and
18 you've been in a cold room for a long time.

19 CHAIRMAN LAWSON: But you're important.

20 MR. COTTON: That's right. It's the most
21 important piece as far as I'm concerned. Let
22 me begin by saying you have heard us talk about
23 Tomorrow's Promise and why we think the timing
24 is right for us to move forward with this.

25 And, Mr. Chairman, what we intend to

1 present this afternoon is what we think is the
2 case for implementation right now with
3 Tomorrow's Promise. For all practical
4 purposes, we're looking at presenting you with
5 a \$125 million campaign that would be spread
6 out over a period of seven years and it would
7 focus primarily on four areas of emphasis. The
8 first would be student scholarship and academic
9 excellence. The second is faculty support and
10 research. The third being capital improvements
11 and infrastructure. And finally also the
12 enhancement of our athletic program.

13 We begin by saying to you that we
14 understand that probably the most important
15 part of this entire campaign is making the case
16 for. If you talk to anyone all across the
17 country, one of the biggest challenges
18 universities face when they start to talk about
19 100 million, \$200 million campaign is a case
20 for. Why FAMU? Why do it now?

21 We believe that considering the
22 challenges that we've talked about including
23 some that you talked a few minutes ago, we
24 think that the case has already been made.
25 FAMU has an excellent brand. FAMU has a

1 historical legacy, one which can build. And we
2 also believe that the number 125 million makes
3 sense.

4 Just to give you kind of a snapshot, just
5 to kind of let you know what we've done, we've
6 spent probably the past six or seven months
7 talking to peer institutions and we've listed
8 some of them for you right here. I've talked
9 to my counterpart at those institutions. We've
10 taken a look at feasibility studies conducted
11 by these institutions.

12 We've even visited some of them. And
13 we've asked them: Why did you do your campaign
14 the way that you did it? Why did you utilize
15 the resources that you utilized? And we've
16 also talked to them about the numbers and why
17 they picked the timing that they did.

18 I spent a lot of time talking to the folk
19 at SIU Carbondale, spent a lot of time also
20 talking to my colleagues at North Carolina A&T.
21 Ken Sigmont is my counterpart there. We spent
22 days talking to Ken talking about the numbers
23 and the rationale. They are embarking on an
24 \$87 million campaign and are currently in the
25 silent phase of it.

1 This campaign will be aligned to the
2 strategic vision and the strategic focus for
3 FAMU. If you take a look at our values, this
4 entire campaign will be built around that.
5 When you talk about scholarship, you talk about
6 service, you talk about collaboration.

7 As we walk through this, you're going to
8 see that what we're doing is building in two
9 primary areas. One, the campaign will generate
10 resources that focus on academic excellence and
11 it will also focus on meeting the priorities
12 that deal with student and community
13 engagement. And it will also be dealt --
14 excuse me -- focused on looking at the metrics
15 set by the Board of Governors.

16 Of course the vision for the campaign is
17 not the vision for the Office of University
18 Advancement. The president is the educational
19 and academic leader of the campaign.

20 For the purpose of this campaign, we've
21 also sat down and gone through this entire
22 document with the foundation. The foundation
23 has authorized us to move forward with
24 earmarking up to \$1.6 million towards the
25 operation of the campaign, and the foundation

1 has already signed on board with that.

2 Specific campaign priorities. This is
3 where we think we can be most successful in
4 earmarking and generating dollars. What we've
5 offered for you is a consideration of
6 earmarking out of this campaign \$40 million
7 towards scholarships and academic excellence.
8 We're also -- and I'm going to come back to the
9 second one in a minute. We're talking about
10 \$25 million toward athletic enhancements, \$20
11 million for faculty support and research, and
12 \$30 million toward capital improvements.

13 The reason I wanted to come back to that
14 last one is primarily because of the type of
15 conversation you just had a minute ago. One of
16 the things that we were talking about was
17 trying to figure out what was that extra oomph
18 that we need to have.

19 When I was at Wake Forest, I used to
20 always ask the question, what was the bright
21 shining object at Wake Forest? I would offer
22 that one of the bright shining objects that we
23 might want to consider as we roll out this
24 campaign is developing a graduate leadership
25 academy.

1 I mentioned to the president that when we
2 take a look at our performance metrics, one of
3 the things that I believe we can hang our hat
4 on is the Florida A&M University has the
5 capacity of becoming the go-to institution when
6 it comes to graduating minority institutes --
7 excuse me -- minority graduates who are
8 well-positioned to take their place globally in
9 the world. And I believe we need to earmark
10 out of this campaign at least \$10 million to
11 perfect this graduate leadership academy.

12 When your students come out, they're well
13 prepared to take their position in corporate
14 America, educational leadership or wherever --
15 whatever business venture they find themselves.

16 We also believe that this needs to be a
17 transformative campaign, not just a campaign
18 designed to raise \$125 million, but we believe
19 we need to focus on engaging alumni nationally
20 and internationally.

21 We also believe that we need to focus on
22 building a climate of philanthropy here at
23 FAMU. You've heard me talk about the fact that
24 we had got stuck in a -- pretty much a \$3.2
25 million cavern for about 10 to 15 years. And

1 we're going to talk in a little bit about the
2 fact that we've been able to eclipse that. So
3 we've got to change what it means to be a donor
4 here at FAMU.

5 And I also want to thank those of you as
6 I was going around meeting with you who said,
7 Yeah, George, I think I'll be interested in
8 making that a major gift. And those of you who
9 said, Yeah, I want to pledge toward the
10 campaign. That's what we want to do.

11 I mentioned to the president and senior
12 leadership that the giving is going to begin
13 with us. Those of us who sit around the board
14 table, those of us who sit around senior
15 leadership will be challenged to make a major
16 gift toward this campaign.

17 We also understand that if this campaign
18 is going to be successful, we realize that we
19 need to earmark a specific focus toward the
20 corporate arena.

21 Those of you who have been around here
22 awhile have heard us talk extensively about
23 industry cluster. As a part of this
24 reengagement, we intend to redesign industry
25 cluster including changing the name of industry

1 cluster. The name that we're recommending is
2 the President's Advisory Council on Corporate
3 Engagement or PACCE. The major difference is
4 that instead of being positioned and linked
5 with the Office of University Advancement,
6 PACCE in this case would be positioned at the
7 presidential level. And this would be a
8 presidential advisory council working directly
9 with the president and involving C-Suite
10 executives with our executive leader here at
11 the university.

12 We believe that from a corporate
13 standpoint these are the areas -- and you can't
14 see the bottom there -- but these are the areas
15 where we think we will have the most success in
16 generating resources.

17 As we talk to corporations, we want them
18 to commit to putting at least \$5 million
19 towards faculty innovation. And the reason
20 we're calling it faculty innovation --
21 Dr. Grable, I heard her talk consistently about
22 the value of faculty and talk extensively about
23 the fact that we need to put more resources
24 into faculty as incentives. We believe the
25 corporations would be excited about that.

1 We also have been extremely successful
2 when it comes to internships. We want to focus
3 again on the corporate side, \$2.5 million on
4 internships, \$5 million in developing incubator
5 -- business incubator concept, \$10 million for
6 facilities and infrastructure. And the largest
7 area, of course, is scholarship and academic
8 research. And we'll talk about that a little
9 bit later.

10 I've been asked, George, how do you do
11 this? What's the process? So this slide is
12 pretty much for information purposes. We've
13 taken a look at what other peer institutions
14 have done and we believe that we're going to
15 need roughly 7,000 to 7200 alumni stakeholders,
16 faculty in order to be able to pull off this
17 campaign.

18 The whole giving process begins with us
19 identifying who the donors are. We spend time
20 cultivating those donors and moving towards
21 solicitation. And then, of course, after we
22 get the gift, we do a stewardship process.

23 This is for information purposes, but I
24 think your slide is a little different. When
25 we were riding around, it made sense to us

1 because we knew what the numbers were, but you
2 actually have numbers, I think, in your packet.

3 This is where we project we're going to
4 be as we move through the campaign. Again,
5 we're talking \$125 million. And if you do the
6 math, we're right now sitting -- we just
7 completed an \$8.5 million year. We believe
8 that the first two years are going to be the
9 years where we have our largest bumps. And
10 then toward the end of the campaign, we believe
11 we're going to be hovering around 22 to
12 \$25 million in annual gifts every single year.

13 This is how we get there. We have
14 roughly 54,000 donor prospects in our prospect
15 pool. The vast majority of those, of course,
16 are alumni. But what we've done is we've gone
17 through and we've determined exactly how many
18 gifts we think we need in every category in
19 order to be able to reach our \$125 million
20 total.

21 You'll notice that the bulk of all the
22 gifts are going to be between 10,000 to 49,000.
23 That's where most of FAMU's donor capacity
24 rests. When we first started this, of course
25 we wanted to make sure we had a lot of people

1 up in the 5 million to \$10 million category.

2 But what we've done in doing our research
3 is we realize that this is where most of our
4 money is going to come from which means we're
5 going to be working with people to structure
6 gifts over two to five years rather than
7 significant gifts in the 1 million to \$5
8 million category.

9 When it comes to campaign planning, what
10 we've done is we've taken a look at who our
11 pool is. We've just paid to have our donor
12 list scrubbed. And what that means is we have
13 a lot of duplications. We had a lot of
14 Rattlers, of course, who have passed on. They
15 were part of our donor prospect pool. We paid
16 to have that list scrubbed. Of the 54,000, we
17 scrubbed that down to 22. We now are sitting
18 on 17,000 key alumni with an additional 19,000
19 prospects who are not alum. So that's going to
20 comprise our prospect pool.

21 There are several success factors. I
22 won't go through all of this, but key to this
23 is that middle category and we kind of talked
24 about this earlier.

25 In order for us to be successful -- and I

1 shared this with some of you when I was meeting
2 with you privately -- senior leadership and
3 board member gifts are going to be critical.
4 When I met with several of you, I've said to
5 you that some of your colleagues have already
6 expressed an interest in giving. But I've also
7 said to my colleagues when it comes to senior
8 leadership, we also have to consider gifts in
9 the major gift category.

10 Also, if we're going to be successful
11 we've got to realize we've got to deploy a
12 national social media campaign. When I talked
13 with Trustee Dortch at his office, one of the
14 things we did was meet with people who are
15 professionals in social media. So we're going
16 to have them implement a vast social media
17 campaign.

18 And we're also going to have to work
19 directly in perfecting our relationship with
20 the National Alumni Association because the
21 alumni in any campaign account for between 60
22 and 65 percent of all gifts. We're convinced
23 that that's going to be the case here as well.

24 These are the resources that we will need
25 in addition to the resources we already have.

1 We intend to hire a senior executive director
2 of corporate engagement who will be working
3 directly with corporate and business donors.
4 This person will be working directly with that
5 PACCE committee I talked about earlier.

6 We also intend to hire two senior major
7 gift -- excuse me, two major gift officers.
8 These will be people who are working directly
9 on a day-to-day basis in fundraising.

10 We also intend to use a blended strategy
11 in hiring additional staff. These will be
12 part-time fundraisers who won't have the full
13 cost of an extensive benefit package. We
14 intend to hire three of those people. They'll
15 be on what we refer to in this business as a
16 "producer-payer's contract." They get to keep
17 what they kill. And for the most part, these
18 are people who will have specific goals and
19 we'll pay them as they generate the resources.

20 We've said to the foundation that we need
21 \$1.6 million over five years. They have
22 committed those resources. And, again, those
23 are foundation resources. And the reason I
24 make the clarification is because -- I think
25 we'll have the chance to talk about this in a

1 little bit, the cost of the campaign when it
2 comes to fundraising is going to have to be
3 absorbed on the foundation side because of the
4 discussions that are going on as to whether or
5 not we can use E&G dollars for fundraising.
6 And as of now, we're assuming that we can't, so
7 we're not going to.

8 CHAIRMAN LAWSON: So 1.6 million include
9 your current stats --

10 MR. COTTON: No, it does not.

11 CHAIRMAN LAWSON: -- would have to be
12 moved off of the E&T payroll?

13 MR. COTTON: No, it does not. The staff
14 who are being moved from E&G are a part of my
15 current. This is in addition to the money --
16 we're spending roughly \$300,000 already in
17 fundraising. This is in addition to it. So
18 you're talking roughly \$2 million that will be
19 spent on direct salary cost for the
20 campaigning.

21 TRUSTEE MILLS: Does the 1.6 include the
22 six people or is that --

23 MR. COTTON: Yes, that does include those
24 people.

25 And let me also say this: When we first

1 put this together, this was an expensive line
2 item, the major gift officers. Most gift
3 officers and most major institutions,
4 experienced gift officers will cost you
5 somewhere between 70 and 125,000. We are not
6 going to spend that much money.

7 CHAIRMAN LAWSON: Why not?

8 MR. COTTON: Because we need to get more
9 bang for our buck. Because we are having to
10 absorb the total cost of the operation of the
11 campaign, we have less money to spend on this
12 category.

13 CHAIRMAN LAWSON: Just for consideration,
14 you know, you've got -- we're a big campaign, a
15 lot of money. It seems like we'd want to get
16 the best we could get while we're in the
17 market, you know, not be pennywise and whatever
18 the phrase is.

19 MR. COTTON: Point taken. And we do
20 intend, Mr. Chairman, to get the -- we do
21 intend to get the best fundraisers that money
22 can buy. But points taken. We're not skimping
23 on it. We're going -- we're looking at the
24 budget that we'll have because the biggest
25 challenge, of course, was moving people as you

1 said --

2 CHAIRMAN LAWSON: When I talked to the
3 folks at FSU, the one thing they advised is not
4 to go cheap on some of your major fundraising
5 personnel because you get what you pay for.

6 MR. COTTON: I agree with you. I agree
7 with you. And Tom Jennings, my counterpart at
8 FSU, we talk, gosh, every week almost. And one
9 of the biggest differences between Tom's shop
10 and my shop is Tom has more money in his
11 fundraising shop than I have in my entire
12 budget. And Tom, of course, can afford to --

13 TRUSTEE MILLS: Let me make sure I
14 understand this. So I got 1.6 here which maybe
15 should be a little higher, and then I have
16 300,000 is the current number?

17 MR. COTTON: Right. But that 300 only
18 includes -- I have one fundraiser as of right
19 now, George Robinson. And he comes off of E&G
20 and goes on to --

21 TRUSTEE MILLS: I'm just trying to find
22 out how much money is being put onto the
23 foundation. Is it 2 million, basically?

24 MR. COTTON: About 2.1 million that will
25 come off the E&G side. Now, when I say it

1 comes off, that's actually a misnomer because
2 that money will now support our alumni
3 engagement and community outreach portion of
4 the campaign but just can't do it for
5 fundraising.

6 CHAIRMAN LAWSON: If the legislation goes
7 through, how many people do we have to move
8 from Payroll A to Payroll B?

9 MR. COTTON: If the -- we're acting as
10 though it will go through already. So we're
11 moving three people off of the E&G side onto
12 the foundation side.

13 TRUSTEE MILLS: That's the 300,000.

14 MR. COTTON: That's right.

15 TRUSTEE MILLS: So basically it's 2.1
16 million new expenses to the foundation.

17 MR. COTTON: To the foundation. Exactly.

18 PRESIDENT ROBINSON: First of all, the
19 legislation failed. The governor vetoed it;
20 however, there was an agreement that the
21 university would make an effort to implement
22 the business.

23 Now, there are some -- we're getting
24 mixed messages about this. We just had a
25 conference call to the chancellor two days ago.

1 And there is some question as to whether or not
2 the governor's office think we ought to be
3 trying to implement legislature that he vetoed.
4 So we're stuck in the middle of that; however,
5 in the legislation that he vetoed, it gave
6 universities until 2022 to make that
7 transition. But you would have had to do
8 something fairly immediately showing good faith
9 effort. So that's what we are doing because
10 the legislature -- the House in particular
11 where this originated, they'll be right back in
12 session in January and you don't want to be
13 caught in the wrong place.

14 TRUSTEE MILLS: Since the number is 300-
15 -- the reason I was asking since the number is
16 only \$300,000, should we try to -- let me just
17 simply put it -- should we try to pre-fund --
18 should we put more money over there to pre-fund
19 some of that?

20 MR. COTTON: You mean more E&G dollars?

21 TRUSTEE MILLS: So if I put -- if I had
22 300- -- I'm worried about the 300,000, right,
23 because that's the one you don't want to get
24 surprised by. And my only point is should we
25 -- should we go ahead and try to move three

1 years' worth of it to the foundation?

2 PRESIDENT ROBINSON: Well, actually
3 you've got to do it the other way.

4 TRUSTEE MILLS: You kind of have to do it
5 the other way, right, but now that I actually
6 can use -- I can use E&G funds today, right.
7 And I'm not trying to kill the foundation. So
8 I was just trying to -- since I can use the
9 money today, can I make a contribution to the
10 foundation that effectively is three years'
11 worth?

12 PRESIDENT ROBINSON: Okay. So in about a
13 month --

14 TRUSTEE WASHINGTON: Well, the thing
15 about it is last year they had everybody come
16 up and give the presentation. And so if you
17 have a big transfer and even if you did it a
18 month before, they're going to question --
19 they're going to call you.

20 TRUSTEE PERRY: You don't want to do
21 that. The result won't be good.

22 TRUSTEE DORTCH: And I'm sure the
23 president will weigh in on how much and what
24 all you're going to move and a process where
25 there's a transition period instead of dumping

1 300,000 into what is going to be needed to do
2 an effective campaign. The people you're
3 moving, what is their role in raising the funds
4 and what is their track record in raising funds
5 because also sometimes in business, challenges
6 become opportunities. And if we don't have
7 what you need in the A team, why move it if
8 they aren't producing? So friendship is
9 friendship, but for this Board, business is
10 business.

11 And so the question now is, is moving or
12 whatever your plans are -- does it enhance your
13 success here and enhance your success of
14 creating a greater return on those investments
15 for dollars for the university?

16 MR. COTTON: We believe it does. And
17 keep in mind, the transition is not as
18 draconian as it sounds because we had one
19 fundraiser who was 100 percent on E&G payroll
20 and that was George Robinson. George
21 Robinson --

22 PRESIDENT ROBINSON: No relation.

23 MR. COTTON: That's right, no relation to
24 the president. He comes 100 percent off the
25 E&G payroll and is now 100 percent on the

1 foundation payroll. The funding, though, that
2 was used to cover his expenses now gets rolled
3 into strengthening alumni engagement. So we're
4 not -- it's a zero-sum switch because now we're
5 beefing up the alumni engagement piece because
6 we need the alumni engagement piece to engage
7 alumni all across the country.

8 CHAIRMAN LAWSON: George, my question and
9 concern is around the total dollars because I
10 think in this space you want to be -- you know,
11 we want to be successful. So if it's whatever
12 millions of dollars, we want to hit that target
13 or come really close because people seem to
14 remember, Well, you know, School X went after
15 this and they landed here. Do we think 125 is
16 the right number? I mean, you guys did some
17 process to come up with the 125?

18 MR. COTTON: We did. And that's a good
19 question, Mr. Chairman. Let me tell you why
20 125 makes sense, and I think you heard me say
21 this: We had to walk back the original
22 suggestion of 250 which was the number that we
23 were challenged with a couple years ago.

24 What we've done is we've pulled the data,
25 we've asked how many total prospects do we

1 have. So we now know that we've got roughly
2 27,000 key prospects. We also know that we've
3 got roughly 773 people who have the capacity to
4 give us 500,000 to 5 million. So we've done
5 the math. We've done what's called a surety
6 rating. We've asked how many people do we
7 know. We already are sitting on and I think --
8 if can go forward a little bit -- we're sitting
9 on already \$24 million toward the campaign, so
10 we're really talking about \$101 million over
11 the period of the campaign because we're
12 already in the silent phase.

13 So the 125 is not only reachable, but
14 it's a more realistic number than trying to do
15 the 250 because we're not staffed for that.

16 TRUSTEE DORTCH: And that 24 is the
17 reachback --

18 MR. COTTON: It's the reachback, yes,
19 sir.

20 TRUSTEE DORTCH: Over how many years?

21 MR. COTTON: 2014. We're asking us to go
22 back to 2014 and that's because you have three
23 significant gifts that came in during the
24 silent phase: the John Thompson \$5 million
25 pledge, you have a \$1.1 million dollar gift

1 that came from the Johnson Family Foundation,
2 and you have the other million dollar gift that
3 came from an anonymous donor in South Florida.
4 And we want to count all three of those.

5 TRUSTEE PERRY: The one question I have
6 -- Mr. Cotton, the one question I have is do we
7 have anything included in that plan -- once you
8 get the money, most people like some feedback
9 as to where that money has been utilized and
10 the dividends that it has paid. That
11 encourages them to continue to give. Do we
12 have any plans for followup on people so we
13 don't just take their money and forget about
14 it?

15 MR. COTTON: Yes, sir. As a matter of
16 fact, this is why we included this piece. The
17 stewardship piece is what the judge is talking
18 about. This is a critical component that we're
19 adding to this. We're hiring us an annual fund
20 coordinator who will be funded on the E&G side.
21 This person does not -- this person handles
22 this, the donor relation. They reach out to
23 the donor every year. They visit the donor.
24 They're making sure we're doing what we're
25 supposed to do. They're making sure that the

1 donor's comfortable with the gift selection and
2 the gift solicitation process. So, yes, sir,
3 we built that in.

4 TRUSTEE DORTCH: One other question and
5 I'll get out of the way. This senior executive
6 director -- is that a totally new person, or is
7 that your shifting of your staff?

8 MR. COTTON: That's a new person. The
9 corporate engagement person, that's a new
10 position. That's a new position funded out of
11 the foundation specifically for the campaign.
12 To be honest, if we were not in a campaign I'd
13 probably make that person a major gift officer.
14 The senior director of corporate engagement is
15 going to cost you more, quite frankly, because
16 it requires a different skill set.

17 TRUSTEE DORTCH: And you've got to go
18 from 8 million.

19 MR. COTTON: That's right. So we've got
20 to ramp up big time.

21 TRUSTEE DORTCH: The other issue is how
22 are you getting from where you are to what
23 you're putting --

24 MR. COTTON: I'm sorry?

25 TRUSTEE DORTCH: You've got to go from 8

1 million.

2 MR. COTTON: We've got to almost double
3 that. And the way we do it, quite frankly, is
4 we ramp up. We're going from one fundraiser
5 now, one fundraiser, the associate vice
6 president, Michelle English and myself. We're
7 going from one fundraiser to six that -- so
8 just in case you're saying, Well, gosh, George
9 you're sitting on only 8.5 now, how do you end
10 up at 14 to 15 next year? You're doubling your
11 staff. And you're not just having your vice
12 president and your assistant vice president out
13 fundraising. You now are hiring people whose
14 full-time job it is to fundraise. So therefore
15 you double your return. It's just ramp up.
16 And that's what everybody does. If Tom
17 Jennings were here, Tom would say that the most
18 successful thing that determines his level of
19 success at FSU is how many experienced
20 fundraisers he gets to hire.

21 TRUSTEE WOODY: Did you say you're going
22 to pay those folks less?

23 MR. COTTON: This position, Trustee
24 Woody, will probably be somewhere in the 50- to
25 \$70,000 range instead of the 80- to 125,000.

1 And I can tell you because I've done it,
2 there's some really talented fundraisers out
3 there in the 50 to \$65,000 range. I can tell
4 you that now. Yeah, there are a lot of
5 fundraisers like me who are going to demand
6 more, but there are some extremely talented
7 fundraisers out there. And I know them
8 personally.

9 TRUSTEE WOODY: So your executive
10 director --

11 MR. COTTON: Now, this person here is
12 going to cost you 80- to \$100,000 right here,
13 but they're going to have a bigger role and
14 they are going to have to raise more money. We
15 use the rule of five in fundraising. For those
16 who make \$80,000 or less, we expect you to
17 raise five times of what we pay you. If you're
18 making 80,000 or more, we expect you to raise
19 ten times what we pay you.

20 So this guy here or this lady here --
21 you're talking about a person who's going to be
22 responsible for raising 1.2 to \$2.5 million.

23 TRUSTEE WOODY: Is that ten times --
24 would that be annually?

25 MR. COTTON: Annually. That's every

1 single year. This person here is hunting and
2 killing. They know that they have a
3 responsibility for -- when we sit down, it's
4 1.2 to \$2.5 million. Right here, this person
5 here is going to be raising 500,000 to a
6 million dollars.

7 TRUSTEE PERRY: And if they don't --

8 MR. COTTON: And if they don't, you cut
9 us loose. That's what we do in the business.
10 If fundraisers -- you know, if you check, there
11 are fundraising jobs all across the country but
12 it's because in this business you either
13 produce or you don't.

14 This gives you an idea of what we project
15 our specific needs are going to be. We've
16 broken it down by category. This gives you an
17 opportunity to see what we think.

18 Now, the chairman brought up a very good
19 point earlier. We will be revisiting this
20 list, but as a basic, this is what we believe
21 it's going to cost including marketing,
22 promotion. You'll notice that the bump years
23 are going to be upfront because it costs a lot
24 to develop marketing and PR materials. So
25 we'll be spending a lot here. And then you

1 spend a lot on the back side as well because as
2 you wrap up the campaign, you spend a lot on
3 marketing, PR, and promotional materials as
4 well.

5 Yes, sir?

6 TRUSTEE BRUNO: I did want to bring up
7 when we spoke about the campaign, I brought up
8 that -- I brought the composition of the pieces
9 that you had included in the campaign and
10 that --

11 MR. COTTON: Say that again.

12 TRUSTEE BRUNO: I was saying that when we
13 met, I mentioned adding -- possibly adding
14 housing as a component of the pieces that we
15 look at in the campaign and to see if that was
16 something that was feasible because I know we
17 had challenges with our housing facilities on
18 campus because it's an auxiliary. There's a
19 limited number of ways that we can address
20 other issues that we have.

21 So I know that you have this construct as
22 what you're looking for as part of the
23 campaign, but I wanted to see if one, if you
24 and the Board thought it would be necessary to
25 try and look at putting a little bit of that or

1 a lot of it toward addressing the housing
2 issues.

3 MR. COTTON: I would say from the
4 fundraising standpoint, the \$30 million that we
5 have earmarked in capital improvements and
6 infrastructure is -- this is a recommendation
7 to this Board.

8 As I've said to several of you before and
9 as I've said to Dr. Robinson, the fundraisers
10 offer suggestions. The Board and the president
11 sets the priorities. So if in fact this Board
12 determines that the numbers need to move or
13 there need to be a greater emphasis on capital
14 improvements, infrastructures and facilities,
15 you know, we don't have a problem with that.
16 We just think, you know, this is a suggestion
17 that we are asking you to begin with.

18 And, Mr. Chairman, if we take a look in
19 your --

20 TRUSTEE BRUNO: I guess as a followup on
21 that, I would just -- I don't know how this is
22 going to move forward but when we convene to
23 determine what we're going to include in that,
24 I would suggest that we consider having housing
25 as one of those things that we prioritize in

1 this campaign if possible.

2 TRUSTEE MILLS: Justin, what was the last
3 part of the question, the very last part.

4 TRUSTEE BRUNO: Last part of what I just
5 said?

6 TRUSTEE MILLS: Yeah.

7 TRUSTEE BRUNO: Yeah, I was just saying
8 presenting to the Board just to consider having
9 housing -- upgrading our housing facilities as
10 a component of that campaign.

11 TRUSTEE MILLS: As a designated donation
12 or is that --

13 CHAIRMAN LAWSON: Or it would have to
14 fall under this capital infrastructure.

15 MR. COTTON: If I understand Trustee
16 Bruno, he's urging us to consider housing as a
17 major focus of the campaign in addition to the
18 other areas that are already listed.

19 CHAIRMAN LAWSON: Any other questions for
20 Mr. Cotton?

21 MR. COTTON: Can I say one more thing?

22 CHAIRMAN LAWSON: Sure.

23 MR. COTTON: You don't have this on the
24 slides, but you do have this in your packet.
25 I'd like to ask you to take a look at page 11.

1 What I want to share here is we're proposing a
2 -- and suggesting for you a 15-month timeline.
3 And after 15 months we would review progress,
4 needs to update and to revisit the campaign.

5 And that timeline is provided in your
6 packet. It will begin, we're hoping, in
7 September. Pay no attention to that slide on
8 the screen. This is in your packet.

9 TRUSTEE MILLS: So I have two questions:
10 One is, am I correct that the university has
11 never raised money -- this amount of money in
12 its history? Is that a true statement or no?

13 MR. COTTON: That is correct.

14 PRESIDENT ROBINSON: We actually have
15 because \$125 million --

16 TRUSTEE MILLS: But my second question --
17 and I'm going to violate my own rule -- what's
18 the most that any other HCBU has raised?

19 MR. COTTON: Public or private? There is
20 a difference.

21 TRUSTEE MILLS: I don't know.

22 MR. COTTON: The reason there is --

23 TRUSTEE MILLS: Relative to size.

24 MR. COTTON: Relative to size, North
25 Carolina A&T is in the throes of a \$87 million

1 campaign. They're right at about a 48 right
2 now in the silent phase.

3 TRUSTEE LAWRENCE: What's the most Howard
4 has raised?

5 MR. COTTON: Howard has raised on an
6 annual basis 47 million, but they've got a \$600
7 million endowment. They've done a \$50 million
8 campaign over three years. A&T tried to do a
9 \$90 million campaign, had to abandon it right
10 at about 34 but a whole lot of external things
11 got in the way. So I think --

12 TRUSTEE DORTCH: But Spelman, Morehouse
13 have got to be in the mix.

14 MR. COTTON: Spelman, Morehouse, they're
15 in the mix, but that's why I asked if he was
16 talking public or private because public --
17 just like public universities, public PWIs,
18 predominantly white institutions, if you
19 compare the fundraising --

20 TRUSTEE DORTCH: I didn't know that was a
21 thing.

22 MR. COTTON: Yeah, if you compare the
23 fundraising at PWIs to private, compared to
24 public, there's a huge difference.

25 CHAIRMAN LAWSON: Just to be clear, let

1 me dovetail on that. This would be the largest
2 ever campaign of any HBCU.

3 TRUSTEE WASHINGTON: Public HBCU.

4 MR. COTTON: By far, public HBCU.

5 TRUSTEE MILLS: Well, tell me the
6 privates then. Let me --

7 MR. COTTON: Howard, Spelman.

8 TRUSTEE MILLS: Their annuals.

9 MR. COTTON: You're talking -- private
10 university, you're talking \$30 -- \$35 million a
11 year but public universities on the average,
12 you're talking 3 to \$5 million dollars.
13 Tennessee State just raised \$1.7 million this
14 past year; Texas Southern did 3.2 million.
15 This would be the largest by far of any public.

16 TRUSTEE DORTCH: It's more than 3.5
17 million. I can provide the data for you.

18 TRUSTEE LAWRENCE: That's the point I was
19 going to make. If we're all going to be
20 selling this, I'd love to know the answers to
21 these questions. More specifically, what are
22 the ten largest campaigns of this sort that
23 have been done by HBCUs? You can break them up
24 in public and private, but I'd like to know
25 that.

1 TRUSTEE MILLS: You gave us the list of
2 the publics, I think, once before, but with the
3 privates --

4 MR. COTTON: We have those. I can send
5 that to you this afternoon. We have that.

6 But yes, Mr. Chairman, this would be the
7 largest public campaign for any HBCU by far by
8 about \$28 million.

9 CHAIRMAN LAWSON: Well, George, this is a
10 bullish plan but I have to say it's more detail
11 than we saw before so thank you for coming
12 through with that. I think there's just an
13 ongoing question around is that the right
14 number. And then structurally, you know better
15 than us, we have the right structure. My only
16 advice if there is any is, let's not skimp on
17 the money to get the right people because this
18 is really important.

19 MR. COTTON: We intend to. And I have
20 the authority from the foundation. We intend
21 to fund this at a level that's both significant
22 and that makes sense. We intend to make sure
23 we have the right people on the ground. I've
24 said that we'll make sure the Board is kept
25 abreast when the first announcements are put

1 together before they hit the streets so you'll
2 see who and what the positions look like.
3 We'll get you the followup information. But we
4 do believe, Mr. Chairman, that 1.5 is the right
5 number.

6 TRUSTEE DORTCH: Mr. Chairman, in all of
7 this I assume and I expect that the president
8 will be briefed whether he said weekly, he said
9 monthly. And decisions made will be made with
10 the president's consent, with the president's
11 involvement even to the point where -- I hope
12 when you do this hiring that these people
13 brought in at least that they share -- for the
14 president to have a comfort zone that they have
15 a quality that he expects to have at the
16 foundation. Is that in the mix for all of
17 this?

18 MR. COTTON: I don't do anything unless I
19 talk to the president first. We meet every
20 Tuesday. I share my movements, my plans, my
21 strategies with the president.

22 TRUSTEE DORTCH: I just want to make sure
23 because Dr. Robinson's putting his stamp on
24 this, too. And so I want to make sure that
25 it's not over there and then every now and then

1 he gets it. So I'm sure he's going to demand
2 it anyway just from some of the conversations.

3 But I think if we're going to be
4 successful, then it's got to be a unified
5 approach. And if we're embattled our
6 (inaudible) and directing our approval and
7 signing off on it because, of course, we know
8 he's going to have to travel, Board members as
9 needed will need to be engaged and involved. A
10 lot of our distinguished alumni have got to be
11 engaged and involved.

12 So with all of that, I think still as we
13 move, Dr. Robinson still is the face of this as
14 our president and will keep bringing in the
15 rest of the team that you need. So I just hope
16 that that's clear that we don't need it over
17 here and not as part of the whole.

18 TRUSTEE LAWRENCE: Let me say two things:
19 One, building on Trustee Dortch's point first
20 -- in my experience and I do have some
21 experience in this, the president is terribly
22 important as a closer on major gifts. People
23 want to see the CEO, so that's got to be part
24 of the language.

25 Number 2, something you mentioned,

1 George, but I think it's important but I want
2 to underscore that. The deans have to play a
3 major ownership role with this. They have to
4 want it. They ought to be leading us to very
5 substantial gifts.

6 MR. COTTON: And let me say this real
7 quick. I know we're certainly running out of
8 time. Just to show you how right Dave is, we
9 completed a very successful visit to Boston.
10 Dr. Robinson is aware we met with the young man
11 T.J. Rose. We took the dean -- Dean Matthews
12 -- Valencia Matthews. And had she not been
13 present to help with the close, to offer the
14 passion about the department, to offer the
15 historical legacy, it would have been a
16 different step.

17 So not only do we intend to make sure
18 that the Board is involved, but the deans also
19 will be involved in the closing process.

20 CHAIRMAN LAWSON: Trustee Woody.

21 TRUSTEE WOODY: Will you give us a status
22 report from time to time?

23 MR. COTTON: Not only from time to time,
24 we will make sure that you get the same thing
25 we intend to start providing the president

1 with, and that's monthly updates on fundraising
2 because that's what we do everywhere we go with
3 the campaign. You should have monthly updates
4 to know how we're progressing.

5 CHAIRMAN LAWSON: So I want to bring this
6 to a close. George, thank you.

7 So dinner is six-ish. So don't crush
8 yourself to go to the room and make an
9 immediate turnaround. So 6:00 downstairs.
10 Tomorrow, are we in the same room?

11 MS. ZACKERY: We're in the same room.
12 Breakfast is there at 8:00.

13 ATTORNEY BARGE-MILES: Breakfast is next
14 door.

15 MS. ZACKERY: Next door and then the
16 meeting is in here.

17 CHAIRMAN LAWSON: 8:30. We're in the
18 same room. One thing for clarity -- 6-ish
19 downstairs, casual dress in Morton's for
20 dinner. Tomorrow morning, 8:00 a.m., breakfast
21 next door, start here.

22 (Whereupon, the meeting was adjourned.)

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CERTIFICATE OF REPORTER

STATE OF FLORIDA)
COUNTY OF DUVAL)

I, Stephanie Shear, Court Reporter and Notary Public, duly qualified in and for the state of Florida, do hereby certify that I was authorized to and did stenographically report the foregoing proceedings; and that the transcript is a true record of the testimony given by the witness.

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

Dated this 13th day of September 2017.

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