

1       **FLORIDA A&M UNIVERSITY BOARD OF TRUSTEES RETREAT DAY 2**

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

14       DATE:                   Friday, August 18, 2017

15       TIME:                   Commenced at 8:30 A.M.  
                              Concluded at 11:11 A.M.

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17       LOCATION:                 Hyatt Regency Jacksonville  
                              225 East Coastline Drive  
18                                Jacksonville, Florida 32202

19       REPORTED BY:           Stephanie Shear, Court Reporter  
20                               First Coast Court Reporters  
                              2442 Atlantic Boulevard  
21                               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,  
3 everybody. Welcome to the last third of our  
4 retreat, so we're still in retreat format. So  
5 there's no need to call the roll at this point.

6 But what I'd like to do is introduce  
7 you-all to Dr. Jeff Kirschner. And  
8 Dr. Kirschner is with RHR. And he is a partner  
9 with them out of the New York Office. Jeff has  
10 served the C-Suite as a coach, assessor, team  
11 builder, and trainer for over 10 years. He  
12 specializes in CEO succession, board  
13 effectiveness, senior executive coaching,  
14 assessment and executive team development.

15 Jeff has deep experience in financial  
16 services and the pharmaceutical sector and has  
17 also worked in technology, manufacturing, food,  
18 consumer goods and retail organizations.

19 He has worked with entrepreneurial  
20 startup and Fortune 500 companies both in the  
21 U.S. and globally. Jeff earned a bachelor's  
22 degree in psychology from Binghamton  
23 University. He received his master's degree in  
24 counseling and personnel administration and his  
25 doctorate in counseling psychology from the

1 University of Maryland College Park.

2 As you all know, we solicited Jeff's  
3 services to help us build out what we're  
4 calling a presidential leadership profile. In  
5 years past, I think the respective boards have,  
6 you know, decided what they believe's important  
7 in the form of the university president. And  
8 sometimes I think that's been a good process,  
9 sometimes potentially not.

10 But this time we thought it was really  
11 important to take a step back and not only get  
12 our individual Board's feedback, but also  
13 feedback from key stakeholders such as alumni,  
14 students, faculty and other supporters kind of  
15 around the enterprise and put all that into one  
16 package such that as we move forward and  
17 whatever decisions we choose to make, we would  
18 have a clear view of what we individually as  
19 well as -- us individually as well as us  
20 collectively, if that makes sense, really and  
21 truly want or need in the next president.

22 So Jeff has an entire process he's going  
23 to walk us through this morning in addition to  
24 first sharing our feedback collectively with us  
25 and then moving us through a process where we

1 actually spend a little time prioritizing as  
2 we've seen what we all pointed to that's  
3 important, really creating a bit of a priority  
4 list on those kind of must-have criteria  
5 characteristics of the person that we think  
6 should be the next leader of Florida A&M  
7 University.

8 So with that, Jeff.

9 DR. KIRSCHNER: Thanks. Hi. I'm Jeff  
10 Kirschner. Nice to meet you-all. So I am a  
11 psychologist by training, but I'm not a  
12 therapist. I promise not to ask any of your  
13 about your mothers.

14 So, today, really, we're here just to  
15 create what we call a winning formula or role  
16 profile for the president role. And it's  
17 important that we keep our focus on the job  
18 itself. So we're not passing judgment on the  
19 president's past, future or present. We're  
20 really just trying to say, what are the  
21 criteria? What are the things that we all  
22 agree on are the most important things for the  
23 new president?

24 Once you create this document, it's  
25 something you can use for all kinds of reasons.

1           So I'll show you that in a second. So today  
2           we're going to -- I'm just going to introduce  
3           the process. We're going to take a look at the  
4           results of the entries. I spoke with all of  
5           you in the room plus a bunch of other folks, so  
6           I'll show that as well.

7           The results of that are up on the window.  
8           We're going to get a chance to vote in terms of  
9           which things are most important. My hope is  
10          that -- I've got a couple hours here. My hope  
11          is at the end of that, we'll leave you with a  
12          document that everybody's comfortable with that  
13          we all agree this is the -- and one of the  
14          great benefits of having a document like this  
15          is that it creates a common language. So  
16          everybody is actually talking about the same  
17          things in the same ways.

18          I work in a lot of organizations -- by  
19          the way I've worked in -- I've been employed in  
20          seven different universities and colleges. So  
21          I have some experience in that. But, you know,  
22          what one organization calls fire in the belly,  
23          the other one calls drive for success and  
24          people don't necessarily know that they're  
25          talking about the same thing. So the purpose

1 here is that you get a common language and that  
2 everybody is in agreement about what we're  
3 looking for.

4 Okay. So the Winning Formula is the set  
5 of critical expectations and behavioral  
6 criteria. And that's really important because  
7 you want something you can actually measure,  
8 you know.

9 So I'll be working with you on that to  
10 try and get some metrics in place because I  
11 think it's hard to say -- if somebody says, Oh,  
12 he's got drive. Well, you know, how do you  
13 know? What's the metric associated with that  
14 to the degree which you can sort of nail that  
15 down to a number or behavior. That's really  
16 helpful.

17 It's the blueprint for leading in this  
18 role, in this organization, given the current  
19 strategic imperatives, realities and demands of  
20 the situation. Okay. Because what's  
21 successful in one place is not necessarily the  
22 same kind of leader you need for another place.  
23 And you're a unique place, so you need a unique  
24 leader that meets the needs and demands of the  
25 particular role.

1           So one of the other things that I do for  
2 organizations very often is I'll access  
3 candidates for jobs, very often senior level --  
4 CEO roles, president roles, division of head  
5 roles. And I'll go in -- the other day I had a  
6 flight to Bogotá. So I flew to Bogotá. I had  
7 a meeting with somebody for four hours and then  
8 I flew back to New York. You know, that's not  
9 unusual for me.

10           Sometimes I never even leave the airport.  
11 I'll go to the airport. I'll meet somebody in  
12 the airport. I'll interview them, we do  
13 psychological testing, you know, get a really  
14 good sense about what they are, then I'll make  
15 recommendations to the organization.

16           Now, the important thing about that is  
17 that I make recommendations but I don't make  
18 decisions. It's just another piece of data  
19 that organizations use to -- and, again, we  
20 were talking about this in football. You know,  
21 you're going to go and hire a quarterback and  
22 you're going to pay them \$150 million over the  
23 next, you know, 10 years or whatever it is, you  
24 better make sure you got the right quarterback,  
25 right.

1           So they hire people like me to sort of  
2 say, okay, what do we need in a quarterback?  
3 And then we can take a look against somebody  
4 against those criteria.

5           So we do a lot of assessment. It allows  
6 you to say where is somebody going to be  
7 successful. By the way, all the people that I  
8 meet are successful by definition, right. They  
9 don't get to the point where you're actually a  
10 candidate to be a president unless you've been  
11 pretty good at what you do. The question is  
12 what's the fit between your particular  
13 capabilities and the demands of the particular  
14 situation?

15           So the same behavior that'll make you  
16 successful in one institution will not make you  
17 successful in another institution. So it's  
18 about horses for courses. Then you can use it  
19 for coaching. You can use it for performance  
20 management. You can use it for succession  
21 planning if you're thinking about people that  
22 are coming up and giving them the right kinds  
23 of experiences to fit into the role. Okay.

24           So there are two things that we have.  
25 One thing is called role imperatives. That's,

1           what do people need to do to be able to deliver  
2           on the strategy. So you guys put a lot of  
3           effort and energy into a -- I thought a pretty  
4           good strategy document. What does that person  
5           need to do? What are the accountabilities?  
6           And so we're going to talk about role  
7           imperatives for the role. I came up with five,  
8           I think, or six. But there may be things I  
9           missed. So I want to make sure we have those  
10          right. Okay.

11                       And then given that that's what the  
12          person has to deliver on, what are we looking  
13          for in the individual? What are the behaviors  
14          from the leadership, the essential leadership  
15          behaviors to deliver on those role imperatives?  
16          Okay. Everybody clear? Good.

17                       So we did a whole bunch of stuff. We --  
18          first, I read everything that I could about  
19          FAMU including you have an interesting  
20          newspaper in your town. So I got a chance to  
21          read some of those articles. I was amazed --  
22          because I've done this for a long time, but  
23          never have I seen an article where -- I think  
24          it's Reverend Holmes wrote an article on the  
25          criteria for the president of the university.

1 I was like, what?

2 So I've gathered a whole bunch of  
3 information. Then we gathered some suggestions  
4 about who to interview. Everybody here was  
5 interviewed. So we got information from all of  
6 you. And then we kind of put all that data  
7 together and I sat and kind of looked at it and  
8 said what are the things that are common? What  
9 are the most important?

10 And then finally, preparing a draft. And  
11 that's where we are right now. Okay. My hope  
12 is today we finalize that draft so you have a  
13 document going forward. Any questions about  
14 process? Makes sense? Okay.

15 This is just the interview guide. I  
16 asked you guys all these questions, but it's  
17 good that you have it so you have it in your  
18 deck if you want it. This is who we  
19 interviewed, so many of the people in the room,  
20 some other people who are not in the room.  
21 I've talked to the chancellor, I talked to  
22 faculty members. It was an interesting group  
23 of folks to just get a broad perspective from.  
24 And this is plenty of people. I mean, I could  
25 have talk to another 20 people, but the amount

1 of variance you add is not big once you start  
2 to get past this many people.

3 So situation analysis -- and this is  
4 stuff that I saw. So obviously it's things  
5 that you know already. Okay. There's a real  
6 challenge in the university right now because  
7 the change is in the ways of the organization  
8 -- that the university is going to be measured  
9 in the future are different than they were in  
10 the past, right. In the past it was how many  
11 students. Now it's graduation rates, placement  
12 rates, things like that that are really  
13 changing the game.

14 And if you -- one of the places where I  
15 see organizations get into trouble is something  
16 changes and they keep doing the same thing that  
17 they did before. Okay. So things that worked  
18 for them before, all of a sudden don't work  
19 anymore. That's true for individuals and for  
20 organizations.

21 So what you don't want to be is you don't  
22 want to be something where you're like the best  
23 of 1950, right. You want to be the best going  
24 forward. So some of the things that I saw were  
25 decreasing enrollment. So I guess enrollment

1 was 12,000 at one point in time and it's now  
2 down to about 8,000. Is that accurate?

3 CHAIRMAN LAWSON: 9600.

4 DR. KIRSCHNER: 9600. So that's a trend.

5 The graduation rate I thought was  
6 abysmal, honestly, I mean, just looking at the  
7 numbers. It was a real challenge.

8 Low-paid, long tenured faculty and staff.  
9 So, Bettye, I guess you would have a  
10 perspective on that, but I've certainly heard  
11 that from the faculty, you know, felt like they  
12 had really been underpaid. But I also kind of  
13 heard going around a lot of these folks who've  
14 been for a long, long time. And so that could  
15 be an issue for an institution. And often it  
16 is. You know, when people get tenure very  
17 often, you know, they stop contributing at the  
18 same level. Tenure is, you know, both a  
19 blessing and a curse in some ways.

20 Politically charged climate, right.  
21 Like, I mean, you know, now I'm dealing with  
22 the governor's office and, you know, and the  
23 newspapers. Like, there's a lot of attention  
24 focused on the university. There's so many  
25 different constituents. Managing that is

1 really an important issue.

2 Physical plant is aging. The academics  
3 -- I've heard really good things about and some  
4 of them I've heard were kind of challenged. So  
5 I heard good things about, like, the pharmacy  
6 school was pretty positive, you know, the  
7 business school, some of the bio schools. But,  
8 you know, overall, I heard that there is some  
9 issues there.

10 You know, one of the problems I think is  
11 that because you're working with a special  
12 population, these folks are coming in from  
13 underprivileged backgrounds to some extent,  
14 maybe first time -- first generation in  
15 college. They're also economically  
16 disadvantaged. So they need additional  
17 resources to make sure that they graduate on  
18 time. And so that seems to be a challenge.

19 This performance -- I gave the chancellor  
20 a piece of my mind about this, actually, about  
21 the performance-based formula. Like, wow, you  
22 know, this doesn't seem very fair, you know,  
23 that you're taking a group of disadvantaged  
24 students. That doesn't make any sense to me.  
25 So, you know, we went back and forth about that

1 a little bit.

2 And then it doesn't seem like the funding  
3 is there right now for the institution and so  
4 as I had said to Kelvin the other day, a lot of  
5 this, I think, is going to come down to money.  
6 And so, you know, I don't want to be so  
7 (inaudible) about it, but I believe in academic  
8 institutions and their missions. But a lot of  
9 what you're going to need from your next  
10 president is to make sure there's sufficient  
11 funding to make sure the institution goes  
12 forward.

13 So let me just stop there before I go to  
14 some of the strengths. Does that seem to  
15 capture it? Did I miss anything big?

16 TRUSTEE CARTER: I think you captured it.

17 DR. KIRSCHNER: Okay. So on the strength  
18 side, you know -- I mean, I think there's still  
19 room in our society for HBCUs, you know. I  
20 think it's really an important mission and  
21 there's an incredible history that FAMU alumni  
22 and students bring to the table. And so that's  
23 a strength.

24 Again, you can't be beholden to that.  
25 You can't let it sort of freeze you into

1           inactivity, but it is something you can  
2           leverage and it's something that's important.

3           I think that there are many very  
4           dedicated faculty and staff who are connected  
5           to the institution and to the students because  
6           in the end customer service is a very important  
7           quality. And a lot of this just comes down to  
8           teacher and student. And so there are a lot of  
9           very dedicated faculty.

10          There is ability to access some special  
11          funding sources from the federal government,  
12          some grant sources that might not be available  
13          to other institutions. So that's a strength.

14          The FAMU pride, I mean, you just hear it  
15          in everybody that you talk to. Everybody just,  
16          like, bleeds FAMU, you know. It's really very  
17          touching, and I would imagine for you alumni,  
18          you feel that. Some high-quality academic  
19          problems -- and then someone told me that it  
20          graduates the highest number of African  
21          American students of any HBCU. Is that  
22          accurate?

23          CHAIRMAN LAWSON: It was.

24          DR. KIRSCHNER: Not anymore? So who  
25          does?

1 TRUSTEE GRABLE: Well, we know University  
2 of Phoenix is one of the ones you'll see.

3 DR. KIRSCHNER: Yeah, but that's not an  
4 HBCU. We're talking about HBCUs.

5 CHAIRMAN LAWSON: North Carolina A&T, I  
6 believe.

7 DR. KIRSCHNER: A&T does, graduates more  
8 people?

9 TRUSTEE WASHINGTON: Well, they have  
10 more students.

11 TRUSTEE CARTER: They do now.

12 DR. KIRSCHNER: Graduates amongst the  
13 highest number of African Americans. So  
14 there's definitely some things to build upon;  
15 there's definitely some strengths as well. I  
16 mean, it's got a very proud heritage and, you  
17 know, state funding and things like that that  
18 will help sustain it. But I don't think  
19 there's any guarantee here, and I really think  
20 the university is in some trouble, you know. I  
21 think it's something that needs to be  
22 addressed. And it starts at the top level.

23 Justin?

24 TRUSTEE BRUNO: I did want to point out  
25 one of the challenges that I see up there is

1 student morale.

2 DR. KIRSCHNER: Morale. That's a good  
3 point. And what I saw I would say is probably  
4 apathy. You know, people -- there's so much  
5 drama around the president role and people  
6 coming and people going that people just shut  
7 down a little bit and were less engaged. And  
8 you did raise that. So that's a good point.  
9 Thank you, Justin.

10 So definitely some things to build on,  
11 definitely some situations. But, you know,  
12 we're looking -- this is not an easy job. You  
13 know, I mean this is -- you need a real leader  
14 in this institution that's going to take it  
15 forward and not just be -- you know, not just  
16 sort of have a status quo situation because  
17 status quo's going to fall behind. It all  
18 makes sense?

19 Okay. So next, then I created this  
20 Winning Formula. This is all based on your  
21 language. And the first part of it is the role  
22 imperatives -- are the role imperatives. So  
23 the role imperatives are what do you need this  
24 person to deliver on?

25 So now I'm going to ask you to do some

1 work because there's a piece of this that I  
2 couldn't really do which is try to create some  
3 real metrics. So I'm going to ask you to  
4 word-process it. So the first is, supports  
5 expansion of student enrollment and ensures  
6 academic excellence by growing the funding base  
7 for the university. So what would be really  
8 great is if we could hang a number on this.  
9 Okay. So the endowment now is what?

10 CHAIRMAN LAWSON: 35.

11 DR. KIRSCHNER: Is there a number that  
12 you have in your mind that you'd like to get to  
13 within a certain period of time?

14 TRUSTEE CARTER: I guess five years, 250.

15 TRUSTEE LAWRENCE: Capital campaign is  
16 not an endowment.

17 CHAIRMAN LAWSON: Yeah, because some of  
18 that would be used immediately.

19 TRUSTEE CARTER: We definitely need to be  
20 around at least 250, don't you think?

21 DR. KIRSCHNER: Okay. So growing the  
22 endowment. You can just take notes and I can  
23 word-process it later, but grow the endowment  
24 to 250 -- no to 200 and to draw the capital  
25 campaign to 250 -- 125 for the capital

1 campaign.

2 So when you have numbers like that it  
3 really helps you then manage performance,  
4 right. You can hang it on something.

5 Now, some of these things don't have  
6 numbers. Manages multiple constituencies and  
7 mediates between conflicting interests. That's  
8 a very important job for the president, right?  
9 You have the board saying this; you have the  
10 students saying this; you have the faculty  
11 saying something else. And you're the one  
12 who's at the center of all that. And so you  
13 have to be very good at mediation. But you  
14 can't necessarily -- you can't necessarily hang  
15 a number on this. That's not something you can  
16 definitely do.

17 So I'm going to skip this one.  
18 Establishes and communicates a compelling  
19 vision and stewards a culture of accountability  
20 to raise performance levels. So this is a  
21 tough one because I don't know how performance  
22 is measured. How is performance measured in  
23 the university?

24 CHAIRMAN LAWSON: We look at our -- it  
25 ties back to the performance metrics; again,

1 conversation with the chancellor which is, you  
2 know, everything from graduation rate to job  
3 placement to number of students graduating in  
4 STEM. So I feel like we can measure the  
5 performance based on the strategic plan.

6 DR. KIRSCHNER: Okay. So I'm going to go  
7 back -- I will go back -- in the strategic plan  
8 it has those metrics? Okay. So I will go back  
9 to that and I will add that here.

10 Leads a fiscally responsible organization  
11 that lives within its budget while making  
12 trade-off decisions that enable exemplary  
13 customer service. There's actually two things  
14 in there. One is that you want to please the  
15 students, of course, but the other one is that  
16 you can't spend money you don't have. And you  
17 need more money. So how do you grow the  
18 capital campaign? At the same time you have to  
19 manage that money accurately.

20 And so now, you know, the thing about  
21 this one is that a lot of that responsibility  
22 is delegated, right? You've got, you know, a  
23 CFO; you've got, you know, chairs all who have  
24 budgets. This is not something necessarily,  
25 you know -- but the president has to make sure

1 that that happens, has to get the right CFO,  
2 has to get the right chairs, the right people  
3 on the bus, right?

4 And then the other one here is to create  
5 a climate of innovation while honoring the  
6 traditions and the mission of the university.  
7 So that's a tough thing to do. You're walking  
8 a narrow line there. You want to honor what's  
9 been, but you can't be beholden to what's been.

10 Universities grow, they change, they add  
11 programs, they take away programs. And I just  
12 heard that you lost a law school in 1978 or  
13 whenever it was. So those things happen, but  
14 in that there needs to be a net growth. Like,  
15 there needs to be something going forward.

16 So the idea that you innovate, that you  
17 try to think about what can we do that's  
18 different and that's new, that's another thing  
19 that you really need. You don't want a status  
20 quo president that's just going to sort of  
21 reinforce what's there already. So how do you  
22 drive innovation in the university? How do you  
23 reinforce people when they come up with new  
24 ideas? How do you fund those ideas? How do  
25 you create a culture where that's accepted as

1           opposed to being viewed as a threat?

2                   And then -- well, I'll look at these  
3 numbers but drives top-quartile performance  
4 among the metrics for academic excellence,  
5 student recruitment and retention, graduation  
6 rates, and employability. This is what you  
7 were saying before, right? So I'll hang some  
8 numbers on that and then return that to you.  
9 Does that all make sense? Did I miss anything  
10 here? Is there anything you think a president  
11 needs to do? So if your president does these  
12 things, is that enough?

13                   TRUSTEE PERRY: Government relations.

14                   TRUSTEE WOODY: You may be covering this  
15 down the road, but what about the president  
16 making sure that he has a competent team and  
17 aggressive team?

18                   DR. KIRSCHNER: And that is covered, but  
19 if you could put that in there, so add another  
20 one -- so just tab F for the last one and then  
21 put in managing -- ensures -- what was your  
22 language?

23                   TRUSTEE WOODY: That the president has a  
24 competent team, aggressive team to get the job  
25 done.

1 DR. KIRSCHNER: Good. And then, Belvin,  
2 you said something about government relations.

3 TRUSTEE PERRY: Government relations. We  
4 have too many Board of Governors at the  
5 governor's office and the Chancellor's Office.  
6 We need a good working relationship.

7 DR. KIRSCHNER: So let's put that in here  
8 under managing multiple constituencies, you  
9 know, with some particular attention to  
10 government. But I think that that's one of the  
11 constituencies that I was talking about.

12 TRUSTEE WOODY: Would that be the same  
13 thing as a leader being able to be aggressive  
14 and have a relationship across the aisle while  
15 also being the face of the institution  
16 (inaudible)?

17 DR. KIRSCHNER: Right. You're going to  
18 see that when we get into some of the  
19 behaviors. But the end of that is that you're  
20 trying to manage the legislature, right?  
21 They're a very important constituency.

22 TRUSTEE WOODY: Very important.

23 TRUSTEE WASHINGTON: So in the fiscal  
24 responsibility one, I think that there -- we  
25 talked about adding money, but I think there

1 has to be some consideration around program mix  
2 and potentially adding a rooming (phonetic)  
3 program. So we've talked a little bit when  
4 talking about strategic planning so deciding --  
5 making decisions about what our size and mix  
6 and where our key strengths are for the  
7 institution that we should be innovating on.

8 DR. KIRSCHNER: Okay. So making  
9 strategic decisions, is what I'm hearing, about  
10 which programs to continue, which to add, and  
11 which to initiate. So you may have a great  
12 demand for -- do you have a nursing program?

13 CHAIRMAN LAWSON: Yes.

14 DR. KIRSCHNER: All right. Physical  
15 therapy. Do you have one of those?

16 TRUSTEE WASHINGTON: Cybersecurity.

17 DR. KIRSCHNER: If there's a new one that  
18 you don't have, cybersecurity or something like  
19 that, you want to open a program in  
20 cybersecurity but you're thinking, okay, well,  
21 you know you have a limited pool of money so  
22 what is it that we're not going to do? And a  
23 lot of people say that about strategy --  
24 strategy is much about what you're not going to  
25 do as what you are going to do. So how do you

1 make that trade-off?

2 TRUSTEE MOORE: Could we also make a  
3 point -- I know we talked about external  
4 stakeholders but then I think about the  
5 internal stakeholders and faculty with the  
6 students as well, the importance of managing  
7 these key relationships?

8 DR. KIRSCHNER: Yeah, and you will see  
9 that up there. There's a lot of focus on  
10 faculty and staff and getting the right people  
11 in the right places in the behaviors. But now  
12 we're just talking about the accountability.  
13 Really, in the end, if they do this, you know,  
14 then they're getting it done. But I think it's  
15 covered.

16 TRUSTEE GRABLE: I had a comment on that  
17 last one, drives top-quartile performance, et  
18 cetera, and you're talking about student  
19 recruitment, retention, graduation rates, and  
20 employability. But I think it's important  
21 there when I heard Trustee Bruno talk about  
22 student morale and that we deal with the  
23 student from a holistic because beyond the  
24 graduation rates, beyond all of that, there are  
25 other issues.

1           And I think this also goes back to  
2           Trustee Moore's comments yesterday regarding,  
3           are we looking at institutional goals that is  
4           meeting the performance metrics, but we still  
5           have to remember we're dealing more or less  
6           with human beings, young minds.

7           So there's something I think should  
8           relate to students -- the whole student, not  
9           just part of the student -- because from what I  
10          hear in the classroom -- and, Justin, you can  
11          chime in if I'm right or wrong -- students see  
12          offerings at other universities that we don't  
13          have. I know for freshman because I teach the  
14          freshman class, the research suggests that the  
15          physical plant is critically important to  
16          students having that great center which still  
17          is kind of iffy is another issue. So -- and  
18          this isn't just for FAMU. The research  
19          suggests that the physical plant is very  
20          important.

21          For example -- and we're in a retreat  
22          mode -- we have a real issue with some of the  
23          physical aspects which you've already talked  
24          about: steps, students sliding down, falling.  
25          We've had issues like that in our list of

1           litigation because of the physical plant. But  
2           choices in the student cafeteria that they see  
3           across the track. In our case, at FSU they  
4           have certain facilities, food places that we  
5           don't have. And they start making the  
6           comparison. Their friends that are at FSU,  
7           they tell them X, Y, Z.

8           We can go to the financial aid issue.  
9           Why are they getting our financial aid on time  
10          and we can't get ours on time? So I'm  
11          referring to dealing with the holistic issues  
12          related to students and not just the university  
13          -- as Trustee Moore said yesterday regarding  
14          the metrics -- not just the metrics for the  
15          university's survival. There are things the  
16          students need, and a lot of times they don't  
17          feel they're being met.

18          TRUSTEE BRUNO: To add, there's a bunch  
19          of those physical plant-related issues like  
20          housing, like she's talking about making  
21          comparisons. You can easily look at our  
22          housing facilities and go across the tracks and  
23          go to the next city and look at their housing  
24          facilities and see that it just doesn't make  
25          sense why ours are at a different level.

1           So I would say to that component and also  
2 adding another component about making  
3 aggressive decisions. Part of the aggressive  
4 decision is to make sure that stuff like that  
5 is addressed and that students know --

6           DR. KIRSCHNER: Hold on to your decision  
7 piece because I think that's a behavior, but I  
8 think what you're saying, to me, goes to  
9 competitiveness.

10           So, you know, one of the questions I  
11 asked everybody is why would the student choose  
12 FAMU? You know -- and so it goes to that. If  
13 you can go across town and you see the dorms at  
14 FSU, and they look a lot nicer or the physical  
15 plant looks a lot nicer than yours, then that  
16 goes into your decision making.

17           TRUSTEE DORTCH: We as a board need to  
18 understand that all of that doesn't fall into  
19 the decision of our president. A lot of that  
20 stuff starts right here with us. And, again,  
21 as we discussed, we have a fiduciary  
22 responsibility to make sure the resources are  
23 there and we want to have (inaudible) and it  
24 starts right here with us.

25           TRUSTEE CARTER: I think the students or

1 the whole prospect of customer service, what  
2 Justin was saying, relates to -- in my mind,  
3 the customer service. And the students are our  
4 customers.

5 DR. KIRSCHNER: So it's here about fiscal  
6 responsibility to some degree but what Bettye's  
7 talking about is really about -- it's about  
8 it's an academic institution. You know, in the  
9 end, your mission is to educate students. So,  
10 you know -- and you don't want to lose track of  
11 that. This is not -- it's not a corporate  
12 entity. It's an education entity. And so, you  
13 know, that part of it is really -- you can't  
14 lose that thread as you move through.

15 So let's put just another placeholder in  
16 here, something about ensuring competitiveness  
17 by treating the holistic nature of student  
18 needs by addressing -- not treating, addressing  
19 the holistic nature of students.

20 TRUSTEE GRABLE: That is perfect. That  
21 word "holistic" is important.

22 DR. KIRSCHNER: Okay. Good. Anything  
23 else?

24 TRUSTEE WASHINGTON: As we look at this  
25 and we're talking about a president and at no

1 point did we actually address students. And I  
2 think that's just very -- when we're looking  
3 your major -- the role imperatives, you can't  
4 leave out the student.

5 DR. KIRSCHNER: Don't want to forget the  
6 students.

7 TRUSTEE WASHINGTON: That's what we're  
8 here for.

9 DR. KIRSCHNER: And we'll get into it  
10 actually as we get into behaviors because --  
11 not just the students, but the faculty because  
12 I think very often the faculty are the ones who  
13 are in front of the students and the staff.

14 Okay. Great. So now I'm going to flip  
15 the switch. I'm going to take a look at the  
16 essential leadership behaviors. I'm just going  
17 to take you through them. You can look at them  
18 as well in your books.

19 So the first one is building the  
20 university through managing multiple  
21 constituencies. And I put a little rationale  
22 in here. Again, you know, this person's really  
23 at the hub. So a lot of what a president does  
24 has to do with communication and managing  
25 multiple conflicting constituents. And how do

1           you make those trade-offs and, like, help this  
2           person. So you have to be fair. Okay.

3           All eyes are on you, so anything that you  
4           do is really magnified. It's in the newspaper.  
5           It's in -- you know, people are commenting on  
6           what you're doing. So you have to operate from  
7           a central part of having a central piece of  
8           integrity and also like a value system, I  
9           think, that governs all of your  
10          decision-making.

11          So the president will need to uphold the  
12          mission and honor the university and will not  
13          be bound by politics or patronage, which is  
14          really a tough thing to do. There's a lot of  
15          powerful forces coming in. People want to get  
16          jobs. People want to -- you know, they have a  
17          pet project or a pet department that they want  
18          to support.

19          The president has to be sort of, you know  
20          the person -- they have to be Switzerland,  
21          right. They have to be the one that doesn't  
22          get involved but really helps to sort of  
23          adjudicate some of those things. So that's  
24          going underneath it.

25          And you'll see some things here:

1 Represents the university's interests to all  
2 the different constituents. I listed all the  
3 ones that I knew of, but there might be some  
4 that I missed: but board, faculty,  
5 administrative staff, students, alumni,  
6 boosters, donors, government, businesses, media  
7 and the larger community, so a lot of  
8 constituents.

9 So has to be a good mediator, so someone  
10 who listens well and then can sort of distill  
11 and bring things together and then build  
12 coalitions. You might have somebody who wants  
13 something and somebody here who wants something  
14 that's similar and how do you find the  
15 confluence between those things and bring them  
16 to decisions?

17 Make tough trade-off decisions to  
18 consider multiple factors. A person has to be  
19 smart. They have to be able to see the  
20 situation, understand all the issues that are  
21 involved and then mediate those conflicts.

22 I said before, operates with integrity  
23 and transparency, so holds self -- this is  
24 where ethics come in. Again, it's going to be  
25 something that's -- that's actually just a

1 price of entry. That's not a differentiator.  
2 Everybody you consider should have high ethics  
3 and integrity.

4 Understands the educational needs of  
5 traditionally underserved populations and  
6 advocates for remediation and support because  
7 it's a different student population. You have  
8 to have an understanding of what that's about,  
9 you know, focus and reality.

10 Partners with faculty and staff in their  
11 common objective to raise the academic standing  
12 of the university, but demonstrates an  
13 appreciation and support for the teaching  
14 mission of the institution. This is what I was  
15 saying before. In the end, it's an educational  
16 institution.

17 Engenders trust and confidence in  
18 stakeholders. That's probably a little  
19 redundant. But one of the things is -- I was  
20 overly inclusive here, so I'm going to have to  
21 pare this down a little bit, take some things  
22 out. So I'll ask you to do that.

23 Serves the community within the  
24 university operates. That was an interesting  
25 one that happened late for me. I was talking

1 to Reverend Holmes. And, you know, he was  
2 saying, Hey, you know, you're a part of the  
3 city and this county is one of -- has the  
4 highest crime rate in the state, he said,  
5 something like that; I was amazed. I was  
6 really surprised about that. And I said, okay,  
7 you know, that's true. Town gown relations are  
8 a really important part of being the president.  
9 So how do you serve the community within which  
10 you are a part of?

11 And then build strong relations; takes  
12 time to know people; operates as a peer in the  
13 eyes of board members. The president sits on  
14 the board or does not sit on the board?

15 CHAIRMAN LAWSON: No.

16 DR. KIRSCHNER: Does not sit on the  
17 board. Okay.

18 I'm going to give you a chance to vote on  
19 these things in a minute, but that's just sort  
20 of what that's about. I'd actually probably  
21 rather wait to open that up for discussion.

22 So grows the endowment. So obviously you  
23 guys are facing some financial challenges. So,  
24 you know, you're going to have to -- this is  
25 probably the most important thing that I've

1 heard about from a president -- what a  
2 president can do that other people can't do.  
3 So you have to think about that.

4 But the president has to have the right  
5 person in the development office. But the  
6 president themselves has to be able to go out  
7 and get money. There's no way that this is  
8 going to work without persons not able to  
9 attract funds.

10 So, you know, that's a big job. You  
11 know, going to the right dinners, knowing the  
12 right people, lobbying the right governor, you  
13 know, governor's office. You know, I don't  
14 know but this is probably of the ones that I  
15 have, probably the most important thing that's  
16 unique to the president, right.

17 So primary -- and then manage that well,  
18 right, not just get the money in but once you  
19 have the money -- you know, some people would  
20 argue that you have enough money but you're not  
21 managing it well. I'm not one of those people,  
22 but there are some people that I talk to that  
23 would argue that point and say that the  
24 institution is adequately funded but it hasn't  
25 managed its money well.

1           There's a lot of lawsuits, there's lot of  
2 waste, there's a lot of mismanagement. Okay.  
3 So it's both ends, it's both sides of the  
4 budget. It's the top line, but it's also what  
5 you do with that money. How am I doing so far?

6           CHAIRMAN LAWSON: Good.

7           DR. KIRSCHNER: So primary contact point  
8 for major funding sources. Brings strong  
9 alliances with government and private sector  
10 partners to bring new programs and grants to  
11 the university.

12           One of the things I learned was when I  
13 was in academic institutions was that it's not  
14 enough to say we're overworked and underpaid  
15 because everybody thinks they're overworked and  
16 underpaid. Okay. What you have to say is, Oh,  
17 here is this bright new shiny STEM program that  
18 we're going to bring to the university if you  
19 could only give us \$100 million, please. Okay.  
20 If you're not able to sort of bring something  
21 that's new and different, it's very hard to  
22 attract funding.

23           TRUSTEE CARTER: Exactly.

24           DR. KIRSCHNER: What's that?

25           TRUSTEE CARTER: I said exactly.

1 DR. KIRSCHNER: Demonstrates strong  
2 financial acumen and responsible money  
3 management in budgeting and spending.

4 Drive efficiencies, good management  
5 processes, over -- you know, oversight of  
6 expenditures. This is about managing money  
7 wisely. And again, this may not be -- the  
8 president's not going to be sitting there  
9 looking at your expense accounts, you know, but  
10 they have to make sure that there's  
11 accountability around that going forward.

12 Partners with the board on identifying  
13 strategic priorities and making critical  
14 decisions regarding investments, so that  
15 partnership piece.

16 Takes a long-term data-driven approach to  
17 financial decision-making, making responsible  
18 choices and trade-offs based on the facts at  
19 hand. So we can't be, oh, I think we should  
20 really have Nirvana here. We should have some  
21 beautiful thing here in the future. It's  
22 really like, okay, how much is this going to  
23 cost and what are we not going to do to be able  
24 to pay for this thing?

25 And this -- humble and willing to be

1 influenced, yet is confident in their  
2 convictions, is willing to offer a point of  
3 view and tenaciously drive the FAMU agenda.  
4 This is, I think, what one of your past  
5 presidents was not so good about is the  
6 humility part. So good leaders are humble.  
7 Good leaders are in service to the people that  
8 they lead. Okay. They see themselves as the  
9 representative of the whole, not the boss who's  
10 in charge. Okay. And in a real sense, those  
11 folks don't work for them, they work for those  
12 folks. So you have to kind of flip that  
13 perspective.

14 The third is strategy and execution. So  
15 very often you find people who are good at one  
16 and not good at other one. Okay. Now, in this  
17 case you have a strategy in place. So strategy  
18 may be a little less important, but you want  
19 somebody who can see the future and can think  
20 strategically for sure.

21 So you've had a bunch of short-term  
22 leaders. One of the most important things --  
23 it's really kind of not on the model, I think,  
24 is that people -- that you need a leader that's  
25 going to stay. You cannot afford to have

1 another two-year leader in the institution.  
2 The last decade has been abysmal in terms of  
3 people's tenure, and it's suffered from a lack  
4 of continuity and changing vision.

5 So you really need to have somebody who's  
6 going to come and is going to be committed to  
7 stay. Now, you can never guarantee that, but  
8 that should be an expectation that, you know,  
9 when you look at the early history of your  
10 institution, the presidents stayed for 20  
11 years, 30 years. You know, they're legendary,  
12 you know. You look at the last decade, it's a  
13 year, two years, 18 months, whatever it may be.  
14 So it really has changed. And that's really  
15 been a problem, I think.

16 Also, you think about it -- just think  
17 continuity in terms of your connection to the  
18 legislature. You know, if you're not going to  
19 be here next year, you know, why do I have to  
20 deal with you?

21 So big picture, a shared vision that's  
22 sort of reflecting the thinking of other people  
23 and then managing execution. So that's where I  
24 usually find that leaders fall down. It's not  
25 on the big picture. If it was just on the big

1 picture, we'd have McKenzie running the world,  
2 right. You'd have all these strategies out  
3 there making great decisions about the future  
4 of the institution. Everybody loves to weigh  
5 in. It's getting it done that really separates  
6 the weak from the (inaudible) here.

7 So creates the shared vision that  
8 reflects the views of key stakeholders or has a  
9 clear strategy.

10 Forges alignment and buy-in against  
11 stakeholders to the strategic vision and key  
12 priorities.

13 Puts metrics and accountability systems  
14 in place. Delegates authority for decision  
15 making to the lowest level. Is driven to have  
16 impact; gets things done; sets clear priorities  
17 and holds people accountable.

18 And then this is the little thing that  
19 you were saying before, Justin, so brings a  
20 bias for action and demonstrates strong  
21 business acumen needed to drive results across  
22 the breadth of disciplines. This is somebody  
23 who makes decisions and make things happen.

24 Okay. And then the next one is  
25 communication because it's a -- you know,

1           you're the spokesperson in the institution.  
2           You're representing FAMU in front of lots of  
3           different places. You're the one who's on TV;  
4           you're the one who's in the newspaper. So  
5           you've got to have good public speaking  
6           communication skills. And then also what I put  
7           in here, the change agent things. So you can't  
8           be a status quo leader. You're going to have  
9           to be somebody who's going to drive change. So  
10          you need an agenda for change and you need to  
11          be able to articulate that.

12                 Good leaders, they usually take fairly  
13                 simple messages and they repeat them a lot of  
14                 times. You know, we're going to be the X of  
15                 the future and then they're saying that same  
16                 phrase. You're going to hear it again and  
17                 again and again, you know.

18                 The one that I always use an example is  
19                 JFK he stands up and he says, We're going to  
20                 put a man on the moon, you know, a very simple  
21                 mission, right, you know. Well, sure enough --  
22                 you know, I watched it on TV so I remember --  
23                 but it was such a compelling vision that got  
24                 achieved seven years after his death, right?  
25                 He died in '61 or '62 or something like that

1 and then it didn't happen till '69.

2 But that vision was really very  
3 compelling. Why? Because it wasn't because it  
4 was his thinking. He really was able to sort  
5 of take the thinking of a lot of people.  
6 Basically we were behind in the space race and  
7 he set a bold vision that was really compelling  
8 and aligned people's energy. Okay. That's  
9 what you want. You want somebody who's going  
10 to be able to step up there and be a  
11 spokesperson and really create this vision  
12 that's compelling.

13 So an inspirational public speaker who  
14 wins hearts and minds of audiences by painting  
15 a compelling feature; serves as the public face  
16 in the university.

17 Listens carefully. So listening is a  
18 really important part of that. You know, if  
19 you think about Kennedy, what was going on in  
20 1961 when he made that statement; you had the  
21 space race. Many of you are my age, so you  
22 remember.

23 We used to have shelter drills. Did you  
24 have shelter drills in elementary school?  
25 Justin, you'll be interested in this. They

1 would blow a whistle in class and everybody had  
2 to climb under their desk and cover their head  
3 like that was going save you from nuclear  
4 annihilation. You know, but that was the level  
5 of fear we had in our society at that time. I  
6 always thought they'd like, you know, put your  
7 head down, tuck your head and kiss your butt  
8 goodbye.

9 So that's what you want, though. That  
10 kind of fear was going on in our society and  
11 Kennedy said, We're not going to be second in  
12 the space race. We're not going to let Sputnik  
13 go up before us. We're going to be first to  
14 the moon. Okay.

15 So he listened well and understood and  
16 then took that thinking and put it into a  
17 shared vision.

18 Facilitates and creates the structures to  
19 support information sharing, so communication  
20 up and down. This person has to make sure that  
21 he hears or she hears what is going on.

22 Aligns organizational activities and  
23 ensures consistency of message, so involves the  
24 message to stay relevant.

25 This is the -- understands the market.

1 Chief recruiter, right, chief recruiter for the  
2 institution. So they're out there -- I've  
3 heard stories about some of your past  
4 presidents who were out meeting students on the  
5 campus during recruitment and showing them and  
6 welcoming them. That's an important  
7 characteristic.

8 You know, all in this -- again, I don't  
9 want to get too business-oriented about this,  
10 but you have to keep in the mind that you are  
11 in a market. You're there to serve a market  
12 and there is a business aspect to this where  
13 you have to be competitive. And so some of  
14 that has to do with marketing and selling the  
15 product and the services that you are offering.

16 Leads and manages change. And so a lot  
17 of that is about communication; has good  
18 interpersonal skills; good influencer.

19 Expands the footprint of the university  
20 including new partnerships and constituent  
21 groups. So who else can we bring in and what  
22 other partnerships? Are there academic  
23 programs that we can partner with and bring to  
24 campus? Are there government institutions that  
25 want to do research that would like a home?

1           Those kind of things are really important.

2                   And then credibly and ably represents  
3           FAMU in the public arena; makes a personal  
4           impact and then can deal with the high  
5           visibility and scrutiny when that happens.  
6           Okay. I've got one more, and then we'll have a  
7           little exercise here.

8                   So this is about the talent side. So you  
9           know, we were talking before about the team and  
10          making sure you have the right people on the  
11          bus. This is really important. So in the end  
12          the president will only be as effective as the  
13          team that he or she builds around them. This  
14          requires strong talent management skills in  
15          selecting the most qualified applicants,  
16          setting challenging standards for achievement  
17          and holding people accountable for performance.

18                   So to be a top-flight learning  
19          institution, FAMU must take responsibility for  
20          their lifelong development -- that's the  
21          holistic piece -- and the growth of its  
22          faculty, staff, and students. This will  
23          require the president to serve as the keeper of  
24          the organizational culture. So what is this  
25          person going to do? Setting the standard

1 through personal example.

2 So it gets the right people on the bus  
3 and really has a good eye for talent. Builds  
4 strong teams. I worked with a CEO once. This  
5 guy was famous for golfing. This is what he  
6 spent most of his time doing, but he was the  
7 best CEO I ever worked with about selecting the  
8 team. He had great people on his team, and  
9 they ran the organization.

10 So manages performance through setting  
11 high standards and demanding excellence; makes  
12 the hard decision on underperformers. You  
13 know, that's -- organizations tend to sink to  
14 the lowest common denominator, so if somebody  
15 sees somebody not working and not trying to  
16 hard and still getting paid the same thing as  
17 they do, then they would tend to not work as  
18 hard.

19 So in scouts -- I was a Boy Scout, we  
20 used to say the troop only moves as fast as the  
21 slowest scout, right. And so the same thing is  
22 true about teams. The teams only move as fast  
23 as the people -- as the lowest common  
24 denominator.

25 Builds and aligns an engaged

1 organization. This is actually -- probably  
2 goes back communication to some extent. Builds  
3 and protects the culture, creates an  
4 environment in which people feel heard and  
5 valued.

6 Demonstrates a personal willingness to  
7 learn and evolve as the demands of the role  
8 change over time.

9 Drives innovation by not accepting  
10 good-enough efforts by pushing for more that  
11 can be done, encourage people to try new  
12 things.

13 And then aligning people around clear  
14 priorities and then doing the management of the  
15 performance metrics.

16 So that's the whole model. You know,  
17 it's pretty comprehensive, right. I tried to  
18 throw a lot of stuff in this. It's hard -- by  
19 the way, nobody's going to meet all of these  
20 criteria. They'd be stupid, right. But it  
21 does give you sort of a grounding. So what I'd  
22 like to do now is actually do an exercise.

23 CHAIRMAN LAWSON: Jeff, I just have one  
24 question. And this was one of the  
25 conversations we had on the phone. You hit on

1           it earlier when you were talking about -- and  
2           maybe this isn't the right time. Maybe it  
3           comes up later, like different types of people  
4           for different situations.

5           DR. KIRSCHNER: Oh, yeah. Let me show  
6           you that. I have that at the end. So that's a  
7           good point. So Kelvin asked for other Winning  
8           Formulas that we've done and showing how that's  
9           different -- there are different people for  
10          different jobs. So actually I started -- and  
11          you'll see this sort of at the back of your  
12          document -- but I actually found a Winning  
13          Formula for a board member.

14          So I thought that would be relevant for  
15          the folks sitting in the room. I didn't put  
16          the whole thing in there, just part of it, but  
17          you'll see. So what are the role imperatives  
18          for a board member? Execute governance duties;  
19          bring relevant expertise that help contribute  
20          to the growth agenda for the core and  
21          international; help measure, anticipate, and  
22          proactively accelerate the systems and  
23          capabilities to the scale.

24          Obviously, this is a corporate board.  
25          Hold management accountable for acquiring and

1 building leadership capability and ensuring a  
2 robust senior management succession plan which  
3 is probably the most important thing that a  
4 board does.

5 And then you'll see some behaviors like  
6 personal commitment; spending the time and the  
7 energy; someone who can listen and talk but  
8 also get involved in the conversation. You  
9 know, in any board that I've worked with, there  
10 are some people that just kind of sit, you  
11 know, and are kind of quiet; you know, somebody  
12 who's going to really engage in the  
13 conversation, can think and communicate; is  
14 effective within the board boundaries, so  
15 council and management, so on and so forth.

16 So this is our particular company. I'll  
17 show you a couple CEO ones and show how they're  
18 different, right. So one for a CEO -- this one  
19 is one that's going to -- and you see how these  
20 role imperatives have numbers associated with  
21 them.

22 So this is one that's looking to be  
23 pretty aggressive in growing, improving  
24 margins, growing revenues, clarifying brand  
25 positioning. And you'll see the first and most

1 important thing was culture change, growth  
2 orientation, being decisive. This is somebody  
3 -- you're looking for, you know, somebody who's  
4 going to put the pedal to the metal and hold  
5 people accountable and drive the number, this  
6 particular organization.

7 And you'll see things like fearless  
8 communicator, good influencer, team builder,  
9 adaptable and openness. So this is probably a  
10 real driven change agent organization. Okay.

11 And there are some people that are really  
12 good at doing that. You'll see turnaround  
13 experts who will come into places. They'll  
14 take stock. They'll grow the company. They  
15 take their value out of the stock in terms of  
16 what they've done, right, and then they're on  
17 to the next thing.

18 I've worked with people who are interim  
19 CEOs. They just come in and they're like a  
20 hired gun, you know, who'll just come in to  
21 just change it, grow it, get rid of it. Okay.

22 So that's really -- might be very  
23 different. This one is a little bit different.  
24 You'll see that changes. And this one is  
25 really around execution, innovation, risk

1 management. I want to show you the third one.  
2 This one is much more sort of strategic, you  
3 see, strategy, industry, global. You know,  
4 very different flavor than the first one I was  
5 showing you.

6 CHAIRMAN LAWSON: Well, where I was going  
7 is what you were sharing with me is given where  
8 the organization is, there may be different  
9 profile that you're looking for based on where  
10 you are as an organization. Like, if we were  
11 in high growth and there was a lot of money  
12 we'd be looking for a type of person. If we were  
13 in low growth, limited money we may be looking  
14 for a different type of person. If we were --  
15 you described a company that was in turnaround  
16 mode, they were looking for potentially a  
17 different type of person.

18 DR. KIRSCHNER: That's right. And as I  
19 was saying before, there are definitely horses  
20 for courses. And so that's why we spent so  
21 much time on the situation now since the  
22 beginning because we want to make sure we have  
23 the right president to lead this organization  
24 at this point in time which might have been  
25 different 20 years ago.

1           I did hear Humphries -- President  
2           Humphries? I heard wonderful things about  
3           President Humphries, you know. But I don't  
4           know, President Humphries might not be the  
5           right leader right today. It's possible not.  
6           At that point in time clearly he was the right  
7           leader because the institution grew under his  
8           stewardship and people were happy and it was a  
9           good situation. Who knows whether that person  
10          has the negotiation -- I don't know President  
11          Humphries at all, actually. I heard that he  
12          was pretty good at negotiating money from the  
13          legislature. But, you know, maybe that's the  
14          person that you need right now might be a very  
15          different kind of leader.

16                 So you'll see -- and this one is a very  
17                 different one. This is one who's trying to be  
18                 the grand -- or be an attractive acquisition  
19                 target by an American company. This is a  
20                 Canadian company that wanted to be acquired.  
21                 So the whole strategy was about, okay, how do  
22                 you -- what's good for being acquired?

23                 Well, a lot of things that people look --  
24                 who are acquiring from the board is good value,  
25                 so they're trying to take cost out of the

1 company. I've seen this a lot in private  
2 equity companies where they're going to go in  
3 and they're going to really shut down a lot of  
4 things. A lot of it is just taking anything  
5 that's not essential out of the company so that  
6 they can prepare themselves for sale. That's a  
7 very different kind of leader that somebody's  
8 trying to grow a company.

9 In this case, you're looking for  
10 whoever's trying to take some costs out. And  
11 you'll see a lot of things here are going to be  
12 around that. So a lot are on sales, maintain  
13 low-cost model to ensure high cash flow,  
14 prepare for investment exit. It's a whole  
15 different leader that you need there. This one  
16 might be a CFO who became a CEO to do this job.  
17 So very different. Okay. So that's at the  
18 back of your book.

19 So I want you to actually do an exercise.  
20 Over there I put each of -- the leadership  
21 behaviors are bulleted over here, you see?  
22 This is what I just went through, the five,  
23 okay. And what I need you to do is -- you've  
24 got stickers, and I want you to do this -- and  
25 I sent you this stuff ahead of time so

1 hopefully you have some clue -- but as you read  
2 through it, just put a green next to the ones  
3 that you think are the most important, a yellow  
4 for the ones that are important. Okay. And  
5 then a red for the ones that are less  
6 important.

7           There's nothing that's not important or  
8 else it wouldn't be on the model. But that's  
9 really what I wanted to do. And then the last  
10 one -- this is really important -- the blue is  
11 for the most critical things that only the  
12 president can do and it can't be delegated.

13           So, for example, someone had to serve as  
14 a spokesperson for the institution. You really  
15 can't delegate that. That comes with the  
16 territory. These are the few and most  
17 important. Okay.

18           So I'm going to give you about 15 minutes  
19 to go ahead and do that. You may not have  
20 enough room to put all the stickers. Don't  
21 worry about it. I'm just trying to get a  
22 frequency count here about that. So I'm going  
23 to give you about 15 minutes to go ahead and do  
24 that.

25           (Brief recess.)

1 DR. KIRSCHNER: All right. Folks, let's  
2 get started. So we've got about 40 minutes  
3 left, and what I want to do is really work on  
4 each one of these things. I want to work on  
5 each one of these things to get everybody's  
6 input and discussion about prioritization and  
7 also language. If there's any language you  
8 don't like or you want to comment on, this is  
9 your chance before we kind of get this to the  
10 final position.

11 So let's start with building the  
12 university community through managing multiple  
13 constituencies. And as we see, we see that the  
14 first bullet here by far of all the bullets,  
15 except maybe that one, was the most important.  
16 So represents the university's interests, the  
17 board, all the different constituents. This  
18 seems to be a critical capability.

19 So when you're assessing somebody for a  
20 job when you're thinking about whether or not  
21 they're a fit, this is the thing that you're  
22 going to look for more than anything else. How  
23 well do they communicate? How well do they  
24 bring people together? Are they somebody who  
25 sort of helps to join folks or are they

1 somebody who's more divisive? Okay.

2 And, you know, when we look at people  
3 around these capabilities, some of these things  
4 are really personality-based. Okay. It's  
5 something more that's really caught more than  
6 taught. Some people naturally have their dukes  
7 up. For those of you who have more than one  
8 child, you know what I'm talking about, right?  
9 They grew up in the same family. They have the  
10 same rules. They have the same teachers and  
11 sometimes they turn out completely different,  
12 right. Because somebody has -- so some of them  
13 might have their dukes up and some of them  
14 might be natural mediators and conciliatory  
15 folks.

16 So some of what you're looking for is  
17 going to be personality based. Some of what  
18 you're looking for is learned. Okay. It's a  
19 skill kind of thing. But I believe that more  
20 is caught than taught so much more of what you  
21 do has to do with just the kind of person that  
22 you are.

23 I have twins, by the way. So I thought  
24 it was a sign from God to give a psychologist  
25 twins. So I treated one of them really nicely

1 -- no. But it's really, really interesting  
2 because again, they're totally different.  
3 One's a boy, one's a girl, but they have very  
4 different, you know, ways of going through the  
5 world, right.

6 And, you know, I could try and -- we have  
7 a saying, You can teach a turkey to climb a  
8 tree, but you're better off hiring a squirrel.

9 Okay. So in terms of this one, when you  
10 look at it on your deck, is there any -- so we  
11 know this is the most important. Is there any  
12 language here that you think is -- should be  
13 changed or added? And if you had to take one  
14 or two of these things off of the table, which  
15 ones might you delete? You know, I mean, we  
16 can go with a very inclusive model like this  
17 but, again, some of it's going to be  
18 repetitive. So anything here just sort of in  
19 terms of language that you'd like to change?

20 TRUSTEE CARTER: Which one is this?

21 DR. KIRSCHNER: This is the builds the  
22 university community through managing multiple  
23 constituencies.

24 TRUSTEE PERRY: Slide 12?

25 DR. KIRSCHNER: Slide 12.

1 TRUSTEE WOODY: Doctor, you're not just  
2 talking about No. 1?

3 DR. KIRSCHNER: No, I'm talking about the  
4 whole thing now. So I'm opening this up for  
5 conversation. So this is a good thing to have  
6 a little discussion amongst the board members  
7 around how important is this? What's most  
8 important about this? We know it's about  
9 managing the multiple constituencies. What are  
10 the -- maybe less important here?

11 TRUSTEE GRABLE: I just would have added  
12 parents.

13 DR. KIRSCHNER: Oh, that's a good one.  
14 Can you put that on there?

15 TRUSTEE GRABLE: On the first one.

16 DR. KIRSCHNER: On the first bullet, add  
17 the word "parents."

18 TRUSTEE WOODY: With adding parents, I  
19 would think that -- for me No. 1 would be No.  
20 1. It's all inclusive.

21 DR. KIRSCHNER: If you had to order it,  
22 this would still be the first one?

23 CHAIRMAN LAWSON: Oh, I'm sorry. So  
24 you're saying Bullet Point No. 1 would  
25 remain --

1 TRUSTEE WOODY: Take care of it.

2 TRUSTEE WASHINGTON: Yeah, I think a lot  
3 of the ones underneath are in many ways  
4 repetitive and fall under the sort of umbrella  
5 of No. 1.

6 TRUSTEE WOODY: I say include the parent.

7 DR. KIRSCHNER: I suggested that, so  
8 we're going to add parents. Did you type that  
9 in?

10 So any other -- is there anything here  
11 that you think is repetitive that maybe we can  
12 pull out, like is the second bullet just  
13 repetitive of the first bullet?

14 TRUSTEE CARTER: Yeah, the first one is  
15 inclusive to enough to cover everything.

16 TRUSTEE PERRY: It covers everything.

17 DR. KIRSCHNER: So we can delete the  
18 second one. Is that okay?

19 TRUSTEE CARTER: Pretty much. Yeah,  
20 that's the most significant thing on there.

21 DR. KIRSCHNER: I think the third one, I  
22 believe, I would keep because there's something  
23 about conflict mediation that's not mentioned  
24 in the first bullet because there are natural  
25 conflicts that happen. So I think you need

1 somebody who's a good -- good balanced dude,  
2 right.

3 TRUSTEE LAWRENCE: I would keep No. 4 as  
4 well.

5 DR. KIRSCHNER: Yeah, I think that  
6 actually should go without saying.

7 TRUSTEE LAWRENCE: But it needs to be  
8 said.

9 DR. KIRSCHNER: But it needs to be said.

10 TRUSTEE MOORE: What about No. 5 with  
11 maybe the inclusiveness of value because we  
12 talk about tradition but then we also think  
13 about the inclusiveness of other groups if we  
14 want to diversify.

15 TRUSTEE WOODY: No. 5?

16 TRUSTEE WASHINGTON: On No. 5, where it  
17 says understands the educational needs of  
18 traditionally underserved populations, but if  
19 we're an attractor and we're competitive and we  
20 have great programs, aren't we willing to  
21 attract other students? So the inclusion of  
22 other groups that may not be underserved but  
23 just want to come because we have a great  
24 program.

25 DR. KIRSCHNER: So what's your point?

1 TRUSTEE MOORE: My point is when we look  
2 at expanding --

3 Dr. KIRSCHNER: Delete it?

4 TRUSTEE MOORE: No, leave it but expand  
5 it to include the inclusiveness of, you know,  
6 valuing other groups that may not fall in the  
7 underserved that the president, whomever, would  
8 have an eye for also looking to attract  
9 those --

10 TRUSTEE WASHINGTON: Basically  
11 understanding the educational needs of all  
12 students of our student population, including  
13 the traditionally underserved populations.

14 TRUSTEE MOORE: Yeah. We wouldn't lose  
15 sight of what we've always done but then how  
16 could we open it up to others?

17 TRUSTEE WOODY: Good point.

18 DR. KIRSCHNER: So maybe at the end of  
19 the statement we can say something like --  
20 actually, put in a semicolon and then say open  
21 up the university to new constituencies, to new  
22 student populations.

23 TRUSTEE MOORE: Exactly.

24 DR. KIRSCHNER: So you got that? So  
25 colon -- semicolon. I'm sorry. And then opens

1 up the university to new student populations.

2 Does that cover it?

3 TRUSTEE MOORE: Uh-huh (affirmative  
4 response.)

5 TRUSTEE LAWRENCE: Seems to me I'm really  
6 speaking before the semicolon that this item is  
7 particularly important to this university which  
8 has a special opportunity with underserved  
9 population. We literally recruit these sorts  
10 of people and want to.

11 DR. KIRSCHNER: So maybe we move this  
12 bullet to be the second bullet?

13 TRUSTEE CARTER: No, I think it's okay  
14 where it is.

15 DR. KIRSCHNER: It's okay where it is?  
16 Okay. But we know this is really important.  
17 Anything else in here that you think could be  
18 eliminated? I think the raises -- partners  
19 with the faculty and staff to raise the  
20 academic standing of the university. That's  
21 one I would not want to leave -- I think at the  
22 core it still is about education.

23 TRUSTEE CARTER: The next one we can  
24 probably eliminate -- we can probably eliminate  
25 the one that says engenders trust and

1 confidence because it's encompassed within 1.  
2 Obviously, if you're going to be able to --

3 DR. KIRSCHNER: That goes back to  
4 integrity and transparency? Okay. So we can  
5 eliminate this one, engenders trust and  
6 confidence?

7 TRUSTEE BRUNO: I would say the portion  
8 after the semicolon, takes responsibility for  
9 outcomes and delivers on commitments.

10 DR. KIRSCHNER: You want to save that  
11 one?

12 TRUSTEE BRUNO: Yes.

13 TRUSTEE WASHINGTON: Save what's after  
14 the semicolon.

15 TRUSTEE WOODY: Which one are we talking  
16 about?

17 TRUSTEE WASHINGTON: The same bullet. So  
18 it says engenders trust and confidence and then  
19 the second part is takes responsibility for  
20 outcomes.

21 DR. KIRSCHNER: So delete the engenders  
22 trust and confidence? I have a feeling that  
23 we're going to be able to take that second  
24 statement and put it in a different part under  
25 maybe execution but it might be under here but

1 let's hold on to it. Good.

2 Serves the community within the  
3 university operates.

4 TRUSTEE LAWRENCE: Tell me what that  
5 means.

6 DR. KIRSCHNER: So that one really came  
7 from a conversation with Reverend Holmes who  
8 was saying, Hey, you're a part of this  
9 community and this community is a challenge.  
10 It's a high-crime community. And I -- we want  
11 a president that is going to be connected to  
12 the community. So you think we want take that  
13 one out? Are you in agreement?

14 TRUSTEE LAWRENCE: The only thing I would  
15 say in the spirit of what you said earlier  
16 about a town and a gown, it's not just a matter  
17 of high crime. FAMU ought to be seen as a  
18 leader in the Tallahassee-Leon County  
19 Community. That is an important role for a  
20 university.

21 TRUSTEE WOODY: I think FAMU should be  
22 inclusive with the local county, with Leon  
23 County, but also statewide and national wide.

24 TRUSTEE CARTER: I think when you  
25 consider the fact that a lot of people in

1 Tallahassee give a lot of money even though  
2 they're not FAMU grads, a lot of people in  
3 Tallahassee really support FAMU and so that  
4 requires an engagement, at least an  
5 appreciation. People in the community -- they  
6 live there, they work there. They are part of  
7 it. So it has to be a part of the community in  
8 the real sense.

9 Folks like Reverend Holmes raised a lot  
10 of money for FAMU. He's not a FAMU grad, but  
11 there are other businesses in Tallahassee so we  
12 need -- the other thing about it, if you're  
13 going to make a substantial commitment you've  
14 got to be strong where your base is first and  
15 then you expand out. So I think that's very,  
16 very important.

17 TRUSTEE WOODY: I agree with that. The  
18 same example I've used for University of  
19 Florida or Florida State, when it comes down to  
20 impact for not only Tallahassee, but Leon  
21 County, but the impact statewide. Look at the  
22 different campuses they have all over the state  
23 of Florida.

24 TRUSTEE GRABLE: And if we think about  
25 it, this to me goes to the philosophy of

1 corporate responsibility. So corporations are  
2 -- must be responsible in their community where  
3 they live. And this is to me along the same  
4 tracks is kind of synonymous with corporate  
5 responsibility because we try to tie often  
6 business tactics and methods to operating our  
7 university to hopefully enhance its influence,  
8 enhance the fundraiser. So I see it along  
9 those lines.

10 TRUSTEE DORTCH: I would not use the  
11 leader for revitalization. I would say as a  
12 partner for enhancement and revitalization.

13 DR. KIRSCHNER: So change the word  
14 "leader" to "partner" on that bullet?

15 TRUSTEE DORTCH: That would be partner  
16 instead of leader because whatever we do to  
17 enhance it, if we are looking at the  
18 surrounding areas, it's going to help  
19 revitalization, but it should not be for that  
20 president coming in he's got to be or she's got  
21 to be the one out there leading the charge, but  
22 the university must be partners in whatever  
23 happens. It's in our best benefit and safety  
24 for everyone else.

25 TRUSTEE LAWRENCE: So let me say two

1 things: First of all, I absolutely agree with  
2 Trustee Woody's comment about beyond Leon  
3 County and the state. So for instance, FAMU  
4 has a place in this state that USF doesn't have  
5 which is four times as large. This is a -- in  
6 its own unique, special way a statewide  
7 university, historically and otherwise.

8 Second point, I live in a community with  
9 a university -- state university that's 55,000  
10 students, Florida International University.  
11 Its president of the university is chair of the  
12 Chamber of Commerce in Miami. I want -- that  
13 isn't my standard, but understanding real  
14 (inaudible) in town and gown I think is  
15 critical to this university over time. When  
16 we're gathering the two, three, four, five, six  
17 people we really need to have to think about  
18 how we do such and such in Tallahassee, got to  
19 have the FAMU president here.

20 DR. KIRSCHNER: So this bullet stays. Is  
21 the language okay? Do you want to -- the  
22 community within the university operates, do  
23 you want to think about statewide influence or  
24 is it covered under the community? I didn't  
25 mention the community. So we could argue that

1 it has to do with --

2 TRUSTEE CARTER: You can go after --  
3 after community just do parens, local and  
4 statewide.

5 DR. KIRSCHNER: Okay. That's good. So  
6 in here, serves the community and then put a  
7 parenthesis local and statewide. I'm not sure  
8 about this last bullet, guys. Do you think we  
9 need it?

10 TRUSTEE CARTER: Well, I think if you got  
11 one -- if you do 1 right, you probably won't  
12 need it.

13 DR. KIRSCHNER: So I would eliminate the  
14 last bullet.

15 TRUSTEE GRABLE: The last bullet?

16 DR. KIRSCHNER: The last bullet; builds  
17 strong relationships of trust and candor; takes  
18 time to know individuals; operates as a peer in  
19 the eyes of board members.

20 TRUSTEE LAWRENCE: The only thing I would  
21 say is somebody who's worked a long time is  
22 that the best bosses I've ever worked for, they  
23 cared about me. I want a president of the  
24 university who puts the university community in  
25 its broader scope. My God, he or she cares

1 about me.

2 DR. KIRSCHNER: Okay.

3 TRUSTEE LAWRENCE: That to me is  
4 important right there.

5 DR. KIRSCHNER: Okay. So how about we  
6 leave that bullet and instead of using the  
7 phrase, "Takes time to know individuals" -- and  
8 I'm not sure of the language to use here, Dave.

9 TRUSTEE LAWRENCE: Demonstrates care for  
10 all individuals.

11 DR. KIRSCHNER: That's good. So instead  
12 -- so leave the bullet. Take out the takes  
13 time to know individuals and put in -- I'm  
14 sorry. The language again was?

15 TRUSTEE LAWRENCE: Demonstrates --

16 DR. KIRSCHNER: Demonstrates caring for  
17 all individuals.

18 TRUSTEE LAWRENCE: Yeah.

19 DR. KIRSCHNER: Okay. Are we done with  
20 this one?

21 TRUSTEE GRABLE: I wanted to go back up  
22 to the fourth one from the bottom. And we  
23 already agreed to keep it, but as I looked at  
24 that, that really brings up the concept of  
25 shared governance. And I just feel that it's

1 really critical and that shared governance with  
2 faculty and staff and the campus community.  
3 But this is a real important term and it  
4 signals -- it's a signal. And I think we need  
5 to add -- and I would add it where we say at  
6 the end raise the academic standing and shared  
7 governance within the university.

8 DR. KIRSCHNER: Okay. Raise the academic  
9 standing and shared governance within the  
10 university right here?

11 TRUSTEE GRABLE: Yes.

12 DR. KIRSCHNER: So it's the fourth from  
13 the bottom.

14 TRUSTEE GRABLE: Yes.

15 DR. KIRSCHNER: To raise the academic  
16 standing and shared governance and take out the  
17 word "of" and put in the word "for."

18 TRUSTEE GRABLE: Within.

19 DR. KIRSCHNER: Okay.

20 TRUSTEE GRABLE: Okay.

21 DR. KIRSCHNER: We good with this one?  
22 We got to move along because our time is going  
23 to get tight. So let's do the next one.

24 Justin.

25 TRUSTEE BRUNO: I did have one I wanted

1 to add, possibly. We were talking about  
2 integrity and transparency and also (inaudible)  
3 all that stuff. We're clear that this  
4 university endeavor presents a really  
5 politically charged environment so we need  
6 somebody who could refrain from politics, the  
7 political climate to cloud their judgment on  
8 matters and decisions that affect the  
9 university. So there's always going to be,  
10 like, political forces coming at you -- we need  
11 you to do this, we need you to do that -- but  
12 at the very, like, center of attention is  
13 student body in the university.

14 DR. KIRSCHNER: You're talking about  
15 rising above politics.

16 TRUSTEE BRUNO: Right.

17 DR. KIRSCHNER: Do things that are in the  
18 best interest of the institution.

19 TRUSTEE BRUNO: Right.

20 DR. KIRSCHNER: I'm just seeing whether  
21 or not we had it somewhere else. I think maybe  
22 when we get to communication -- but hold on to  
23 that because that's good.

24 Okay. Let's go on. So grows the  
25 endowment through fundraising and fiscal

1 management. And when we look at this one, this  
2 is obviously really important. Primary contact  
3 point; builds strong alliances to government,  
4 private sector partners; money management. So  
5 anything that folks would want to add, change  
6 or delete in this bucket?

7 TRUSTEE WOODY: Would it be too down in  
8 the lead (phonetic) to say for a leader to hire  
9 someone that's capable of assisting him or her  
10 in raising X amount of funds?

11 DR. KIRSCHNER: I think that's under  
12 talent management, getting the right people on  
13 the bus so let's hold onto it, but yes. That  
14 would be an important part.

15 I'm thinking the last bullet here could  
16 maybe come out. I don't know, a bunch of  
17 people read it as --

18 TRUSTEE CARTER: It's got a lot of blue  
19 there.

20 DR. KIRSCHNER: Not a single red. Okay.  
21 Anything on this? Are we leaving this the way  
22 it is?

23 TRUSTEE CARTER: I think that's a pretty  
24 good one there.

25 DR. KIRSCHNER: Any other input on this

1 or are we going to go to the next one? Okay.  
2 Next one. Balances strategy -- strategic  
3 thinking with execution. And this one actually  
4 got a high number of votes, crafting a shared  
5 vision and articulating a clear strategy. That  
6 was good as did forges alignment by  
7 prioritizing. It's got a lot of blue. And  
8 then this one, too. This is Justin's comment  
9 about gets stuff done.

10 TRUSTEE CARTER: Which one are you  
11 talking about?

12 DR. KIRSCHNER: Forges alignment and  
13 buy-in across all stakeholders to the strategic  
14 vision. But the one I was just talking about  
15 was Justin's point about driven to have impact,  
16 gets things done, you know, makes choices, you  
17 know, is a person of action.

18 TRUSTEE GRABLE: I really like that  
19 shared vision because that's going to be an  
20 issue when you talk about as far as the shared  
21 vision, not individual.

22 DR. KIRSCHNER: We do have occasional  
23 people like Steve Jobs who come forward with  
24 their own vision and it's like wow, you know.  
25 But I find that in general most leaders are not

1 that smart. They need the help of other people  
2 to create the shared vision.

3 TRUSTEE WASHINGTON: Maybe that last  
4 bullet is repetitive, bias for action because  
5 we talked about driven to have impact and then  
6 has clear priorities and outcomes, timelines  
7 and checkpoints.

8 CHAIRMAN LAWSON: The very last bullet.

9 DR. KIRSCHNER: So we're thinking about  
10 deleting that last bullet? Okay.

11 CHAIRMAN LAWSON: Maybe if you just took  
12 that one phrase out and put it in the impact  
13 statement, that will be fine.

14 DR. KIRSCHNER: Take what now?

15 CHAIRMAN LAWSON: The business acumen out  
16 of the very last bullet --

17 DR. KIRSCHNER: Put it up here?

18 CHAIRMAN LAWSON: And just put where it  
19 says is driven to have impact; knows how to get  
20 things done, somewhere in that, just throw  
21 business acumen in.

22 DR. KIRSCHNER: Okay. So under that  
23 bullet after the -- put in the middle,  
24 demonstrates strong business acumen? So this  
25 is the fifth bullet and then delete the last

1 bullet. So is driven to have impact. See that  
2 bullet? At the end of that put in a semicolon;  
3 demonstrates strong business acumen and then  
4 delete the last bullet in total. Anything  
5 else?

6 Justin?

7 TRUSTEE BRUNO: Kind of clarify with the  
8 one with the red.

9 DR. KIRSCHNER: Delegates authority for  
10 decision-making to the lowest appropriate  
11 level. So you want a leader that's not going  
12 to take -- you don't want a micromanager. You  
13 want somebody who's going to delegate, get the  
14 right people on the bus but then they're going  
15 to give them things to do, right. So maybe  
16 that's under talent management.

17 TRUSTEE CARTER: Yeah, it could probably  
18 be said a little more artfully.

19 DR. KIRSCHNER: Take that one and put it  
20 in this bucket? Okay. So the second bullet --  
21 I'm sorry, the fourth bullet, delegates  
22 authority for decision-making to the lowest  
23 appropriate level -- just cut it and then paste  
24 it on the last one under gross organizational  
25 capability.

1 DR. KIRSCHNER: Anything else about --  
2 so back up to the -- anything else on this one,  
3 guys?

4 TRUSTEE BRUNO: We got into a discussion  
5 yesterday about metrics versus --

6 TRUSTEE GRABLE: Students.

7 TRUSTEE BRUNO: Students. So I think  
8 that requires this person -- for this person to  
9 be -- have a sense of discernment that allows  
10 them to prioritize the constituents over, you  
11 know, those standards and metrics and having a  
12 good balance between the two.

13 DR. KIRSCHNER: So I'm thinking, like,  
14 put metrics and accountability systems in place  
15 to ensure the strategies are actually  
16 successful without losing sight of student  
17 welfare; is that good?

18 TRUSTEE GRABLE: That's good.

19 DR. KIRSCHNER: So at the end of that  
20 sentence, without losing sight of student  
21 welfare.

22 Anything else on this one, guys, or we  
23 going to move forward?

24 CHAIRMAN LAWSON: That's good.

25 DR. KIRSCHNER: Okay. So communicates

1 effectively to enhance the public image of the  
2 university.

3 TRUSTEE DORTCH: I would in that first  
4 bullet change from inspirational public speaker  
5 to inspirational communicator so it would be in  
6 any audience.

7 DR. KIRSCHNER: Okay. That's good. So  
8 take out public speaker but leave the word  
9 "inspirational." So take out public speaker  
10 and put in communicator. Good. This is a long  
11 one, so it would be good if we can take a  
12 couple of bullets out.

13 TRUSTEE LAWRENCE: Well, I would subsume  
14 the second one under the first which is, is an  
15 inspirational communicator in the public face  
16 of the university who wins or something like  
17 that.

18 TRUSTEE WASHINGTON: We've already said  
19 that kind of in the first section. We said  
20 that, kind of. Public face is the  
21 representative --

22 DR. KIRSCHNER: There's going to be some  
23 overlap, so you want to just delete the second  
24 one? Delete the second bullet.

25 CHAIRMAN LAWSON: Bullet Point No. 3 is a

1 repeat.

2 DR. KIRSCHNER: Three being which one?

3 TRUSTEE WASHINGTON: Listens carefully.

4 DR. KIRSCHNER: No, I just -- I don't  
5 want to lose the listening part of this. It's  
6 such an important competency here.

7 TRUSTEE BRUNO: I was going to add to  
8 that one actually because I think it's one  
9 thing to listen; I think it's another to listen  
10 to what they're saying and actually act on it;  
11 that as a result of what they're saying and  
12 then communicate with them about your actions  
13 because sometimes we have these, like,  
14 listening sessions and we'll listen to feedback  
15 and we'll put it on a transcript, but we never  
16 actually, like, read the words. Our  
17 constituents have no access afterwards to  
18 whatever action that we took or what they said.

19 TRUSTEE CARTER: How about listens and  
20 provides feedback?

21 TRUSTEE BRUNO: Yeah.

22 DR. KIRSCHNER: Okay. So listens  
23 carefully with all members of the university  
24 and provides feedback that demonstrates an  
25 appreciation. How's that? Is that good? So

1 listens carefully to all members of the  
2 university community and provides feedback that  
3 demonstrates. So listens carefully. The "and  
4 provides feedback" goes after the word  
5 "community." Listens carefully and -- after  
6 the word "and"? I'm sorry.

7 TRUSTEE CARTER: And provides feedback.

8 DR. KIRSCHNER: And provides feedback.

9 TRUSTEE GRABLE: That demonstrates.

10 DR. KIRSCHNER: Great.

11 TRUSTEE WOODY: And the next one, just go  
12 ahead and delete it entirely because we said  
13 the same thing.

14 DR. KIRSCHNER: Delete the fourth bullet.  
15 Aligns organizational activities and ensures  
16 consistency. Okay. Any other comments?

17 TRUSTEE DORTCH: In that last bullet,  
18 it's similar to the first. I would just take  
19 the last part and put tolerates high visibility  
20 and scrutiny at the end of Bullet 1 and take  
21 out the first one.

22 DR. KIRSCHNER: Good. So take that out  
23 and put it at the end of Bullet 1 and delete  
24 the rest of the last bullet.

25 TRUSTEE MOORE: What do y'all think about

1 the bullet, leverages deep understanding of the  
2 FAMU market to recruit? And I was thinking  
3 retain new students and employees, the "and  
4 retains."

5 DR. KIRSCHNER: Good. That's very good.  
6 Recruit and retain before the word "new."

7 TRUSTEE BRUNO: Do we want to take out  
8 new?

9 DR. KIRSCHNER: Take the word "new" out.

10 TRUSTEE LAWRENCE: You want somebody  
11 meanwhile who does more than tolerates high  
12 visibility and scrutiny. At the minimum, you  
13 want somebody who accepts it and understands  
14 it.

15 DR. KIRSCHNER: How about thrives?

16 TRUSTEE LAWRENCE: I think thrives would  
17 be great. I just don't think you're putting up  
18 with something.

19 DR. KIRSCHNER: Put in thrives under  
20 condition of high visibility and scrutiny.  
21 Thank you, Dave.

22 TRUSTEE CARTER: I think we can delete  
23 the third one from the bottom. That's assumed  
24 when you said inspirational communicator in  
25 public places. In order to be an inspirational

1           communicator, you've got to have a person  
2           that's savvy. That kind of goes with it.

3           DR. KIRSCHNER: So delete the  
4           interpersonally savvy bullet? You guys okay  
5           with that? Delete that bullet.

6           TRUSTEE WASHINGTON: The bullet above  
7           that, effectively and intentionally leads -- I  
8           would start -- because this is supposed to be  
9           communications, I would start with the  
10          communicates a compelling case for change and  
11          assists others along the journey.

12          DR. KIRSCHNER: So you want to put that  
13          bullet first?

14          TRUSTEE WASHINGTON: I would just put  
15          that clause. I would start with the  
16          communicates part.

17          DR. KIRSCHNER: Oh, okay, put that at the  
18          beginning of the sentence? Okay. That goes  
19          before "effectively."

20          TRUSTEE GRABLE: Very good command of the  
21          English language, by the way. It is indeed a  
22          clause. It's not a phrase.

23          DR. KIRSCHNER: Okay. Good. Anything on  
24          this one? We'll do the last one. All right.  
25          Last one.

1           Grows organizational capability through  
2           strategic talent management.

3           TRUSTEE CARTER: We've definitely got to  
4           keep the first one.

5           DR. KIRSCHNER: Get the right people on  
6           the bus. And then team building, I think  
7           that's one that needs to stay as well. And  
8           then performance management -- even though it  
9           didn't get a lot of blues, I think it's  
10          critical because I think that's -- just  
11          instills a culture of --

12          TRUSTEE CARTER: You've got to have that.

13          CHAIRMAN LAWSON: Builds an aligned and  
14          engaged organization.

15          TRUSTEE CARTER: I think we've got it  
16          encumbered in No. 2, don't you think?

17          CHAIRMAN LAWSON: Yeah, I think so.

18          TRUSTEE CARTER: So I think we can delete  
19          4.

20          TRUSTEE LAWRENCE: Although 4 is in some  
21          ways stronger than 2.

22          DR. KIRSCHNER: So take out 2 and keep 4?

23          TRUSTEE LAWRENCE: Yeah, I think so.

24          TRUSTEE CARTER: Keep 4 and take out 2.

25          DR. KIRSCHNER: Yeah, I want to push back

1 here just a little bit because I just think  
2 that team -- like having -- what I was telling  
3 you about that CEO before, having a great team  
4 and then delegating authority to that team is  
5 really what you want in a president. You don't  
6 want somebody who's like -- and it's not an  
7 organization. It's about his or her team.

8 TRUSTEE MOORE: So it's two different  
9 groups. So it's --

10 TRUSTEE PERRY: You're talking about two  
11 different groups.

12 TRUSTEE CARTER: I'm good. Let's keep  
13 it.

14 TRUSTEE WASHINGTON: So should we put  
15 management?

16 DR. KIRSCHNER: Okay. That's fine.  
17 Builds a strong management team.

18 Any other comments about this? Anything  
19 we need to take out that might be redundant?  
20 Wasn't there something you wanted me to  
21 remember from before?

22 TRUSTEE BRUNO: You put it in at the end.  
23 But I think Trustee Carter made a comment that  
24 we could word it a little more -- could we --  
25 delegates authority for decision making.

1 TRUSTEE WASHINGTON: It creates an  
2 environment in which people feel heard and  
3 valued which kind of goes back to the caring  
4 thing that Dave had added earlier about, having  
5 a leader who you feel like cares. It was like  
6 No. 5.

7 TRUSTEE GRABLE: No. 5.

8 TRUSTEE WASHINGTON: Number 5 is a repeat  
9 from somewhere in No. 1 that we had.

10 DR. KIRSCHNER: So this is really about  
11 being cultured. Do you think -- just delete  
12 this?

13 TRUSTEE WASHINGTON: I think we have it.  
14 We had it earlier.

15 TRUSTEE GRABLE: And I'd like deleting  
16 that one again because, again, we're talking  
17 about cultural shifting. So, you know, I see  
18 build and protect, but protect the culture -- I  
19 think that caring goes more to the point  
20 because culture really should evolve.

21 DR. KIRSCHNER: Where is that?

22 TRUSTEE WASHINGTON: So we had added it,  
23 I think, in the first section. It was in  
24 addition to one of the ones in the first  
25 section.

1           CHAIRMAN LAWSON: I have an interesting  
2 point of view on this one. There are certain  
3 parts about the culture that we don't want to  
4 preserve, so protect the positive aspect or the  
5 productive aspects of the culture.

6           TRUSTEE CARTER: How about protect and  
7 improve the culture.

8           TRUSTEE WASHINGTON: I don't like  
9 protect.

10          CHAIRMAN LAWSON: We talked about, you  
11 know, some concerns we have around service and  
12 how we deal with students, et cetera, so there  
13 are some things we do want to change.

14          DR. KIRSCHNER: So we want to keep this  
15 bullet, just the first part of it, actively  
16 works to build and protect the positive aspects  
17 of the culture.

18          TRUSTEE CARTER: Positive aspects.

19          TRUSTEE BRUNO: The only thing I would  
20 add maybe is hold everyone that's part of the  
21 organization accountable for operation and  
22 confines of the culture. Sometimes we run into  
23 an issue where, like, the culture is at the top  
24 of the organization in one thing but you've got  
25 people at the bottom who don't align.

1 TRUSTEE WASHINGTON: Creates a  
2 consistent, positive culture -- something like  
3 consistency.

4 DR. KIRSCHNER: So -- I mean, culture in  
5 its definition is organization so -- but  
6 there's something about actively works to build  
7 and protect the positive aspects of the culture  
8 and ensures alignment.

9 TRUSTEE WASHINGTON: Ensures consistency.

10 DR. KIRSCHNER: And ensures consistencies  
11 across the institution. Good. No period. How  
12 about this one, aligns around priorities,  
13 monitors performance, pivots easily,  
14 course-corrects quickly. I think this is kind  
15 of covered in our performance management stuff  
16 that we did that we had under execution. So we  
17 have a lot of things here around metrics,  
18 accountability systems. Do we also need  
19 accountability systems here? So do we need  
20 this bullet, or did we cover it before; aligns  
21 individual and teams around clear priorities.  
22 This seems to be misplaced. Are you okay with  
23 deleting this one?

24 TRUSTEE WASHINGTON: It's also kind of  
25 repeated in that third bullet.

1 TRUSTEE CARTER: We talked about building  
2 a strong team.

3 DR. KIRSCHNER: Why don't we just delete  
4 that one. Is that okay?

5 TRUSTEE LAWRENCE: The one portion in  
6 here -- maybe it's covered --

7 DR. KIRSCHNER: Pivots easily?

8 TRUSTEE LAWRENCE -- is the pivots easily  
9 to reflect new reality. That requires a very  
10 special leader who has the courage to say, We  
11 now need to focus on this over here.

12 DR. KIRSCHNER: Yeah, that's good.

13 TRUSTEE CARTER: So keep the last phrase?

14 DR. KIRSCHNER: I don't think it's under  
15 talent management, maybe it's under this one.  
16 Pivots -- so it doesn't get stuck, right. So  
17 pivots quickly -- what was the rest of the  
18 language you used, Dave?

19 TRUSTEE CARTER: You could use the rest  
20 of that -- just start at pivots and use the  
21 rest of that sentence.

22 TRUSTEE LAWRENCE: I think that  
23 essentially able to pivot easily to reflect new  
24 realities would do it.

25 DR. KIRSCHNER: Okay. Able to -- just

1 pivots. So pivots easily to reflect new  
2 realities.

3 TRUSTEE BRUNO: Has the courage.

4 DR. KIRSCHNER: I like the word  
5 "courage." Demonstrates the courage needed to  
6 pivot easily. Demonstrates managerial courage  
7 colon. So take the needs. So demonstrates  
8 managerial courage. Take out the word there  
9 and then colon -- semicolon. I'm sorry. And  
10 then take the word "needed" out and just write  
11 pivots easily to reflect new realities. Good.  
12 Okay.

13 TRUSTEE CARTER: I still like the  
14 course-corrects quickly. You've got to be  
15 nimble.

16 DR. KIRSCHNER: Well, I think that's the  
17 same thing as pivoting easily. I think it's  
18 covered.

19 So let's go to page 19. This is the last  
20 one. Anything else that you want to change?

21 TRUSTEE BRUNO: The one that I brought up  
22 earlier on the very first one, I would just say  
23 because the one that I was referencing was in  
24 the rationale. I would suggest pulling that  
25 out and making it --

1 DR. KIRSCHNER: So under which one?

2 TRUSTEE BRUNO: The first one about the  
3 community. And -- because I brought up  
4 something they said it was a rationale.

5 TRUSTEE MOORE: It's the one you're  
6 looking at.

7 DR. KIRSCHNER: Not being done by  
8 politics and patronage?

9 TRUSTEE BRUNO: Right. If we could just  
10 make that a bullet point because -- and I'm not  
11 sure if I'm paying too much attention to the  
12 rationale.

13 DR. KIRSCHNER: I'm just trying to think  
14 about where to put it. You think it needs its  
15 own bullet?

16 TRUSTEE BRUNO: Yes.

17 DR. KIRSCHNER: I think we have something  
18 about the mission don't we, somewhere?

19 TRUSTEE BRUNO: My main concern is not  
20 being bound by politics.

21 DR. KIRSCHNER: Right. But I think it  
22 would be good in the mission. So maybe under  
23 the scouts strategic execution or maybe up  
24 here. So where do you think this goes, guys?

25 TRUSTEE GRABLE: Say it again.

1 DR. KIRSCHNER: So he wants this piece,  
2 this not being bound by politics and patronage  
3 to be in a bullet, not in a rationale. So what  
4 bullet do we put it in?

5 TRUSTEE MOORE: Would you put it under a  
6 thinking one?

7 DR. KIRSCHNER: It's more of an acting  
8 one than a thinking one.

9 TRUSTEE CARTER: Where are you?

10 DR. KIRSCHNER: Okay. So right now on  
11 I'm on page 12. This last -- so this last  
12 segment not being bound by politics or  
13 patronage. Justin made the point that it would  
14 be good to have that actually in one of the  
15 bullets. So the question is which bullet and  
16 it doesn't have to be on this page. So we're  
17 thinking that maybe it's under balances  
18 strategic thinking or communicates effectively.

19 TRUSTEE WOODY: I have a question.

20 DR. KIRSCHNER: Yes.

21 TRUSTEE WOODY: Should that be the  
22 rationale or should it be a plus?

23 DR. KIRSCHNER: That's the question.

24 TRUSTEE BRUNO: I'm not seeing us paying  
25 too much attention to any of the rationale.

1 TRUSTEE WASHINGTON: Because we're not  
2 editing the rationale.

3 TRUSTEE WOODY: But the rationale is part  
4 of the process; right?

5 TRUSTEE PERRY: The rationale to me  
6 amplifies the bullets, the bullets of the  
7 specific points under the rationale.

8 TRUSTEE WOODY: So it should be a bullet,  
9 then; that's what you're saying?

10 TRUSTEE GRABLE: Is it our call; is that  
11 what you're suggesting, Justin?

12 TRUSTEE DORTCH: On Bullet 4 on page 16?

13 TRUSTEE WASHINGTON: It would fit under  
14 that third --

15 TRUSTEE DORTCH: Where it says, "Builds  
16 an aligned and engaged organization; inspires  
17 and builds trust; helps people see their roles  
18 in delivering on a collected vision."

19 DR. KIRSCHNER: How about inspires and  
20 builds trust without being bound by patronage  
21 for -- by politics or patronage?

22 TRUSTEE WASHINGTON: Or makes -- what is  
23 your point -- do you want -- is your goal to  
24 make sure that the person is making decisions  
25 without being bound? So maybe we put it back

1 on page 12, makes tough decisions through  
2 careful consideration of multiple factors,  
3 immediate conflicts between key constituents  
4 while not being bound by politics.

5 DR. KIRSCHNER: I think you're right.  
6 Makes tough decisions.

7 TRUSTEE CARTER: That's a wrap.

8 DR. KIRSCHNER: Without being bound by  
9 politics. Are we good? Does anybody have any  
10 last comments?

11 Now am I correct -- are you a judge? Can  
12 you do me a favor and say, Speak now or forever  
13 hold your peace?

14 TRUSTEE PERRY: All right. Speak now or  
15 forever hold your peace.

16 DR. KIRSCHNER: All right. Thank you  
17 all. I really appreciate your time today.

18 CHAIRMAN LAWSON: Thank you.

19 DR. KIRSCHNER: And you have my name and  
20 number on the front page of your booklets if  
21 you have questions, concerns.

22 CHAIRMAN LAWSON: Talk about what our  
23 next steps could be.

24 DR. KIRSCHNER: Okay. So we're going to  
25 finalize this. This is going to be, you know,

1           you guys sign off on it. I'll make the edits  
2           and I'll send it back to everybody.

3                       This then becomes the document that  
4           you've used to select your new president.  
5           Okay. So how do you select the president?  
6           Well, you know, you could do a big search. You  
7           can go with what you have. These are  
8           discussions that you guys need to have.

9                       But whatever you do, this is what you  
10          want to hold people up to, right. So my  
11          suggestion is that, you know, whenever you  
12          decide, when you get to the last couple of  
13          people, let me assess them. So I'll come in,  
14          do psychological testing, usually a three- or  
15          four-hour interview, okay, and then a report  
16          back to you. That's the only thing. The  
17          confidential report goes back to you and it  
18          helps -- you know, I'll measure whoever you see  
19          against these criteria and provide a report to  
20          you.

21                      So that usually has high value for  
22          organizations because let's face it, you make  
23          the wrong choice, it's a high cost, right? So  
24          you've had experience of having made the wrong  
25          choice.

1           So if you put a process like this in  
2 place, it helps you to have the right choice  
3 because you're measuring against the common  
4 criteria. You can also use this for  
5 performance management.

6           So as you think down a year, down two  
7 years, you want to communicate this to your  
8 president, whoever you select, okay, and say,  
9 This is what we're holding you accountable for.  
10 Okay. This is what we want to see. And at the  
11 end of the year, we're going to revisit this  
12 and see how well you've done. So it's just  
13 putting that sort of accountability structure  
14 around what we're trying to accomplish.

15           TRUSTEE WASHINGTON: Just as we're  
16 thinking through, we've given ourselves, I  
17 don't know, probably close to 40 bullets of  
18 things that we expect to see in a leader,  
19 right? It's probably too many. Of those, what  
20 percentage is a good threshold for choosing?

21           DR. KIRSCHNER: Nobody gets all of them,  
22 right? So you build this model in a way that  
23 people are going to hit some and not the  
24 others. At the end you have a discussion.  
25 Usually it comes down to a list of real

1 outstanding strengths. This person's a great  
2 communicator, sets a compelling vision, you  
3 know, faculty loved them; and weaknesses,  
4 hasn't raised a dime. You know, the governor  
5 hates him, you know, whatever it may be.

6 And then you say, okay. When you look at  
7 those trends and you look at those  
8 opportunities, is this somebody that can work  
9 on those things and overcome them? Is this  
10 something maybe we can surround that person  
11 with, other people that could do some of those  
12 things if they have poor financial acumen.  
13 Okay. Let's get a great CFO in to surround  
14 them with.

15 So it's really about -- really, we all  
16 have the strengths and the weaknesses except  
17 for the consultants, of course. We all have  
18 strengths. But everybody else has strengths  
19 and weaknesses.

20 So it's really about what the profile  
21 looks like relative to what you want to get  
22 done and then you make your choice, you know,  
23 based on that. But you do want your eyes wide  
24 open, right. Now you're saying, I know what we  
25 have as opposed to getting blindsided.

1 TRUSTEE CARTER: You were saying CFO. We  
2 only hire the president. The president hires  
3 everybody else. So we've got to have somebody  
4 that can basically walk on water because that  
5 person's going to be hiring everyone else.

6 DR. KIRSCHNER: Well, you know what?  
7 Part of that is about putting these kind of  
8 disciplines in place when you're hiring them  
9 and making sure that you're not hiring somebody  
10 because you play golf with his brother, but  
11 you're hiring somebody because you have a role  
12 you know has to be filled and you know that  
13 person can get you that job.

14 So that's really what you want in  
15 organizations. That's how you hold people  
16 accountable. You start with the job. See, the  
17 problem in a lot of institutions is they start  
18 with the person. They don't start with the  
19 job. Let's start with the job, then we can  
20 look it up as any number of people. So -- and  
21 I'll stop in a second.

22 You're better off putting your resources  
23 before you hire somebody because after you hire  
24 them, it's very difficult to change their  
25 behaviors. Before you hire them, there's an

1 infinite number of people you could hire. So  
2 the variance is large.

3 So anybody who says marry the man today  
4 and change his ways tomorrow didn't know what  
5 they were talking about, right; very difficult  
6 to change people's behaviors once you've got  
7 them. So put your efforts before you got them  
8 and make sure you get the right person in the  
9 right job. Anybody who's married knows that.

10 TRUSTEE DORTCH: All right. So after  
11 you've done your assessment, you give a report  
12 back. Let's say if we were in this search  
13 mode, then after your report comes back, rather  
14 than the Board as a whole, then I would assume  
15 that there's another level of interviews would  
16 be done by a subgroup or a small group that the  
17 chairmen have. And then it comes to the Board  
18 as opposed to just living and dying by what the  
19 consultant says; the Board's got to have  
20 that --

21 DR. KIRSCHNER: This is just a piece you  
22 use to make a decision. So one of the things  
23 you can do when you're interviewing candidates,  
24 for instance, is say, you know, You focus on  
25 grows the endowment. And, Kimberly, you focus

1 on communication and Justin so that you are --  
2 as opposed to everybody asking the same  
3 questions.

4 And then the other thing you can do is  
5 you can use this to onboard the report; then it  
6 can be shared with the successful candidate and  
7 used to onboard them and say, Hey, when we  
8 looked at you, we think this is an area you  
9 really need to focus on. I'm an executive  
10 coach, so I do this. I actually work with  
11 people after they're hired to help improve  
12 their performance.

13 All right. How did we do?

14 CHAIRMAN LAWSON: Good, Jeff. Thank you.

15 TRUSTEE PERRY: Are we going to get this  
16 next week?

17 CHAIRMAN LAWSON: Yeah, I should be able  
18 to turn this around within a week, absolutely.  
19 I'm pretty much done.

20 CHAIRMAN LAWSON: Let's take 10 and start  
21 a little early with the actual board meeting  
22 itself. So this concludes our retreat format.

23 Again, thanks, everybody, for their  
24 participation. Jeff, thank you. Good  
25 discussion this morning, good job on the

1 results. You've giving us a lot to think  
2 about. And -- you know, so a lot of good  
3 information in the last day and almost a third  
4 here. So let's take 10, come back, go straight  
5 into the --

6 ATTORNEY BARGE-MILES: Come back at  
7 10:55?

8 CHAIRMAN LAWSON: Yes, and go straight  
9 into the board meeting. And we'll try to make  
10 sure the other remote members are on when we  
11 get started.

12 (Brief recess.)

13 CHAIRMAN LAWSON: Good morning and  
14 welcome to the August 18th, 2017, meeting of  
15 the Florida A&M University Board of Trustees.  
16 I'd like to call this meeting to order.  
17 Attorney Barge-Miles, would you please call the  
18 roll.

19 ATTORNEY BARGE-MILES: Trustee Bruno.

20 (No response.)

21 ATTORNEY BARGE-MILES: Trustee Carter.

22 TRUSTEE CARTER: Here.

23 ATTORNEY BARGE-MILES: Trustee Dortch.

24 TRUSTEE DORTCH: Here.

25 ATTORNEY BARGE-MILES: Trustee Grable.

1 TRUSTEE GRABLE: Here.

2 ATTORNEY BARGE-MILES: Trustee Lawrence.

3 TRUSTEE LAWRENCE: Here.

4 ATTORNEY BARGE-MILES: Trustee Lawson.

5 CHAIRMAN LAWSON: Here.

6 ATTORNEY BARGE-MILES: Trustee McCoy --

7 oh, I'm sorry.

8 Trustee Mills.

9 (No response.)

10 ATTORNEY BARGE-MILES: Trustee Moore.

11 TRUSTEE MOORE: Here.

12 ATTORNEY BARGE-MILES: Trustee Perry.

13 TRUSTEE PERRY: Here.

14 ATTORNEY BARGE-MILES: Trustee Reed.

15 TRUSTEE REED: Here.

16 ATTORNEY BARGE-MILES: Trustee

17 Washington.

18 TRUSTEE WASHINGTON: Here.

19 ATTORNEY BARGE-MILES: And Trustee Woody.

20 TRUSTEE WOODY: Here.

21 ATTORNEY BARGE-MILES: Mr. Chair, you

22 have the quorum.

23 CHAIRMAN LAWSON: Thank you. Attorney

24 Barge-Miles, did anyone sign up for public

25 comment today?

1           ATTORNEY BARGE-MILES: Yes, Hattie  
2 Alexander.

3           CHAIRMAN LAWSON: Okay.

4           MS. ALEXANDER: I did, but I'll take a  
5 pass.

6           CHAIRMAN LAWSON: You're going to pass,  
7 Ms. Alexander?

8           MS. ALEXANDER: Yes, sir.

9           CHAIRMAN LAWSON: That's a first.

10           All right. Before we get into the action  
11 items that I've printed, I had one item that I  
12 wanted to bring up and ask for your  
13 consideration. And I felt this was the right  
14 time to bring it up because we're now in a  
15 quorum where we could actually take a motion  
16 and vote if the body so agrees.

17           As you-all know, we are nearing the end  
18 of Dr. Robinson's interim contract. I think  
19 you-all have your own individual feelings about  
20 how it's gone -- positive, negative. We just  
21 went through a piece of our process with the  
22 presidential leadership profile. And I think  
23 it was really productive to get our heads  
24 wrapped around what we individually, what the  
25 body collectively wants to see in the next

1 president.

2 The one thing I've tried to make sure we  
3 do throughout the whole process is keep all of  
4 our options open, options open meaning if we  
5 chose to do a search, we could pursue that  
6 option. If for whatever reason we chose not to  
7 do a search, we could pursue -- we would want  
8 to pursue that option; however, as you all  
9 know, there is an existing Board of Governors  
10 regulation that requires for a search.

11 What I'd love for us to have some  
12 discussion around and consider is should we,  
13 could we ask the Board of Governors for relief  
14 on that requirement, simply asking for relief  
15 that would allow us to have option A, conduct a  
16 a search; or option B, if we so choose at a  
17 later date to not conduct the search. So I'd  
18 love to open the floor for either discussion or  
19 a motion on that issue.

20 Dave?

21 TRUSTEE LAWRENCE: I'd like to make a  
22 motion to accept that process of asking the  
23 Board of Governors for either acting the --  
24 lead to our having a search or deciding we  
25 don't need a search.

1 TRUSTEE PERRY: Second.

2 CHAIRMAN LAWSON: The motion has been  
3 made and properly seconded. Are there any  
4 questions?

5 TRUSTEE DORTCH: Mr. Chairman, I would  
6 just like to make sure for the record that  
7 those who are listening in and who would be  
8 here understand this is strictly a motion to  
9 give this board options. It is in no way a  
10 selection of bypassing the process that we told  
11 the general public that we were going to  
12 follow. So for the record, we don't want  
13 anyone to go out and say the Board voted to  
14 take some action on selecting a president.

15 CHAIRMAN LAWSON: For clarity, as I  
16 understand the motion, the motion is simply to  
17 ask for a waiver of the existing state  
18 stature/requirement. That's all we're asking  
19 for motioning on today. So are there any other  
20 questions or additional clarifications on the  
21 motion?

22 TRUSTEE WASHINGTON: Just a quick  
23 question.

24 CHAIRMAN LAWSON: Yes. Absolutely.

25 TRUSTEE WASHINGTON: Is it the case that

1 if we require a waiver that the Board of  
2 Governors is going to require additional  
3 information as to what -- that -- it's my  
4 understanding from the General Counsel that if  
5 we -- it was if we choose not to do a search,  
6 we required a waiver which made it sound like  
7 we would have to then have some justification  
8 for that waiver. In this posture, since we  
9 have not come to that decision what does that  
10 justification look like?

11 TRUSTEE PERRY: I've extensively reviewed  
12 the reg -- 1.002 and one of the things we must  
13 be mindful of is one, that the other  
14 universities will be watching to see if they  
15 grant an exception. We would have to carve out  
16 certain things that would distinguish us that  
17 would make us different because they're not  
18 going to want to grant it because it will open  
19 the door.

20 And I've looked at some things that would  
21 put us in good stay to justify the granting of  
22 an exception. Dr. Robinson -- if we choose to  
23 do that -- if we get to that process -- has  
24 served us on at least three prior occasions, I  
25 believe this being the fourth occasion.

1           During each of those occasions, he's  
2           faced many challenges that he's had to overcome  
3           and he has led us through turbulent times on  
4           four different occasions. He has done that  
5           with distinction. He's been very successful.

6           One of the distinguishing points is that  
7           his leadership would bring stability back to  
8           the university. He has been a stabilizing  
9           force on at least four different occasions.  
10          You know, we've had public quorum where we've  
11          gotten input from faculty. We've gotten input  
12          from students. We've gotten input from the  
13          alumni, we've gotten input from basically the  
14          general family that constitutes FAMU.

15          One thing he also brings besides his  
16          experience is his talent. And there are a  
17          number of other factors we would need to list  
18          in a document requesting the exception because  
19          if we just simply ask for an exception, we're  
20          not going to get it. We have to outline why  
21          this situation is unique. And once we do that  
22          -- and we also need to get our liaison on board  
23          from the Board of Governors.

24          And one of the things that we would  
25          probably have to do because there is also

1 (inaudible) which calls for what they call a  
2 background check. We can also go ahead and do  
3 that and include all of that information in our  
4 request plus what we've gone through here, show  
5 how Dr. Robinson -- if we choose to go that  
6 route -- fits within the criteria that we have  
7 set up.

8 So as Mr. Dortch has said, if we choose  
9 that route we're just keeping all our options  
10 open, but if we want to be successful in that  
11 option, that's what I think we need to do.

12 TRUSTEE MOORE: I agree.

13 TRUSTEE WASHINGTON: Just a quick  
14 followup.

15 CHAIRMAN LAWSON: Sure.

16 TRUSTEE WASHINGTON: As a supplemental  
17 material, I think it behooves us as a board to  
18 consider an evaluation. We haven't performed  
19 one this cycle in the previous three years. We  
20 have annually done evaluations of our leader.  
21 I think that is key to supplemental materials.

22 TRUSTEE DORTCH: One more thing I think  
23 is important and one of the reasons for asking  
24 for the exception and be clear -- and I'm clear  
25 that this board still would need to vote on

1           whatever it decided to do. This is one that  
2           gives an option, one the Board of Governors  
3           meets next month.

4                   CHAIRMAN LAWSON: Later this month.

5                   TRUSTEE DORTCH: Later this month.

6           Dr. Robinson's contract ends in November, the  
7           current contract that we have. And in  
8           consideration that there are at least 14 HBCUs,  
9           not to mention others that have vacancies, I  
10          would think we'd want to at least be in the  
11          position one, ensuring after what we've been  
12          through that Dr. Robinson or anybody would have  
13          to go through this evaluation process that we  
14          just went through also.

15                   In addition to what would be our annual  
16          evaluation, Mr. Chair, I think that  
17          Dr. Robinson would have to go through an  
18          assessment against what we just did as measures  
19          just as we were acquiring anybody else. But  
20          what this does is gives us a flexibility one,  
21          to ensure come November if we aren't doing  
22          something we haven't measured up and we decided  
23          so he would not go looking into these other 14  
24          positions. I think we want to be in position  
25          that if the Board -- based on what I -- the

1 constituents have said or stakeholders have  
2 said if he meets that then the Board has the  
3 flexibility to make a decision there.

4 And the other side of it, again, is it  
5 being -- it's being prepared not -- you know,  
6 so that you can have these options to our  
7 advantage. And that would be my main reason  
8 for supporting this motion.

9 CHAIRMAN LAWSON: And just to add -- and  
10 I know the motion is on the floor, but I want  
11 to add just a couple things that maybe --  
12 thoughts of consideration as well.

13 For me, I wanted to keep -- my goal is to  
14 keep all of our options open. So this is not a  
15 surprise to anyone, I did alert the Governor's  
16 Office that we may consider this option. I did  
17 alert the chancellor that we may consider this  
18 option. And I also alerted the chairman of the  
19 Board of Governors that we may consider this  
20 option, so if this motion moves forward, there  
21 are no surprises to anyone that this has been  
22 something that at least I've been  
23 contemplating. But I wanted to see where the  
24 full board stood on it.

25 TRUSTEE BRUNO: So to be clear, the

1 motion that we're doing is to consider waiving  
2 their requirement so that at some point later  
3 on, we'll focus on whether or not we want these  
4 metrics?

5 CHAIRMAN LAWSON: Yes. Seeing as there  
6 -- are any other questions? Call the question  
7 -- all those -- well, let's do a roll call  
8 vote, Attorney Barge-Miles, just to make sure  
9 we --

10 ATTORNEY BARGE-MILES: Trustee Bruno.

11 TRUSTEE BRUNO: I -- yes.

12 ATTORNEY BARGE-MILES: Trustee Carter.

13 TRUSTEE CARTER: Yes.

14 ATTORNEY BARGE-MILES: Trustee Dortch.

15 TRUSTEE DORTCH: Yes.

16 ATTORNEY BARGE-MILES: Trustee Grable.

17 TRUSTEE GRABLE: Yes.

18 ATTORNEY BARGE-MILES: Trustee Lawrence.

19 CHAIRMAN LAWSON: Yes.

20 ATTORNEY BARGE-MILES: Trustee Lawson.

21 CHAIRMAN LAWSON: Yes.

22 ATTORNEY BARGE-MILES: Trustee Moore.

23 TRUSTEE MOORE: Yes.

24 ATTORNEY BARGE-MILES: Trustee Perry.

25 TRUSTEE PERRY: Yes.

1 ATTORNEY BARGE-MILES: Trustee Reed.

2 TRUSTEE REED: Yes.

3 ATTORNEY BARGE-MILES: Trustee

4 Washington.

5 TRUSTEE WASHINGTON: Yes.

6 ATTORNEY BARGE-MILES: Trusty Woody.

7 TRUSTEE WOODY: Yes.

8 ATTORNEY BARGE-MILLS: Trustee Mills,  
9 have you joined the call?

10 (No response.)

11 CHAIRMAN LAWSON: You have to note that  
12 Trustee Mills was absent.

13 CHAIRMAN LAWSON: What's the count?

14 ATTORNEY BARGE-MILES: Eleven.

15 CHAIRMAN LAWSON: Eleven? Motion  
16 carries. Thank you.

17 Next order of business. We'd like to now  
18 move into the approval of the minutes; the  
19 June 8th and June 30th minutes were posted on  
20 the Board's website by Trustee (inaudible) if  
21 you need to review them. Are there any  
22 corrections?

23 TRUSTEE DORTCH: So moved.

24 CHAIRMAN LAWSON: Motion moved. Second?

25 TRUSTEE WOODY: Second.

1           CHAIRMAN LAWSON: All those in favor,  
2 please say I.

3           (Affirmative indications.)

4           CHAIRMAN LAWSON: Motion carries. The  
5 next item is our Choice Metric. And now, I'd  
6 like to recognize Dr. Maurice Edington from --  
7 who is the vice president of strategic  
8 planning, analysis, and institutional  
9 effectiveness to discuss the university's  
10 Choice Metric. Dr. Edington, you are  
11 recognized.

12           DR. ROBINSON: Mr. Chairman, this is  
13 Dr. Robinson. Before Dr. Edington's time, I  
14 would like to correct a couple of items in that  
15 last discussion, if you don't mind.

16           CHAIRMAN LAWSON: Sure.

17           DR. EDINGTON: I really appreciate the  
18 lofty comment from Judge Perry; however, this  
19 is only my third time serving in this capacity.  
20 It may seem like four times, but it's just  
21 three. And also unless I'm terribly mistaken  
22 -- I don't carry it around in my back pocket,  
23 but I believe my current contract ends on  
24 September the 15th.

25           CHAIRMAN LAWSON: We just need to

1 double-check. Attorney Thomas is here. We  
2 just need to double-check. And we'll add that  
3 to the record for clarity or amend the record  
4 for clarity so that we are accurate there.

5 So, Dr. Robinson, were those your only  
6 comments?

7 DR. ROBINSON: Yes, sir. Thank you very  
8 much.

9 CHAIRMAN LAWSON: All right. Thank you.  
10 Is Dr. Edington there?

11 DR. EDINGTON: Yes. Good morning, sir.

12 CHAIRMAN LAWSON: Yes, good morning,  
13 Dr. Edington. The Florida Board of Governors  
14 is requiring each University Board of Trustees  
15 to approve three metrics for BOG consideration  
16 as replacement for the existing BOT Choice  
17 Metric, Metric No. 10. Each Board of Trustees  
18 should propose benchmarks for excellence and  
19 improvement for each of the three metrics. The  
20 three approved metrics should be submitted to  
21 the BOG no later than September 1, 2017. The  
22 university will have an opportunity to discuss  
23 this proposed metric at the BOG workshop in  
24 October.

25 The university administration is

1 recommending that the Board of Trustees approve  
2 the following three metrics as ranked along  
3 with their corresponding benchmarks for  
4 excellence and improvement. Metric 1 would be  
5 total degrees awarded; second rank metric would  
6 be four-year graduation rates for transfers  
7 with AA degrees from the Florida college  
8 system; and the third rank system would be  
9 number of FTS transfers with number of AA  
10 degrees head count enrollment.

11 CHAIRMAN LAWSON: Are there any questions  
12 on the recommendation from Dr. Edington?

13 TRUSTEE DORTCH: I move an approval.

14 TRUSTEE CARTER: Second.

15 CHAIRMAN LAWSON: The motion has been  
16 made and properly seconded. Are there any  
17 questions? All those in favor, please say I.

18 (Affirmative indications.)

19 CHAIRMAN LAWSON: Motion carries.

20 Thank you, Dr. Edington.

21 All right. Next item on the agenda is a  
22 finalization of our budget. Vice President  
23 Ford, you are recognized to present the final  
24 2017, '18 budget.

25 VICE PRESIDENT WANDA FORD: Thank you.

1 Good morning, trustees. Approval of the '17,  
2 '18 final operating budget is in accordance  
3 with the BOG Regulation 9.007 that imparts as a  
4 final operating budget must be approved by the  
5 University Board of Trustees prior to  
6 submission to the Board of Governors.

7 This year the final operating budget is  
8 due to the BOG on August 21st. The document  
9 and materials is the '17, '18 operating budget  
10 Schedule 1. This final budget has undergone  
11 reconciliation and necessary adjustment.

12 In comparing the preliminary and final  
13 budget, you will see that changes included  
14 reclassification, the inclusion of the  
15 receivable amounts of contracts and grants and  
16 an increase in the beginning sum balance which  
17 is relative from less expenditures than  
18 originally projected.

19 The university is projecting an overall  
20 ending fund balance of 76 million for fiscal  
21 year '17, '18. This amount includes all funds  
22 and comprises of restricted and/or committed  
23 reserve amount. I'd to point out for general  
24 revenue the projected carry-forward is 34  
25 million. Of this total, 8.5 million is the

1 mandatory reserve amount imposed by the Board  
2 of Governors, and 8.5 million is the mandated  
3 reserve amount for the Board of Trustees. The  
4 remaining 17 million will be committed to help  
5 address issues such as deferred maintenance,  
6 campus security and initiatives related to  
7 student services, enrollment and retention.

8 Mr. Chair, this concludes my presentation  
9 of this item.

10 CHAIRMAN LAWSON: Are there any questions  
11 for Dr. Ford?

12 TRUSTEE WOODY: Mr. Chairman?

13 CHAIRMAN LAWSON: Yes.

14 TRUSTEE WOODY: I would like to make a  
15 recommendation to approve the final budget.

16 TRUSTEE DORSEY: Second.

17 CHAIRMAN LAWSON: The motion has been  
18 made and properly seconded. All those in  
19 favor, please say I.

20 (Affirmative indications.)

21 CHAIRMAN LAWSON: Motion carries. At  
22 this point, seeing as there's no further  
23 business to come before the Board, this meeting  
24 is officially adjourned.

25 (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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