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4 PROCEEDINGS: BOARD OF TRUSTEES MEETING

5 In Re: AGENDA

6 DATE: August 15, 2019

7 TIME: 8:00 a.m. - 2:30 p.m.

8 BEFORE: BOARD OF TRUSTEES FAMU

9

10 PLACE: The Westin Tampa Waterside

11 725 S. Harbour Island Boulevard

12 Tampa, Florida

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14 REPORTED BY: Dana L. Stockton, RPR

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ANTHEM REPORTING, LLC  
101 S. FRANKLIN STREET, STE 101  
TAMPA, FLORIDA 33602

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1 ATTENDANCE:

2 KELVIN LAWSON, KIMBERLY MOORE

3 LARRY ROBINSON, ROBERT WOODY

4 T. NICOLE WASHINGTON, ANNMARIE CAVAZOS

5 ROCHARD MARCIETTE, HAROLD MILLS

6 JOHN EASON, RICHARD SCHWEIGHT

7 DENISE WALLACE, RONALD HENRY

8 CLIFFORD STOKES, SHEILA FIELDS

9 THEO GREER, PAMELA ZACHERY

10 LINDA BARGE-MILES, ARCHIE BOVIE

11 JOE MALESZEWSKI, MAURICE EDINGTON

12 CRAIG REED, DAVE LAWRENCE

13 MATTHEW CARTER, THOMAS DORTCH

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

2 MRS. BARGE-MILES: Trustee Carter.

3 TRUSTEE CARTER: Here.

4 MRS. BARGE-MILES: Trustee Cavazos.

5 TRUSTEE CAVAZOS: Here.

6 MRS. BARGE-MILES: Trustee Dortch.

7 TRUSTEE DORTCH: Here.

8 MRS. BARGE-MILES: Trustee Lawrence.

9 TRUSTEE LAWRENCE: Here.

10 MRS. BARGE-MILES: Trustee Lawson.

11 CHAIRMAN LAWSON: Here.

12 MRS. BARGE-MILES: Trustee Mills.

13 TRUSTEE MILLS: Here.

14 MRS. BARGE-MILES: Trustee Moore.

15 TRUSTEE MOORE: Here.

16 MRS. BARGE-MILES: Trustee Marciette.

17 TRUSTEE MARCIETTE: Here.

18 MRS. BARGE-MILES: Trustee Perry will not

19 able to join us. Well, he may call in. His

20 brother-in-law passed away, so he'll be calling

21 in either today or tomorrow.

22 Trustee Reed would not able to join us

23 today.

24 Trustee Washington.

25 TRUSTEE WASHINGTON: Here.

1 MRS. BARGE-MILES: And Trustee Woody.

2 TRUSTEE WOODY: Here.

3 MRS. BARGE-MILES: Chair Lawson, you have  
4 the floor.

5 CHAIRMAN LAWSON: Thank you.

6 The first thing I would like to do is  
7 welcome our two, one newer and one newest. Our  
8 student government president, welcome again. I  
9 think we welcomed you -- this may be the second  
10 time we've welcomed you. I want to make sure  
11 you feel at home.

12 And our newish trustee, Trustee Cavazos.

13 TRUSTEE CAVAZOS: Cavazos.

14 CHAIRMAN LAWSON: Cavazos. I got it. I

15 think I'm going to listen to her enunciation.

16 Welcome. Cavazos. Good morning and welcome as  
17 our newest trustee representing the faculty.

18 And we're glad to have you and we look forward  
19 to having your input as we walk through all  
20 these processes over the next 12 months. So  
21 welcome. Welcome.

22 TRUSTEE CAVAZOS: Thank you.

23 CHAIRMAN LAWSON: At this point we really  
24 enter into a critical juncture for the board.

25 I'm going to do just a little bit of

1 highlighting. I'm going to editorialize this  
2 agenda a little bit. A little bit of highlight  
3 of some of the things we're going to do this  
4 week.

5 But first and foremost is, today's, the  
6 morning, will be consumed with evaluation of  
7 the president based on annual goals that were  
8 set by the person and approved by us.

9 We will go through our own assessment, as  
10 well as the president's self-assessment of  
11 himself, ending with an overall view of the  
12 president's performance over the last academic  
13 year.

14 And this is a really important piece, for  
15 a number of reasons. It allows us, I think, to  
16 level-set as a board our expectations of the  
17 president and also the president I believe to  
18 level-set as far as specifically how the board  
19 views him.

20 It also allows us to effectively  
21 communicate with our governing body, the Board  
22 of Governors, around how we assess our  
23 president and our league collectively moving  
24 forward on the right objectives.

25 Issue number two for the day, which is

1 also really important, is a self-assessment of  
2 ourselves, a self-assessment of the board. How  
3 can we perform versus our objectives. How did  
4 we perform in the areas of efficiency and  
5 effectiveness. How are we in the areas of  
6 governing the president and being stewards of  
7 the enterprise and good fiduciaries of the  
8 institution.

9 So this is our opportunity to self-assess  
10 ourselves and this is also a requirement, if  
11 I'm not mistaken. So this is a really  
12 important piece of what we need to do as a  
13 board, as an operational item.

14 After the self-assessment we'll have a bit  
15 of a working lunch. I put together a laundry  
16 list of issues.

17 And the challenge in part with the issues  
18 is that some of them become tough to talk about  
19 in a round table forum like this because we're  
20 technically not supposed to converse openly  
21 about an item that may come before the full  
22 board for a vote.

23 So we can talk about some items from an  
24 opportunistic standpoint, but not necessarily  
25 draw firm in the conclusions.

1       So we're going to ask our attorney to sit  
2       in on that portion just to make sure that we're  
3       inside the white lines on what we say and how  
4       we operate moving forward.

5       From there a lot of you have expressed an  
6       interest in going out to see the Brooksville  
7       property. So hopefully, weather permitting, we  
8       will get out of here around 2:00.

9       The property calls it, with a bus route,  
10      probably an hour from here. We'll get a chance  
11      to see the farm, see the facility, which is  
12      obviously where the big solar farm is going to  
13      eventually be. So I think that will be great.

14      And then we'll collectively come back here  
15      for a casual dinner tonight at a restaurant  
16      called Jacksons, if I'm not mistaken.

17      And then tomorrow looks more like a  
18      traditional board meeting day, starting with  
19      the governor's committee. We'll run through  
20      budget and finance -- budget, finance and  
21      facilities.

22      There are a number of informational items  
23      in there that I think are really important, as  
24      well as a couple extra items that we need to  
25      address.



1       Counting your committee, the DSO has a  
2       couple extra items around some namings that we  
3       need to address.

4       And then my committee which, you know,  
5       fortunately, unfortunately, becomes a bit of a  
6       lightning rod as of recent.

7       As opposed to me giving you guys an update  
8       on the audit, I thought it would be imperative  
9       to have the audit firm come in and give the  
10      update.

11      You know, they're objective. They stand  
12      on their own reputation. They're not closed  
13      down for a week by the University, and I  
14      thought it would be really important for them  
15      to walk you through what they found when they  
16      did the audit of the athletic expenditures.

17      So they will come in -- I'll give you an  
18      update on ending year's budget, coming year's  
19      budget. But when it comes to the audit  
20      findings, I thought it was -- I thought it  
21      would just go over better and be more  
22      transparent if we let the audit firm speak for  
23      themselves and tell you what they found and  
24      answer any direct questions that you might  
25      have.

1       So that will happen tomorrow around  
2       10:30ish. Then we'll go from there into a full  
3       board meeting.

4       As you all know, we handle most of the  
5       items via consent agenda, so that board meeting  
6       should move fairly swiftly. So I just wanted  
7       to give everybody the lay of the land.

8       Again, I'm really happy to be here. We  
9       tried to move this venue around. Last year I  
10      think we were at the law school. The year  
11      before that I think we were at the foundation  
12      building. So we try to move this around the  
13      State a little bit. And Jacksonville the year  
14      before that, right. And I guess four years ago  
15      we were in Crestview. So we try to move it  
16      around a little bit to give us a little  
17      diversity in location, as well as connect with  
18      the other remote locations around the State, as  
19      well.

20      So with that being said, I'm going to now  
21      pass the meeting to Trustee Mills to lead us  
22      into the discussion of the president's  
23      evaluation.

24      TRUSTEE MILLS: All right. Good morning,  
25      everyone. How are you guys doing. All good.

1 I'll apologize up front that I won't be  
2 able to make it to the Brooksville tour. I was  
3 telling the chairman that I have my oldest that  
4 I'm dropping off at college tomorrow. So we  
5 have a flight tonight. My first one.

6 TRUSTEE LAWRENCE: Where is she going to  
7 school?

8 TRUSTEE MILLS: She's going to Carnegie  
9 Mellon in Pittsburg. So anyway, so obviously  
10 lots to cover within in a couple days, as the  
11 chairman just outlined. And we're getting  
12 started with the fun stuff, which is going  
13 through our esteemed president's evaluation and  
14 goals.

15 And I think at some point we're also going  
16 to talk about his proposed goals for next year  
17 in this dialogue, as well. We have -- we have,  
18 you know, a couple hours basically on the  
19 agenda here, and we only have a page and a  
20 couple lines.

21 So the point of that really is is that,  
22 you know, we have a lot of time for, you know,  
23 open, honest, candid discussion around both the  
24 goals and our achievements as we go through  
25 here.

1       And I do think it's imperative to -- that  
2 we all kind of understand the goals and how  
3 they're measured for sure.

4       Okay. The only other thing I would  
5 mention in preamble here is we probably could  
6 talk about our self-evaluation before the  
7 president's evaluation. You know, and we'll  
8 get to that later.

9       But just as a highlight, there are a  
10 couple of things. If you look at the takeaways  
11 from that, one of the big takeaways with  
12 consistent themes was our ability to hold  
13 management and staff accountable and follow  
14 through.

15       And I think it's important for us to keep  
16 that in context as we kind of go through this  
17 evaluation, for sure.

18       But that says -- and by the way, as you  
19 probably all read, you know, we do think very  
20 highly of ourselves. But we do need to make  
21 sure that, you know, our responsibility is to  
22 ensure that sort of sustainability and concern  
23 of the institution itself.

24       And so that's a big part of what we need  
25 to make sure that we're deliberating at this

1 point. Okay?

2 TRUSTEE MOORE: Mr. Chair.

3 TRUSTEE MILLS: Yes.

4 TRUSTEE MOORE: We will have the compiled

5 narrative for the review? You know,

6 everybody's summary of this is what we said

7 and, you know, prior reviews.

8 TRUSTEE MILLS: Oh, in terms of the

9 comments and such --

10 TRUSTEE MOORE: Yeah, the comments, the

11 backup. Is that available electronically?

12 MRS. BARGE-MILES: That was so large that

13 we didn't print it out, but we can send it to

14 you.

15 CHAIRMAN LAWSON: We can always add --

16 TRUSTEE MILLS: Mr. Chair, if I may?

17 CHAIRMAN LAWSON: Of course. It's a

18 retreat.

19 TRUSTEE MOORE: Oh, yeah. Harold, we need

20 that.

21 CHAIRMAN LAWSON: Did the team request

22 they email the narrative?

23 MRS. BARGE-MILES: The thing with all of

24 the --

25 MRS. WALLACE: Yeah, that was e-mailed to

1 you.

2 TRUSTEE MILLS: Okay. So in the meantime,  
3 while she's pulling that together, I do think  
4 we can kind of go through the annual priorities  
5 and goals for sure, because those are the ones  
6 that we're, you know, fully aware of.

7 And if you do, do you happen to have at  
8 least the president's self-evaluation with you?

9 Okay. Because that one just has --  
10 remember that page two that had the description  
11 of those priors and goals included on this  
12 document.

13 Okay. So let's just dive right in here.  
14 Oh, the other thing is, too, is they put the  
15 dashboard item in your packets. But I'm not  
16 sure if you spent much time actually online  
17 previous to this with it.

18 This is actually a really good tool. And  
19 I think, you know, this is like on demand, so  
20 you can go in at any given time and look at  
21 where we are, et cetera. And there's always  
22 like reconciliation items that come up later.  
23 But I would recommend that you reference that  
24 dashboard, particularly as it relates to these  
25 annual priorities, et cetera.

1       So at any rate, so the first one is  
2 performance-based funding metrics, right? And  
3 I think, you know, we kind of went through all  
4 those in the last board meeting.

5       Last year we had lowered our goal to 70,  
6 based on some information and insight that we  
7 had received. And we actually reached a 70 for  
8 this year, right?

9       And just very quickly, any sort of rehash  
10 or questions about that, any of those  
11 performance-based funding goals?

12       TRUSTEE MOORE: Just a general comment. I  
13 think --

14       MRS. ZACHERY: Mrs. Wallace is going to  
15 get the flash drive that the full document is  
16 on. But I'm going to e-mail the president's  
17 self-eval to Theo.

18       CHAIRMAN LAWSON: Sorry to interrupt. Can  
19 she make copies for everybody? How long is the  
20 document?

21       TRUSTEE MILLS: We love the earth, man.  
22 We love the earth.

23       CHAIRMAN LAWSON: I'm just saying, in case  
24 everyone didn't have their computer with them  
25 today. They'd be able to --

1 TRUSTEE MILLS: I think they're going to  
2 try to put it on the screen in a little bit.

3 TRUSTEE MOORE: I guess my general problem  
4 in looking at this particular one is the fact  
5 that we were at 70 and we have talked about and  
6 we have pushed forward with how do we move the  
7 needle.

8 There was lots of effort around the state  
9 in support of moving from the bottom three, and  
10 that happened.

11 We, in turn, have to make sure and be very  
12 diligent that we are not leaving ourselves in  
13 the bottom three just by effort.

14 I think that even greater pushes the need  
15 to be in place to make sure that we're moving  
16 forward. I think the challenging thing for me,  
17 when we talk about performance-based funding is  
18 that even when we were pulling together the  
19 numbers ourselves and what was presented to us,  
20 was lowering our expectations.

21 And yet, I think that was with the Board  
22 of Governors that came back and said, hey, you  
23 all need to -- we, I believe, have to be that  
24 body that says, let's push forward.

25 I don't think that the Board of Governors



1 should have to be in that position of telling  
2 us, hey, go back. You need to climb and reach  
3 and strive.

4 CHAIRMAN LAWSON: That's a good point.

5 TRUSTEE WASHINGTON: I agree with that  
6 wholeheartedly. And just from an actual optic  
7 standpoint, the annual trend is an upward  
8 marker and I would like to -- it's certainly  
9 not. We actually went down. So like we have  
10 to be cognizant and hold ourselves accountable  
11 of how we are residue to ourselves. How we are  
12 meeting our goals, right?

13 Like we went from 72 to 70, which wasn't  
14 technically the goal; however, the trend is a  
15 downward trend.

16 So optically, I just think for us we have  
17 to be cognizant of, are we moving forward and  
18 are we giving ourselves and our community a  
19 sense that we are moving forward on things that  
20 we may or may not be looking for. I just think  
21 we can be uber-transparent to all of ourselves  
22 about our trends.

23 TRUSTEE DORTCH: Chair, for the sake of  
24 evaluation though, we have to -- our evaluation  
25 is based on the goal we set. We have to hold

1 ourselves accountable. But the key is in this  
2 evaluation of the president, if we set a goal  
3 and we met it, then that's the basis for the  
4 evaluation.

5 But in terms of raising the bar, that's on  
6 us because the president and his administration  
7 have to perform to the levels we set. So I  
8 hope we keep that in mind for the purpose of  
9 this session.

10 MR. ROBINSON: Yeah. Mr. Chairman, I  
11 appreciate your comments. If the game you're  
12 saying is also just sitting where you are, it  
13 won't be good enough for anyone to put either a  
14 90 or a 95. We have to show improvement. If  
15 you don't, then you stay where you are if you  
16 don't come back with some type of plan.

17 So, you know, it's not a concept. It's  
18 not something to show. It's a necessity that  
19 we get better in order to stay in the money  
20 realm, so to speak. And the threshold of being  
21 in that realm, and that's the threshold.

22 But next year or years, so you get two  
23 years and then after that you have to come with  
24 this approval plan. And the reason they did  
25 that is because --

1 THE COURT REPORTER: Can you speak up,  
2 please? I'm having a hard time hearing you.

3 MR. ROBINSON: If you could move closer.  
4 Yes. And so the motivation to change that once  
5 you've met the threshold and you are getting  
6 better. So that's why I included, you know, or  
7 the two years. Okay.

8 You can't just sit there at 70 or 75 or  
9 78. At some point it has to get better.

10 TRUSTEE MILLS: You do have to speak up a  
11 little bit. Sorry. I'm having a hard time  
12 hearing you also.

13 TRUSTEE CAVAZOS: It went from 72 to 70  
14 and you're saying that we're dropping in our  
15 metrics, so we have to accommodate. So I'm not  
16 sure.

17 MR. ROBINSON: We thought that the  
18 greatest that it was, it was an outline. We  
19 did really, really well. But we kind of knew  
20 going in and sustaining that that it was going  
21 to be difficult, and it always is.

22 So we also have improvement points and  
23 you're learning less isn't the best, so we  
24 decided to put it in a threshold. The thought  
25 was more realistic; however, I agree with

1 pushing forward on it because the game has  
2 changed. It's staying at 70 and it will not be  
3 sufficient.

4 TRUSTEE MILLS: Was there something  
5 specific? I thought there were a couple  
6 specific items that we knew why we needed to  
7 move from 72 to 70, as opposed to just kind of  
8 setting us up.

9 MR. ROBINSON: I can tell you the mindset.  
10 We obviously once where we saw some slippage  
11 and I think it was on the retention rating.  
12 And then the percentage of degrees, you know,  
13 if this is something that you want to talk  
14 about.

15 Often areas of strategic inferences with  
16 SPE and we saw that. And those are trending  
17 things, so they're not going to resolve in one  
18 year because that -- that cold water is already  
19 in. So that was part of the recommended.

20 TRUSTEE MILLS: So I sort of equate it to,  
21 if you have a product that's declining and you  
22 know the revenue is going to decline for that  
23 product, you might as well set it based on what  
24 you think the expectations are as opposed to  
25 something that's not going to happen.

1       So that's kind of, you know, why we  
2       lowered the bar. Having said that, you know,  
3       in the context of next year we're only  
4       giving ourselves -- we're only setting it up  
5       for a 71.

6       MR. ROBINSON: You know, you get to talk  
7       about what you want to go to. We had to show  
8       some improvement.

9       TRUSTEE MILLS: Right. And so we just  
10      need to make sure we think about -- when we go  
11      into next year's goals, we need to think about  
12      is 71 or something higher, you know, in terms  
13      of --

14      CHAIRMAN LAWSON: And I look at this, you  
15      know, as all of these are important. But I  
16      look at this one in particular as a really  
17      important one for the University and I'll talk  
18      about kind of where we landed and talk about  
19      where we think we want to go when we start  
20      setting the metrics.

21      So it is a meets, because what Trustee  
22      Washington said is correct. The trend line is  
23      sliding down. And I think when you look at the  
24      individual metrics versus the goal, you know,  
25      we know the ones where we fell short.

1        So me personally -- you know, because we  
2        did get into the money. We were, you know,  
3        above kind of a threshold and it was a meets  
4        and not an exceed.

5        But this one is really critical for me  
6        because it is really the yardstick that I felt  
7        our governing body evaluates us on. And I  
8        think it's also embedded in there, there are  
9        things that are within our control, i.e.,  
10       graduation rate, retention rate, degrees in  
11       programs with strategic emphasis, research  
12       dollars.

13       So there are things that even though the  
14       system is set up for the rules, there are  
15       things in there that we can control.

16       And what I want to make sure that we're  
17       doing, now that we're getting the incremental  
18       infusion and performance dollars, and this is  
19       kind of, you know, part of -- the next part of  
20       this is, are those dollars put behind the  
21       initiatives that will help us sprint in some of  
22       those areas where we know we can improve it in  
23       the short term.

24       You know, I know we have a graduation rate  
25       in the work plan or -- yeah, work plan. But I

1 think, you know, I think it should be higher.  
2 And I think that, you know, the expectation, at  
3 least that I have, is with the incremental  
4 13 million, plus the ability to spend reserves,  
5 carry forward -- excuse me. Carry-forward  
6 dollars that, you know, we've talked about  
7 being resource constraint.

8 Well, some of those constraints are  
9 slowly, not quickly, but slowly moving away, as  
10 far as resources go. So I think that we want  
11 to make sure that we are dialing up our  
12 performance in those key areas where we can  
13 show both some short-term and some long-term  
14 gains.

15 So that was why, you know, I probably  
16 didn't rate this maybe as highly as I did last  
17 year just because in looking at the raw data we  
18 were trending down. Looking at the opportunity  
19 moving forward with the dollars, I wanted to  
20 make sure that we are pushing really hard on  
21 all those key areas to improve because, you  
22 know, these other things, you know, granted,  
23 they are really important to the University,  
24 but our standing in the state is really tied to  
25 how we perform in those performance metrics.

1       And I think they have eliminated the  
2       bottom three, which is great. But technically,  
3       we still don't want to be in the bottom three.  
4       You know, we want to, you know, rise out of  
5       that bottom three, because the president said  
6       that if we don't improve, we'll have the right,  
7       quite frankly, to a work plan, which is  
8       basically rewriting your original business plan  
9       or your work plan.

10      And, again, having a third set of  
11      objectives versus a second set that you already  
12      have, it gets a little confusing, to be honest  
13      with you.

14      TRUSTEE MILLS: When you're not doing so  
15      well, you get a lot of unsolicited help.

16      CHAIRMAN LAWSON: Right. I would rather  
17      have one plan that we agree to that we really  
18      put our shoulders and effort to. And I think  
19      that it would be a little naive of us to think  
20      that we're getting this incremental 13 million  
21      at the expense of the preeminence that the  
22      expectation is not going to be there that we  
23      perform with that incremental infusion of  
24      money.

25      TRUSTEE DORTCH: I think also the other



1 thing is, while we set those as the floor and  
2 not the ceiling -- you know, when you say in  
3 business, you under promise and over deliver.

4 The issues that we're dealing with the  
5 politics of the system where it keeps changing.  
6 The targets keep changing.

7 So yeah, we're playing the game. We can't  
8 complain about it because we still have to be  
9 in the game. But because we set a certain  
10 level of performance for the president and  
11 administration, what we look for is over  
12 delivering. And so that looks good for  
13 everybody and all of a sudden it's giving us  
14 time to do the bottom line for delivery.

15 So I say with that, I hope -- and when I'm  
16 sure the president understands the expectations  
17 that the administration is under as what we set  
18 as the floor. And that's the thing that we  
19 have to keep working and we have to do our  
20 part.

21 But that's the key thing because of the  
22 way that the targets keep changing in the  
23 system.

24 TRUSTEE MILLS: So just on this one, and  
25 I'm not sure if we're going to get a whole lot

1 more detail, and if we are, Dr. Robinson, let  
2 me know.

3 But, you know, when we think about the 71,  
4 if we can kind of go back and forth real quick.  
5 When we think about moving from 70 to 71,  
6 why -- I guess plainly, but why such a small  
7 increase?

8 MR. ROBINSON: Well, we've done some  
9 preliminary assessments and some of those  
10 metrics that, you know, are locked in now more  
11 or less, and some that we can move. There's  
12 some we've spent a lot of time on this summer  
13 hoping to move.

14 One, in particular is that, you know,  
15 retention rate metrics. We've spent a lot of  
16 time and money on that. We don't know the  
17 final outcome yet.

18 Retention grads. We had students who had  
19 the perfect GPA, but had financial issues and  
20 we had the money to help them. That's a fairly  
21 commonplace. Cost system, I don't know the  
22 results of that yet.

23 We had a number of students with a  
24 graduation rate where it might be changed by  
25 the outcome of the summer school. So there's

1 some that we are waiting to hear from, you  
2 know, but we're really skeptical.

3 TRUSTEE MILLS: So this is why I'm asking  
4 the question, actually, Dr. Robinson, because  
5 we're sitting here kind of, you know, at the  
6 beginning of the year and we're going to set a  
7 metric that we think is already met.

8 And so the question is is that -- is there  
9 not work we do during the year to improve that,  
10 you know, at the end of the day.

11 MR. EDDINGTON: Yeah, I wanted to have an  
12 opportunity to talk a little bit about that  
13 conundrum, because it is.

14 You know, I think about it every year and  
15 I say, man, when you all are setting that  
16 target.

17 Like right now most of the data that is  
18 going to impact the scores that are released in  
19 June of 2020 are already in the books, right?

20 TRUSTEE MILLS: Well, then this is easy  
21 then.

22 MR. EDDINGTON: Oh, yeah. So my thought  
23 was just if I ever had the opportunity, I was  
24 going to suggest as you all have been talking  
25 about this goal, setting the goal for

1 performance outcomes.

2 You think in a two-year span --

3 TRUSTEE MOORE: I was going to say --

4 TRUSTEE WASHINGTON: -- two years.

5 MR. EDDINGTON: And specifically those

6 dollars that we just got, they're not going to

7 impact the outcomes until 2021, because all the

8 numbers are in the books, see. So for the most

9 part, right.

10 So I'm just -- you know, short and

11 long-term, I think about what can you do with

12 the resources that we're getting and

13 allocating. You won't see the impact on the

14 performance until 2021. You'll see it in other

15 places.

16 TRUSTEE MILLS: Right.

17 MR. EDDINGTON: I just wanted to make sure

18 we're all on the same page about that part of

19 it.

20 MR. ROBINSON: What we pay very close

21 attention to for 19/20 metrics are those that

22 haven't been yet determined. And one of the

23 big ones we saw an opportunity to invest some

24 money in was that retention rate, then trying

25 to get as many to finish up as possible.

1       So it's a delayed impact, right, and the  
2       fact that we've got zero dollars. But we  
3       reinvested some -- we did nothing in the  
4       previous years, through the first years. But  
5       we certainly didn't have \$13.7 million dollars  
6       to invest like we do now. You know, we'll see  
7       those in a year or so.

8       But the reality of it is is that it will  
9       be before the Board of Governors in June of  
10      next year.

11      TRUSTEE MILLS: Right. So I mean, this is  
12      kind of a question and I think, you know, we  
13      should all understand, right?

14      And I'm not sure if this -- if that is a  
15      true statement for all -- you know, all of  
16      these items on here.

17      MR. ROBINSON: No.

18      TRUSTEE MILLS: But certainly as it  
19      relates to PBF, you know, we might want to put  
20      some stakes in the ground today about what this  
21      means because, otherwise, we are kind of going  
22      through this exercise.

23      CHAIRMAN LAWSON: But I think -- I think  
24      though we're sitting in a system where some  
25      institutions have had a short-term acceleration

1 in their metrics by doing some, you know,  
2 pretty specific things that, you know, maybe  
3 it's been a one-year, maybe it's been a  
4 two-years.

5 But there have been a couple schools that  
6 have kind of risen out of the ashes, so to  
7 speak.

8 So I agree with the two-year horizon, but  
9 I also have a bit of impatience around our  
10 ability to lean -- willingness to lean forward,  
11 and our ability to really take these dollars  
12 and aggressively invest in.

13 Because we have an example of, I think  
14 it's FAU, that went from the bottom to close to  
15 the top. Example of West Florida went from the  
16 bottom to at least middle.

17 TRUSTEE MILLS: Right.

18 CHAIRMAN LAWSON: So I think that even  
19 though I do agree some of these have a longer  
20 horizon, I think we want to challenge ourselves  
21 to say, okay, we have this --

22 TRUSTEE MILLS: Well, I think what we  
23 heard --

24 TRUSTEE WASHINGTON: We could say one and  
25 two years.

1 CHAIRMAN LAWSON: Yeah. We have this  
2 infusion -- not only infusion. I think we have  
3 good talent around the institution. And now we  
4 have this infusion of cash.

5 So those two things, I want to make sure  
6 that we are aggressive enough to say, there's  
7 some short-term pushes in graduation rate.  
8 There's some short-term pushes in incoming  
9 research dollars. There's some -- there are  
10 some things that have more of a shorter term  
11 window.

12 TRUSTEE MILLS: Okay. So let's do this.  
13 Let's do this, because I think it's worth  
14 investing the time here. We're only talking  
15 about 10 things, right? And so let's try to be  
16 specific, right?

17 Out of the ten, right, which ones can  
18 actually change between now and June of 2020?  
19 So I got 10 metrics.

20 MR. EDDINGTON: Yeah. So not many. I'm  
21 going to pull it out so we can look at it.

22 TRUSTEE WASHINGTON: Graduation rate. So  
23 percentage of Bachelors employed or continuing  
24 education one year after graduation. That's  
25 already done. Median wages, already done.

1 Cost to student, net tuition. Is that --

2 MR. ROBINSON: I'm not so sure about that

3 one.

4 TRUSTEE WASHINGTON: -- based on whatever

5 the window of collection.

6 MR. EDDINGTON: Yeah, I think that's the

7 18/19.

8 TRUSTEE WASHINGTON: Okay. So 18/19.

9 TRUSTEE MILLS: I mean, you're going a

10 little fast for me. I'm sorry. Because I know

11 we don't have them up.

12 But just go down the list one through ten.

13 TRUSTEE WASHINGTON: So number one,

14 percent of graduates employed and/or continuing

15 their education one year after graduation.

16 MR. ROBINSON: Done.

17 TRUSTEE WASHINGTON: Done. That's because

18 that's last year.

19 TRUSTEE MILLS: Right.

20 TRUSTEE WASHINGTON: Number two is median

21 wages of Bachelors graduates employed full-time

22 one year after graduation. That would also be

23 done.

24 Number three is cost to students, net

25 tuition and fees per 120 credit hours.



1 MR. EDDINGTON: Yes.

2 TRUSTEE MILLS: Is that already done?

3 MR. EDDINGTON: I think so.

4 TRUSTEE WASHINGTON: Because that's 18/19.

5 So the collection period was last year's

6 students.

7 TRUSTEE MILLS: Okay.

8 TRUSTEE WASHINGTON: So number four is

9 FTIC four-year graduation rate.

10 MR. EDDINGTON: That's done.

11 TRUSTEE WASHINGTON: Is that already done?

12 MR. EDDINGTON: It's from the summer.

13 CHAIRMAN LAWSON: So I'm sorry, the date

14 of collection period would be --

15 MR. EDDINGTON: It ended this summer.

16 TRUSTEE WASHINGTON: So through the end of

17 summer.

18 Number five is academic progress rate.

19 Second-year retention was at least a 2.0 GPA.

20 MR. ROBINSON: That's done now.

21 MR. EDDINGTON: So that's based on who

22 comes back this fall. That's something that --

23 we can impact that even now with the dollars

24 that we just got.

25 TRUSTEE CARTER: That impacts our

1 retention, too.

2 TRUSTEE WASHINGTON: That is -- that's the  
3 academic -- so academic progress rate is the  
4 retention because it's not just retention, it's  
5 retention with a 2.0 or above. So there's a  
6 nuance in there of retention metric. But that  
7 is the retention metric in the  
8 performance-based funding.

9 TRUSTEE MILLS: Okay. And then number  
10 six.

11 TRUSTEE WASHINGTON: Number six is  
12 percentage of Bachelor degrees awarded within  
13 programs of strategic emphasis.

14 MR. EDDINGTON: Done.

15 TRUSTEE WASHINGTON: Because it's 18/19.

16 MR. EDDINGTON: Yes.

17 TRUSTEE WASHINGTON: The university access  
18 rate is number seven, percent of undergraduates  
19 with a Pell Grant.

20 Percentage of graduates -- percentage of  
21 graduate degrees awarded within programs of  
22 strategic emphasis.

23 MR. EDDINGTON: That's done.

24 TRUSTEE WASHINGTON: Percentage of  
25 Bachelor degrees awarded without excess hours.

1 MR. EDDINGTON: Done.

2 TRUSTEE WASHINGTON: Percent already in  
3 the expenditures funded from external sources.

4 MR. EDDINGTON: That one's going away.

5 TRUSTEE WASHINGTON: Oh, yeah. That one's  
6 going away because now we're at number of  
7 Bachelor degrees awards to transfers with AAs  
8 from the FCS. So that's an award -- that's an  
9 outcome metric and not an enrollment metric.  
10 So we might want to think about that in the  
11 goals or proposed goals for next year because I  
12 think it's an enrollment metric that we have.  
13 But the metric here is degrees awarded.

14 TRUSTEE MILLS: Okay. So the only one  
15 that I thought I heard that we can actually  
16 impact was the percentage of Bachelor  
17 degrees in -- I'm sorry. I read that wrong.  
18 Academic progress rate retention --

19 TRUSTEE WASHINGTON: Academic progress  
20 rate, retention.

21 MR. EDDINGTON: That's partial.

22 TRUSTEE WASHINGTON: Partial.

23 TRUSTEE MILLS: Partial.

24 MR. EDDINGTON: I mean, the way we can  
25 impact it right now is we're going to take some

1 of the 13.7 performance funding and we're  
2 offering what we call retention in bonuses. So  
3 retention grants to get incentivized students  
4 to come back this fall.

5 So, you know, it's debatable about what  
6 impact it is. But that's what we can do right  
7 now.

8 TRUSTEE MILLS: Okay.

9 TRUSTEE WASHINGTON: And so based on your  
10 runs, we're at 71ish.

11 MR. EDDINGTON: It's -- well, for that  
12 one, they haven't come back.

13 TRUSTEE WASHINGTON: And the same for the  
14 preliminary work that you guys have done.

15 MR. EDDINGTON: Well, we look at who  
16 finished during the spring.

17 TRUSTEE WASHINGTON: No. This is across  
18 the board for all 10.

19 MR. EDDINGTON: Oh, okay. I'm sorry. Oh,  
20 yeah, somewhere in there.

21 TRUSTEE MILLS: Yeah, so basically you  
22 already have a 71.

23 MR. EDDINGTON: Yeah. It's loosey-goosey.  
24 See, we don't have official data, but we kind  
25 of guesstimate where the figures might be and

1 it's in that range.

2 MR. ROBINSON: I don't want to state for  
3 the record an official number.

4 MR. EDDINGTON: No.

5 MR. ROBINSON: I would leave it at, we  
6 have every intention to get to that, but I  
7 don't want to put it on the record. Because  
8 it's unofficial data.

9 TRUSTEE MILLS: Which is, in and of  
10 itself, a question for me. But go ahead.

11 MR. EDDINGTON: Well, only because the BOG  
12 certify those numbers.

13 TRUSTEE MILLS: But they have --  
14 certification only means we say the numbers we  
15 gave them are right.

16 MR. EDDINGTON: Well, not necessarily.  
17 It's a little more than that. Like we -- some  
18 of those they use other sources, like cost to  
19 the student they have conflict methodology.  
20 But we can't calculate that number.

21 TRUSTEE MILLS: Well, I don't get why not.

22 TRUSTEE WASHINGTON: They don't give us  
23 the --

24 MR. EDDINGTON: Yeah, they don't --

25 TRUSTEE MILLS: The algorithms?

1 MR. EDDINGTON: Yeah, we've all tried.

2 TRUSTEE MILLS: That doesn't make any  
3 sense.

4 MR. EDDINGTON: It doesn't.

5 TRUSTEE MILLS: So can we raise that? I  
6 mean, because again, there's no use having a  
7 metric that we can't even calculate ourselves.  
8 I mean, it's hard to believe for me that  
9 anybody would want that.

10 And who's our primary liaison?

11 TRUSTEE WASHINGTON: We don't have one.

12 TRUSTEE MILLS: We don't have one. But we  
13 should raise that.

14 TRUSTEE CARTER: So we don't have one.  
15 I've been gone for a while now. I leave and  
16 everything falls apart.

17 TRUSTEE MILLS: But ideally, we know how  
18 many people we graduated last year.

19 MR. EDDINGTON: Yeah.

20 TRUSTEE MILLS: That kind of stuff.

21 TRUSTEE WASHINGTON: Yeah, we know those.

22 MR. EDDINGTON: Yeah, you can get a good  
23 estimation. It's a little of a fee, for the  
24 most part.

25 TRUSTEE MILLS: All right. So the point

1 being is that basically there's nothing on  
2 here. I mean, when we set the priority -- when  
3 we set the goal for, what is that, for 19/20,  
4 it's already done.

5 MR. ROBINSON: That's why the multiple  
6 year, that makes sense on that one.

7 TRUSTEE MILLS: Right.

8 MR. ROBINSON: Not that we're going to  
9 relax in our efforts, because we don't do  
10 things now where we can impact on those --

11 TRUSTEE MILLS: Well, this is my point  
12 though. If we look at this 13.7, the question  
13 is how do we change that 71 to 75 or whatever,  
14 right, in 20/21.

15 TRUSTEE MOORE: My question, and you all  
16 know that there was an institution that went  
17 from zero to hero. FAU, they were where we  
18 are. And so same system, you know.

19 What are some of the system foundational  
20 things that happened. That's not to say steal  
21 a page from somebody's playbook, but by golly  
22 if it works.

23 If they have the same year, you know, the  
24 metrics and all of that, then how and what did  
25 they do?

1 TRUSTEE MILLS: Wouldn't you argue that --  
2 I think they had a multi-year plan, right. So  
3 what we didn't -- what we only saw was the  
4 increase.

5 TRUSTEE MOORE: I don't know. I mean,  
6 they had that there was a change of leadership,  
7 I think, was that UWF?

8 TRUSTEE WASHINGTON: UWF.

9 TRUSTEE MOORE: And so both kind of  
10 picking up where someone else had left off and  
11 I'm just saying that --

12 TRUSTEE WASHINGTON: Looking at it  
13 differently.

14 TRUSTEE MOORE: Yeah.

15 TRUSTEE WASHINGTON: I'm looking at UWF,  
16 they got -- I mean, they have the maximum  
17 improvement points in four metrics this year.

18 Number one, which is employed.

19 TRUSTEE MILLS: Yeah. But I think what  
20 you have to do is, if you look at their score  
21 two years ago -- because we could have that,  
22 too, in 21/20 is my point -- or 20/21. We  
23 could be that same person, but we just have to  
24 decide that now.

25 TRUSTEE MOORE: I agree.



1 MR. EDDINGTON: I'll tell you what they  
2 did. We know what they have done.

3 TRUSTEE MILLS: Well, talk to us.

4 MR. EDDINGTON: We just didn't -- I mean,  
5 we've been studying really for two years. And  
6 I have a data guy on my team. And his initial  
7 charge was to get us to the top.

8 So he come back to me and said, here's  
9 what we can do. And most of it was really,  
10 what's the term, manipulating the system.

11 I said, no. We can't do that. That's  
12 what everybody else is doing. We start talking  
13 to everybody. Oh, like, oh, you know,  
14 creativity. UWF is doing a lot of creative  
15 things.

16 For example, the profile to admit  
17 students. If they admit them in the fall, they  
18 only let them enroll for 11 credit hours.  
19 They're not full-time students. So they don't  
20 count in the metric. But it's creative.  
21 There's nothing wrong with it. But those  
22 outside-the-box types of things.

23 So that's -- I mean, those are the  
24 strategies, right. So as we look at ourselves  
25 and we say, what kind of innovative,

1 outside-the-box but, you know, appropriate  
2 approaches can we take. And that's what we've  
3 been trying to do.

4 But everyone has really looked at this and  
5 says, let's look at what we have to do, and  
6 then you'll see volatility go up and do -- you  
7 know, and up and down.

8 And there are ways to get a better outcome  
9 in a short amount of time. It's policy and  
10 procedural changes, limiting the flexibility  
11 that students have as they matriculate.

12 You come in and say, you can't change your  
13 major after this time and you've got to  
14 graduate in this major if you get this far.  
15 You can't drop certain classes. Those types of  
16 approaches.

17 TRUSTEE MILLS: Those are legit.

18 TRUSTEE WASHINGTON: It's called guided  
19 pathways. It's a natural thing.

20 MR. EDDINGTON: It's a philosophy. That's  
21 all I'm saying.

22 MR. ROBINSON: Okay.

23 MR. EDDINGTON: Yeah, they're doing a lot  
24 of great things. Don't get me wrong, a lot of  
25 great things.

1 TRUSTEE WOODY: If that's the case then  
2 why not increase from 71 to higher?

3 MR. EDDINGTON: Oh, I think you should.  
4 I'm not against that at all. I think you all  
5 should set it higher.

6 TRUSTEE MILLS: For 20/21.

7 MR. EDDINGTON: Yeah. This year and --  
8 yeah, you have to.

9 TRUSTEE MILLS: You can't do it for 19/20.

10 MR. EDDINGTON: Yeah, y'all have -- I  
11 mean, my humble suggestion is you have to do  
12 everything you all are talking about. I'm not  
13 disagreeing with that. You have to do that.  
14 I'm really just saying, I've always wanted  
15 to talk to you all about the reality and what  
16 you really should be looking at as far as the  
17 impact.

18 Because if you're saying to this  
19 administration, hey, we gave you all  
20 13.7 million and we get to June and you, we  
21 were expecting you to get to 80. And we'll  
22 say, well, do you know that dollars didn't  
23 impact this 80.

24 TRUSTEE MILLS: Right. That's fair.

25 MR. EDDINGTON: That's all. But I think

1 you all should set higher standards. You  
2 should. You have to do that.

3 TRUSTEE MARCIETTE: I was going to ask, if  
4 I could, what would be a reasonable increase,  
5 in your opinion, from Dr. Robinson's 71?

6 MR. ROBINSON: You mean for 20 --

7 TRUSTEE MARCIETTE: For the upcoming year.

8 TRUSTEE MILLS: Not 20/21. Not 19/20.

9 TRUSTEE MARCIETTE: Yeah, that's what I  
10 mean.

11 TRUSTEE MILLS: No. The one coming,  
12 there's nothing we can do about.

13 TRUSTEE MARCIETTE: Yeah, it's the one two  
14 years from now.

15 MR. ROBINSON: The best we've ever done  
16 was 72. I think we can shoot for a higher  
17 number than that. But I don't think it would  
18 be realistic to say about 85 or 90 or anything  
19 like that. I think somewhere in the middle to  
20 the high 70s.

21 TRUSTEE MILLS: So if we said 75 today for  
22 20/21, that doesn't give you heartburn?

23 MR. ROBINSON: No.

24 TRUSTEE MILLS: It does force you to get  
25 creative?

1 MR. ROBINSON: Yes.

2 TRUSTEE MILLS: Like stretch goals or  
3 manageable goals?

4 TRUSTEE MARCIETTE: Aggressive goals.

5 MR. ROBINSON: It's aggressive under the  
6 circumstances. Our highest score was a 72.  
7 Our average score was 65, 68, 68, 72 and 70.  
8 And so for us that's a five-point system. It's  
9 a significant increase. We've never been  
10 beyond 72.

11 TRUSTEE MILLS: Right. I think that's  
12 what we're saying. I think we need something  
13 to force us to get creative, right? Because we  
14 can cruise along at 70.

15 CHAIRMAN LAWSON: Because I feel like  
16 the -- I'm trying to come up with the best  
17 analogy. Like looking at just the examples of  
18 FAU in the last quarter, I don't know the years  
19 that it took them to go from worst to, you  
20 know, really meaningful outcomes. But those  
21 are two good examples.

22 And I think, you know, we've been asked in  
23 the past have you looked at that, have you  
24 looked at that. And I think the answer is  
25 probably hopefully, yes.

1       So I think as we move through this  
2       discussion, I think we need some quick view  
3       into like what they really do.

4       Like I know West Florida got an infusion  
5       of cash from the BOG through a special LVR two  
6       years ago. So did FAU.

7       So was that part of the magic? And then,  
8       what else did they do with that money? Because  
9       I think where we're going with this, Trustee  
10      Mills, is unfortunately 19/20 -- if I said that  
11      right -- 19/20 is almost a lock at 71.

12      TRUSTEE MILLS: Correct.

13      CHAIRMAN LAWSON: So then if we say, we  
14      want to go from 71 to 75, 76 in the next  
15      horizon, what level of investment and what  
16      tactics will we have to put in place to get  
17      there.

18      Because I think for us, and I know for me,  
19      sitting in those BOG meetings and, you know,  
20      you see Florida, FSU, FAU, dada, FAMU, you  
21      know, like you don't want to that. You want to  
22      see us rise out of that bottom three.

23      TRUSTEE MILLS: Right.

24      CHAIRMAN LAWSON: But in a responsible  
25      way. We can't go to 80. I get that. But I

1 think where we are now is we want to see that  
2 aggressive plan or stretch plan, or whatever  
3 you want to put adjectives behind it, to get to  
4 a higher 70ish score with the investment  
5 attached to it.

6 What does that investment need to look  
7 like based on learnings from around the system,  
8 based on, you know, our own internal learnings.

9 Because I think -- I feel like when -- and  
10 I wish the court reporter wasn't here to hear  
11 this. But in other schools --

12 TRUSTEE MILLS: Did you get that? He  
13 wished you weren't here.

14 CHAIRMAN LAWSON: -- without their  
15 minority graduation rate it's painful to me.

16 TRUSTEE WASHINGTON: Absolutely.

17 CHAIRMAN LAWSON: Why can't we, as a  
18 minority-serving institution, improve our  
19 minority graduation rates?

20 TRUSTEE MILLS: Right.

21 CHAIRMAN LAWSON: It just doesn't --

22 TRUSTEE MILLS: Well, there's some low  
23 hanging fruit.

24 CHAIRMAN LAWSON: There's valid reasons  
25 and some other things. But what can we do to

1 kind of minimize some of those external issues  
2 that our students have?

3 TRUSTEE MILLS: Let me just double-click  
4 on this one more time and then we can start to  
5 move on. But if we -- what happens if we got  
6 the most improvement points that we could get  
7 for 20/21?

8 MR. ROBINSON: The system is liable to  
9 change.

10 TRUSTEE WASHINGTON: So here's what I'm  
11 going to also -- like this continuous  
12 improvement model, I think we have to be  
13 conscious of in multiple ways.

14 So one, I would say that the next school  
15 above us is a 78. And if they have to  
16 continuously improve, as well, the bar is  
17 moving --

18 TRUSTEE MILLS: As it should. That's what  
19 life is about.

20 TRUSTEE WASHINGTON: -- as a rule.

21 And second, in continuous improvement  
22 means, like while we want to get the most  
23 improvement points, they're also the hardest to  
24 maintain.

25 So like how do we build -- like set



1 ourselves up for success and not having, you  
2 know, one huge bump year and then having --

3 TRUSTEE MILLS: That's fair.

4 TRUSTEE WASHINGTON: -- a fallen year  
5 after that and then having to do the continuous  
6 improvements.

7 MR. ROBINSON: And it gets into  
8 excellence, right, because you've got to get to  
9 that threshold and stay there. Because if you  
10 get up the full 10 points, improvement points,  
11 you don't get to get any more in the next year.

12 TRUSTEE MILLS: No. I'm with you.

13 MR. ROBINSON: So unless you get across  
14 the excellence threshold, right. And those are  
15 our goals for, you know, four-year graduation  
16 rates.

17 MR. EDDINGTON: Yeah. We had a meeting  
18 with the chancellor recently last month and the  
19 provost and talking and he was asking us  
20 questions. And he asked me questions about  
21 A&M. And I said, I want to share the same  
22 thing about what we can do.

23 And I said we, in my mind, what we're  
24 trying to do, I said, all of us in SUS have  
25 been structured to get students out in six

1 years. The expectations have changed.  
2 We have to reengineer ourselves and  
3 transform from the six-year institution to a  
4 four-year institution. That means everything  
5 is on the table. Our, you know, policies, our  
6 procedures and all those types of things.  
7 That's what we're in the midst of doing at  
8 FAMU. We're reengineering our whole approach  
9 from the top to the bottom.

10 And you heard me talking about this  
11 yesterday at the planning conference. That's  
12 what we're doing. I appreciate y'all having  
13 this conversation. I've been hoping and  
14 praying that you all would look at this in this  
15 perspective because you all tell us -- tell us  
16 what you want us to do and we'll come back and  
17 tell you how we're going to do it and we need  
18 to do that. But it's a reengineering. It's  
19 not a simple --

20 TRUSTEE MILLS: Yeah, that's fair.

21 TRUSTEE DORTCH: I think sitting around  
22 this table has got to be more than us asking,  
23 you know, and talking about what's not  
24 happening. We need to know directly from you,  
25 what is it do you need?

1 I mean, I look at -- we can sit here and  
2 right off, money is one thing because if  
3 students -- and we all know from our days in  
4 college there are students who come and stay  
5 one semester, two semesters and then they go  
6 break for work to make enough money to pay for  
7 the education that extends the amount of time  
8 for graduation.

9 There are also students who are working to  
10 help their families. When they're in the  
11 summer, they come for a year, take a break, go  
12 make enough money and come back.

13 We need to understand the challenges we  
14 have. And then it also starts with recruiting.  
15 Getting -- you know, we don't want to ever move  
16 away from what our mission has been to make  
17 sure there are opportunities.

18 But we've got to recruit high-performance  
19 students. And so that's another piece because  
20 if we start that pipeline, then we should see  
21 an increase.

22 So it's not just what is done at the  
23 campus, it's what we do as trustees and through  
24 fund development and all.

25 So we understand it's got to be what is

1 the solution to this? How do we get to that  
2 point. Whether it's us coming in and saying,  
3 tell us where you were and what you did is what  
4 we all need to be doing to get that. We know  
5 it starts.

6 And all of us can do -- I have this mother  
7 whose student -- I didn't know you could have a  
8 4.5. I grew up remembering it was a 4.0.

9 TRUSTEE MILLS: Stop telling your age.

10 TRUSTEE DORTCH: A student had a 4.5. All  
11 of these big universities were trying to get  
12 her. She wanted to come to FAMU, so I sat her  
13 down and that it was, she wanted to come to  
14 FAMU, even though she had these full rides, she  
15 told her mother she was going to FAMU.

16 I sat her down. And we can be doing a lot  
17 of that out in the community. I think our  
18 alumni have done a great job with the students.

19 So I think all of those things filter in  
20 to how we see the performance and improvement  
21 here. That's at least another area we can  
22 change.

23 We know money is one of the major  
24 problems, even in recruiting. And one of the  
25 major challenges in keeping our students in.

1 So we need to look at globally everything.

2 TRUSTEE MILLS: That's right.

3 TRUSTEE MOORE: I'll be really quick and

4 to your point.

5 I absolutely agree. I think that we --

6 and I don't know if we have done that over time

7 in the profile of who we're serving. To really

8 drill it down to say, hey, we know this and we

9 haven't looked at it. You know, because that's

10 going to be how we address the strategy for

11 supporting.

12 But my point, my original point, was tied

13 to what Nicole mentioned and that was with the

14 performance numbers.

15 I believe that even if we say a goal of

16 75, that is looking at only us. That is a

17 reflection of competing amongst ourselves.

18 It's not the system. But that really is where

19 the challenge is with the system. The lowest

20 one is 78.

21 So it's -- we can have this inside

22 conversation, but it really is an external

23 conversation of what's happening out there.

24 At 78, we may not like it, but what's the

25 issue with having a stretch goal and we see

1 more change? And maybe we don't get the 78,  
2 but that's what we strive for.

3 You know, I'd rather honor and say you  
4 exceed trying to get to the 78 versus saying  
5 let's stay at the cellar at 71.

6 TRUSTEE MILLS: Yeah, so even at 75 you're  
7 in the cellar.

8 TRUSTEE MOORE: Yeah, that's what I'm  
9 saying. So I mean like, what a way -- you  
10 know, we might feel good when we're out of the  
11 room. But then when we look at the report with  
12 everybody else whom we've joined, we're -- I  
13 mean, you're still in the same place.

14 TRUSTEE MILLS: The question for me is how  
15 do we sort of, you know, force the team to get  
16 creative, right, to stretch every innovative  
17 possibility. And what goal should we set out  
18 there?

19 And I don't know if that number is 78 or  
20 if that number is 75. The good thing, I think,  
21 we have the opportunity to say now, right. We  
22 have the opportunity to say now it's 78 and  
23 then we, you know, we look at it again this  
24 time next year and we're able to modify that  
25 and then modify and start looking at these in

1 two-year cycles, right?

2 So if you look at it in the two-year  
3 cycle, you can always modify that with one  
4 year.

5 TRUSTEE MOORE: What I'll say is that  
6 individuals, organizations, they rise to the  
7 occasion.

8 TRUSTEE MILLS: Yes.

9 TRUSTEE MOORE: When the bar raises, you  
10 know --

11 TRUSTEE MILLS: But we have to understand  
12 that the 78 -- when we sit down next year the  
13 78 is going to be 82.

14 TRUSTEE MOORE: Yeah. But it's not 71 or  
15 72.

16 TRUSTEE MILLS: Right.

17 TRUSTEE CAVAZOS: I just want to add that,  
18 you know, when I talk with my students and I  
19 tell them when bad is available, your good is  
20 not good enough. So it's always striving for  
21 more than, not doing what we can.

22 So I love what Nicole said about the  
23 guided path. And I love what you said about  
24 some schools are, you know, bringing in these  
25 students and not allowing them to take a full

1 credit. And I've known schools have done that  
2 when I counsel high school students in terms of  
3 going into college.

4 Let us work with this level, 11 credits,  
5 and keep it moving, and it may raise the bar.  
6 So that being creative, as well as, you know,  
7 have we thought about that and implemented  
8 that?

9 MR. ROBINSON: So we can't argue about any  
10 one of these goals, right? I mean, they all  
11 make a ton of sense and we all understand that.

12 But the system, it's kind of hard to gain  
13 in the system. Because one thing is money and  
14 it might impact another -- for example, and I'm  
15 just saying this so you understand how  
16 comprehensive the model is.

17 So if you're talking one metric, then you  
18 might have problems in another metric. Let's  
19 say we allow students to come in at 11 hours.  
20 I'm suggesting that's not a good strategy  
21 because what that does is you know that those  
22 students are going to spend a little bit more  
23 time in the school overall.

24 So the overall cost that they have to pay  
25 to be in school will be impacted, right?



1 Depending on their financial circumstances with  
2 that student who is at less than a 4.0, they  
3 won't be available for financial aid.

4 So if we have an institute where say 65 to  
5 70 students, then where are they going to get  
6 the monies to pay that 11 credit hours? Now,  
7 that's where we might be able to use some valid  
8 resources and help them to get there.

9 But just remember, the system is very  
10 comprehensive. When we sit down and go through  
11 these and be conscious about it, we have to  
12 look at the whole model, because that's where  
13 it would increasing in my mind. The thing that  
14 I would like to do more than anything is to get  
15 the kids out of -- the young men and women, out  
16 into the world of work as quickly as possible.

17 But there are some very innovative things.  
18 But just remember the system, you know, where  
19 you might be focusing on one over here, another  
20 over here might be affected.

21 One that has to change in a legitimate and  
22 obvious way is the graduation rate. We have to  
23 get that up.

24 TRUSTEE MILLS: Right. So if I were to  
25 try to land this plane a little bit, is there a

1 consensus on what we think that this number  
2 should be for -- we would like for this number  
3 to be for 20/21? I heard 78.

4 TRUSTEE MOORE: I offer 80 as a reasonable  
5 reach.

6 TRUSTEE DORTCH: I would say realistic go  
7 to the 75 and hit 81.

8 CHAIRMAN LAWSON: Well, I mean, I'm just  
9 looking at what it was like to go from 68 to  
10 71. I'm just trying to be realistic, right?

11 So, you know, I think in the world of  
12 trying to be aggressive, which is where we want  
13 to be, and this two-year horizon is a  
14 conversation we hadn't truly had before.

15 So, you know, we should probably be in  
16 that 75, 76 arena with the quest to get to 80.  
17 Because, you know, my concern is, you know, the  
18 next school above us is having the same  
19 discussion we're having in the next couple  
20 weeks. How do they go from wherever they are  
21 --

22 TRUSTEE MILLS: 78.

23 TRUSTEE MOORE: To 85.

24 CHAIRMAN LAWSON: -- up. And Florida and  
25 FSU are having the same discussion around how

1 do we maintain our preeminence and go from 100  
2 to 98 in the national rankings.

3 So I think we have to -- so 71,  
4 unfortunately, you know, based on the way this  
5 has worked out, we're kind of stuck there.

6 So I'm leaning towards -- and this is a  
7 one-person opinion -- I love to hear everybody  
8 else's opinion. I'm leaning toward we call it  
9 the 76, 77, which is probably a good stretch,  
10 with moving toward into the next two years  
11 arising into the 80s.

12 TRUSTEE MILLS: Okay. So I've got 80, 75,  
13 77 --

14 TRUSTEE WOODY: 78.

15 TRUSTEE WASHINGTON: So I would like to  
16 not have a conversation about how to stay in  
17 the bottom three. I would like to have a  
18 conversation about how we're going to get out  
19 of the bottom three. So I'm going with at  
20 least 78.

21 TRUSTEE MILLS: In the two-year system?

22 TRUSTEE WASHINGTON: Yes.

23 TRUSTEE MILLS: Okay. 78.

24 MR. ROBINSON: Trustee Washington, stop  
25 talking about the bottom three. We don't want

1 to come back --

2 TRUSTEE WASHINGTON: I'm already hearing  
3 that it's not really gone away.

4 MR. ROBINSON: I know it's not gone away.

5 TRUSTEE WASHINGTON: So that's why I don't  
6 want to --

7 TRUSTEE MILLS: Trustee Cavazos?

8 MR. ROBINSON: Remember now, you can't  
9 take any action because you're not in the --

10 TRUSTEE MILLS: We're not at --

11 MR. ROBINSON: What the process entails,  
12 however, is you and I coming to a consensus,  
13 you and me.

14 TRUSTEE MILLS: Exactly.

15 TRUSTEE WASHINGTON: So he's getting the  
16 temperature of the room.

17 TRUSTEE MILLS: For my discussion with  
18 you.

19 CHAIRMAN LAWSON: Let's get everyone's  
20 input.

21 TRUSTEE CAVAZOS: You know, if we say that  
22 we are a great institution and that we are --  
23 that we really need to raise up the bar. And  
24 that was the theme I was suggesting when I  
25 presented my speech yesterday --

1 TRUSTEE MILLS: Yes.

2 TRUSTEE CAVAZOS: -- is raising the bar.

3 And we have a great team of leadership and I  
4 believe when we put our heads together can  
5 really be good in terms of not being afraid to  
6 strive for higher.

7 And so I'm of the mindset that, and this  
8 is what we do even with our students pushing  
9 them to the highest that they can be because I  
10 live by this. When bad is available, that good  
11 is not good enough.

12 And so maybe I like 80, but practically,  
13 because maybe we are -- still have -- we're  
14 still struggling with how to get out of the  
15 bottom three -- between 78 or 79 may be more  
16 practical. But I love to strive for the high  
17 number. And I think we really could do that.

18 TRUSTEE MILLS: So what's your number, 78  
19 or 79?

20 TRUSTEE CAVAZOS: 78.

21 TRUSTEE MILLS: Okay.

22 TRUSTEE MARCIETTE: I was going to say --  
23 honestly, I take personal challenge in this  
24 because I feel like a goal going from a 22.5 to  
25 a 30 percent with the University's four-year

1 graduation rate, that's my class. So, yeah.

2 I'm getting there and we're trying to.

3 Really -- SJ, we're really trying to invest in,

4 you know, more academic-based initiatives. So

5 the Department of Academic Affairs are really

6 trying to push, hey, like let's get out and

7 more personally I'm going to a lot of classes

8 talking to them about the importance of like

9 getting out of here in four years and overall

10 helping the University.

11 That's really the best way that we as

12 students can help our University. And FAMU

13 taught me a lot. It's really just about

14 challenging yourself from the get-go.

15 You know, you go in and set your high

16 goals and then you achieve them. And if you

17 don't achieve them, you learn from them and you

18 set even higher goals and achieve those.

19 So I like to be aggressive and I say 79.

20 TRUSTEE CARTER: A personal challenge,

21 right?

22 TRUSTEE MARCIETTE: Yeah, literally.

23 TRUSTEE MILLS: Matt?

24 TRUSTEE CARTER: I'm thinking 78, 80, in

25 that range.

1 TRUSTEE MILLS: Say again.

2 TRUSTEE CARTER: Between 78 and 80.

3 TRUSTEE MILLS: You've got to give me a  
4 number bro.

5 TRUSTEE CARTER: 80.

6 TRUSTEE WOODY: Mr. Chairman, I think I'll  
7 raise mine to 80. Because I think we have a --  
8 and y'all know this, in my opinion, since I've  
9 been on this board I've had an opportunity to  
10 make a personal assessment to some of the  
11 universities, not only in the State of Florida,  
12 but also around the Nation.

13 And in my saying that I've learned since  
14 I've been here about when my grandchildren get  
15 to the age of going to the University, my money  
16 is going to FAMU.

17 Because I believe honestly we have a great  
18 institution. And I've been raised to believe  
19 that you set that bar high. And if you make  
20 any progress, that's good. But you set it as  
21 high as you possibly can.

22 And if we believe in the institution,  
23 we've got to put the effort in it.

24 TRUSTEE MILLS: Okay. So you have 80.

25 MR. ROBINSON: Mr. Dortch.

1 TRUSTEE MILLS: Yeah, he said 75.

2 TRUSTEE DORTCH: I said 75, because I just  
3 want to answer Mr. Chairman's -- if we say  
4 we're going to 80, I would be in favor of 85.  
5 But what does that do to us if we hit 75 and  
6 don't get to 80? And does it have any  
7 penalties for us?

8 CHAIRMAN LAWSON: No. I'll give you my  
9 perspective. So I think I was 77, I think was  
10 my number.

11 But I think the expectation is that FAMU  
12 needs to rise to a higher level of performance.  
13 So I think whether we go from 75 to 80, as long  
14 as we are making strides for higher levels of  
15 performance, I think that's the ultimate key.

16 So I don't think we'll get any backlash if  
17 we say we want to go from 71 to, call it  
18 average of what everybody's numbers, probably  
19 79, right?

20 So if we go from 71 to 79 is our stretch  
21 over a two-year window, we have a year to come  
22 back and amend that if we see something in the  
23 data.

24 But I think we'll probably get more  
25 accolades for saying, okay, we're going to take



1 the gloves off and go after this, then we will  
2 saying, you know, 71 to 73 and make these  
3 incremental strides.

4 I think we'll get more accolades for  
5 taking a bigger leap, realizing, hey, to get to  
6 79 is going to take some pushing and shoving  
7 and investing, some restrain, et cetera.

8 But I think we'll get more accolades for  
9 being more assertive. But accolades with a  
10 realistic plan that says, here's where you're  
11 going to invest. Here are the things you're  
12 going to change or do differently. Here's the  
13 type of students we're going after. Here's  
14 what you're doing to truly drive those  
15 measures.

16 So I think it's got to be 79 with the  
17 believable plan underneath it.

18 TRUSTEE MILLS: So it's not sort of an  
19 exercise we're going through, we really are  
20 telling the team. And so I was just going to  
21 qualify, the 79 is the quote, unquote, average,  
22 unless Tommy changes his. And but the  
23 consensus is 80.

24 TRUSTEE DORTCH: No. I'll change -- I  
25 just wanted to make sure we publicly put one

1 piece --

2 TRUSTEE MILLS: So let's do this. Let's  
3 just say 80, because it's a nice round  
4 number --

5 TRUSTEE DORTCH: Yeah, I can go 80.

6 TRUSTEE MILLS: But the idea here is now  
7 we're asking you guys to go back and do a  
8 workshop among yourselves, how the hell do we  
9 go to 80.

10 TRUSTEE WASHINGTON: Well, and what are  
11 our current strategies, where are we spending  
12 money, where can we -- I mean, like because  
13 we've got a million activities going on right  
14 now.

15 Where are we focusing our energy and how  
16 are really are going to do it.

17 TRUSTEE DORTCH: I'm fine with 80, but in  
18 that plan I still think that the provost and  
19 the president and their team needs to also  
20 include not only what they're going to do, but  
21 they need to put a section on what do we need  
22 from the Board of Trustees.

23 TRUSTEE MILLS: That's fine.

24 TRUSTEE DORTCH: And that should be a part  
25 of the whole piece in the end.

1 CHAIRMAN LAWSON: And this -- we have  
2 been -- you know, there have been some  
3 discussion that, you know, if FAMU put forward  
4 a spending plan that said it could go from X to  
5 Y, there would be some interest in that.

6 So I think it's, here's the goal. Here's  
7 the plan and then here's the needed investment  
8 to get to that plan. And then we need to talk  
9 about, okay, where's that investment come from.  
10 How do we get that investment.

11 Because it's not all of -- I mean, yeah,  
12 fundraising is a piece of it, right? Like  
13 there are other sources of funding out there  
14 that we can -- within the state, right?

15 TRUSTEE MILLS: Right.

16 CHAIRMAN LAWSON: And as you look at --  
17 you know, for those of you that sat in the  
18 Board of Governors meetings, you saw what I  
19 thought was a very strategic move by the Gulf  
20 Coast. They came in with this great plan and  
21 they got rousing support from the BOG for  
22 funding.

23 So ideas like that I think are going to be  
24 what propels us forward.

25 TRUSTEE MILLS: So that's the next step.

1 So let me -- thank you. Again, this is a good  
2 conversation because it level sets us from I  
3 think incrementalism to something different.

4 Okay. So let me just kind of go back  
5 through there. Real quick, the four-year  
6 graduation rate which, you know, we did not  
7 meet this year.

8 We had a goal of 25 percent and we're  
9 going to reach 22.5 percent. And then if we  
10 match that, we've set that at 30 percent for  
11 2019, '20 -- for 19/20.

12 So is everybody cool with that?

13 MR. ROBINSON: Yeah. Those have to pretty  
14 much -- the 80 will go in the accountability  
15 plan.

16 TRUSTEE MILLS: The licensure rates, we  
17 did not meet those and as a result many of them  
18 we lowered the expectation for next year.

19 MR. ROBINSON: We have one, and I don't  
20 want to disclose it at this time are we going  
21 to get there. We just haven't gotten an  
22 official word.

23 TRUSTEE MILLS: Oh, you mean -- so for  
24 18/19?

25 MR. ROBINSON: Yeah. I mean, finishing

1 out the data for that year for one of those  
2 areas.

3 TRUSTEE MILLS: So you had one of four  
4 that we met. Are you suggesting there's two of  
5 four now?

6 MR. ROBINSON: Which one are you referring  
7 to?

8 TRUSTEE MILLS: I don't even know.  
9 Actually, it says --

10 TRUSTEE WASHINGTON: It says the goal was  
11 one of four, but it says year to date --

12 MR. ROBINSON: There's one on there.

13 TRUSTEE MILLS: I'm sorry. You're right.  
14 I misread that.

15 MR. ROBINSON: Until I get that, I'm going  
16 to pass it along. But at this point we haven't  
17 met it.

18 TRUSTEE MILLS: Okay. So for next year, I  
19 mean, if we're going to set these graduation  
20 rates, shouldn't the goal be to meet all the  
21 graduation rates -- or the licensure rates,  
22 rather. The licensure rates.

23 Because my point being is we've got two  
24 factors here. One is what the goal is. So,  
25 for example, you know, I think nursing was

1 90 percent and now we're moving it down to  
2 85 percent, as an example, right? So if we're  
3 going to do that, shouldn't we -- if we're  
4 going to set the goal for licensure rate,  
5 shouldn't we have a goal of actually meeting  
6 all four of them? Because right here it says  
7 our goal was to meet one of four, which doesn't  
8 make any sense.

9 TRUSTEE WASHINGTON: It's like, what's the  
10 difference if you meet -- if your goal is four  
11 of four and you get zero and your goal is one  
12 of four and you get zero, which one is worse?

13 CHAIRMAN LAWSON: I'm sorry. So what's  
14 the goal again?

15 TRUSTEE MILLS: It was like, we had these  
16 goals for licensure rate, but then our goal was  
17 to only meet one of four of them, which doesn't  
18 make any sense.

19 CHAIRMAN LAWSON: So we had the individual  
20 percentages, but the documents is one of the  
21 four numbers.

22 TRUSTEE WASHINGTON: Yes.

23 TRUSTEE MILLS: We're going to only meet  
24 one of them.

25 TRUSTEE WASHINGTON: We're not going to

1 meet any of them.

2 TRUSTEE MILLS: And now we might meet  
3 potentially one of them. So my point being is  
4 if we're going to change those because if you  
5 look at the 19/20 goals we actually change all  
6 of the licensure goals.

7 So, I mean, your goals should be to meet  
8 all the goals, four of four.

9 TRUSTEE MOORE: Correct. That is the  
10 goal, one goal. Yeah. Uh-huh.

11 CHAIRMAN LAWSON: So I mean, the only  
12 question I would have is these percentages,  
13 what are they tied to? I mean, are they  
14 national averages for that program?

15 TRUSTEE WASHINGTON: Oh, yeah. The actual  
16 goal percentages?

17 CHAIRMAN LAWSON: What are they tied to?

18 MR. ROBINSON: Those are tied to national,  
19 state and national.

20 CHAIRMAN LAWSON: And then --

21 TRUSTEE MILLS: So they got lowered for  
22 next year?

23 TRUSTEE WASHINGTON: Well, only one went  
24 down.

25 MR. ROBINSON: In some areas they did go

1 down.

2 TRUSTEE WASHINGTON: Oh, two went down.

3 MR. EDDINGTON: Benchmarks fluctuate every  
4 year.

5 MR. ROBINSON: We're not setting those.  
6 They're coming from --

7 TRUSTEE MILLS: So why don't we set our  
8 own percentages?

9 MR. ROBINSON: The BOG gave us those.

10 TRUSTEE MILLS: Oh, the BOG gave us these?

11 MR. ROBINSON: No. The BOG has them.

12 MR. EDDINGTON: Those are in the  
13 accountability.

14 TRUSTEE WASHINGTON: This is what --

15 MR. ROBINSON: No. Those are the  
16 nationals.

17 TRUSTEE MILLS: I'm sorry. We have  
18 multiple conversations going.

19 MR. ROBINSON: No. We get them directly  
20 from -- I think these are the national  
21 benchmarks. I don't think those are the BOG's.

22 MR. EDDINGTON: So what has happened is,  
23 in our accountability plan we map out for each  
24 of those programs what the goals are. And then  
25 the timeline getting to the benchmark.



1 Then when you take that and map it onto  
2 this, that's why you see the phase approach.  
3 Y'all can change it.

4 CHAIRMAN LAWSON: I think we should have a  
5 system --

6 MR. ROBINSON: The question though, are  
7 these national benchmarks?

8 MR. EDDINGTON: Well, those are  
9 benchmarks, right? It's either a state  
10 benchmark or a national in the discipline.

11 TRUSTEE MILLS: Right.

12 MR. EDDINGTON: The law is a state  
13 benchmark.

14 CHAIRMAN LAWSON: That's where it comes  
15 from. Yeah, these are the work plan goals.

16 MR. EDDINGTON: Yeah, they define what the  
17 benchmark should be. So they say for law,  
18 we're going to use the state benchmark.

19 CHAIRMAN LAWSON: I'm sorry, Maurice. So  
20 these match what we presented as the work plan  
21 or the accountability plan.

22 MR. EDDINGTON: The accountability plan.

23 CHAIRMAN LAWSON: So we have to stick with  
24 these because this is what we showed the BOG,  
25 right?

1 MR. ROBINSON: You can go higher.

2 MR. EDDINGTON: Right. Your goal can be  
3 whatever you want.

4 TRUSTEE WOODY: We said 78 percent for  
5 law, that's a national.

6 MR. ROBINSON: It could be national or it  
7 could be state. But they are set by BOG. Now,  
8 we can go higher but, you know, going lower.  
9 But I think the real question is, why aren't  
10 we -- why don't we have a goal that says we're  
11 going to achieve all four things.

12 TRUSTEE WASHINGTON: Yeah, all four goals.

13 MR. ROBINSON: But the goal currently is  
14 one of these four.

15 TRUSTEE WASHINGTON: I agree it should be  
16 all of them.

17 MR. ROBINSON: That's the question.

18 TRUSTEE MILLS: Well, there's two  
19 questions to me. I'm struggling with how the  
20 accountability plan can have a goal of  
21 92 percent in 18/19, and then a goal of  
22 78 percent in 19/20. So I'm struggling with  
23 that.

24 MR. EDDINGTON: Yeah, I don't know.  
25 That's what happens. But in the accountability

1 plan, the state says, here's the benchmark or  
2 national benchmark. All right. Here's how you  
3 measure it up. You have one, two, three or  
4 four. We say how many of those four benchmarks  
5 we're going to meet that year.

6 So FAMU says, okay, in these four years  
7 we're going to meet two of four the next year.  
8 Whatever we say there should map on here as the  
9 same goal.

10 TRUSTEE MILLS: So that's not  
11 unreasonable, I don't think, now that I  
12 understand that, right?

13 However, I'm still stuck on why is the  
14 goal for next year lower than the goal for this  
15 year?

16 MR. EDDINGTON: Yeah. So I can't give you  
17 an exact answer. But it could be that the  
18 bench is fluctuating.

19 TRUSTEE MILLS: Is lower.

20 MR. EDDINGTON: Yeah.

21 TRUSTEE MILLS: Okay. So if I can just  
22 reaffirm, have somebody reaffirm, that the  
23 goals for 19/20 match the same criteria,  
24 whether it be state or national goals or  
25 whatever.

1 MR. ROBINSON: We can look that up.

2 TRUSTEE MILLS: And make sure they match.

3 And then if we go back to X of four, then we

4 can sort of stick with that.

5 MR. EDDINGTON: Yeah. And as a

6 suggestion, too, on your point, if you all as a

7 board want the targets for us to achieve the

8 benchmarks, then you don't have to worry about

9 what the number says because the benchmark is

10 the benchmark for that year.

11 You can see that we can exceed the

12 benchmark, because it's going to fluctuate then

13 we won't have that problem.

14 TRUSTEE MOORE: Okay.

15 CHAIRMAN LAWSON: We're good with that.

16 TRUSTEE MILLS: Okay. So then the

17 question then just becomes, is our goal for

18 this team to be four of four, and is that

19 reasonable?

20 MR. EDDINGTON: And my only feedback to

21 y'all is to think about the ultimate goal here,

22 the same way you all did for the performance.

23 Half of these scores are already in the books

24 this year. So to do what you all want --

25 TRUSTEE MILLS: So the answer would be

1 yes, is what you're saying?

2 MR. EDDINGTON: Yes. I mean, I'm all for  
3 it. I'm just going to tell you.

4 CHAIRMAN LAWSON: But if the data is  
5 already in the books --

6 MR. EDDINGTON: Right. So I'm telling you  
7 again, that the next year is fine. Same thing.  
8 You say next year when you have a chance to  
9 impact all four realistically, that's going to  
10 be the goal.

11 TRUSTEE MILLS: Okay. I've got it. That  
12 makes sense. All right. So what will we get  
13 next year for 19/20?

14 MR. ROBINSON: In terms of what?

15 MR. EDDINGTON: My suggestion is you go  
16 two for four.

17 TRUSTEE MILLS: I mean, you said the  
18 numbers -- half the numbers are already in the  
19 book.

20 MR. EDDINGTON: Yeah, I mean, because the  
21 students --

22 TRUSTEE MILLS: What are those numbers?

23 MR. EDDINGTON: The ones that I know of,  
24 law is not looking good so far. Nursing is not  
25 looking good so far. There's another one that

1 Dr. Robinson said.

2 MR. ROBINSON: We haven't gotten the final  
3 numbers so I don't want to say.

4 TRUSTEE MILLS: All right.

5 MR. ROBINSON: That's the only one it  
6 could be, obviously.

7 TRUSTEE MILLS: Let's move on to the  
8 annual giving. We had a 25 percent in  
9 implemented plan to launch a capital campaign.  
10 And it says we met that one with 11.6 million  
11 as of June 28th, '19.

12 And you know, what I didn't understand was  
13 how much -- how much were the pledges compared  
14 to actual contributions?

15 MR. ROBINSON: I don't have a detail of  
16 that.

17 TRUSTEE MILLS: What percentage of it.

18 MR. ROBINSON: We can get that.

19 TRUSTEE MILLS: If she could send us that  
20 maybe some time today. I'm sure that's an easy  
21 number to get.

22 But the question will be, what percentage  
23 of that is pledges. And then obviously what  
24 our historical conversion rate of pledges is to  
25 actual dollars.

1 TRUSTEE DORTCH: She's done a great job in  
2 cleaning up the mess in the system, too. And  
3 they have a system of collections so I'm sure  
4 when we get those back you'll see a significant  
5 change from the historical way things were  
6 reported.

7 And they have done verification. And once  
8 we get them, you'll see a significant  
9 difference in the last board meeting.

10 They were targeted pretty high in terms of  
11 collections. So we can get that from  
12 Dr. Robinson. The board would be pleased with  
13 the success.

14 TRUSTEE MOORE: Well, and five million of  
15 it, we have to remember, came by way of our  
16 arrangements at the Mets. Our food service  
17 come from the auxillary, which the team  
18 reported on at our last board meeting.

19 TRUSTEE MILLS: All that goes into the  
20 cap.

21 TRUSTEE MOORE: That, as I understand it,  
22 it was a contribution.

23 MR. ROBINSON: We got out of that.

24 TRUSTEE MOORE: That was a one time. That  
25 was the agreement.

1 TRUSTEE DORTCH: Anyway, she can give us  
2 those numbers. Do we consider the prior  
3 meeting being part of --

4 TRUSTEE MOORE: That's here. It's in  
5 there.

6 TRUSTEE DORTCH: If we get it, you think  
7 back in the board meeting, I think they had  
8 already collected over 11 million and Dr.  
9 Robinson said we wanted more money.

10 MR. ROBINSON: We actually started  
11 somewhere around two-and-a-half, three million.  
12 And then we brought it back to five for the  
13 final early extension.

14 TRUSTEE MILLS: Right. So that wasn't in  
15 last year, right? And that won't be in next  
16 year.

17 CHAIRMAN LAWSON: No.

18 MR. ROBINSON: No. That's it. It's in  
19 the books now. It's cash. So now we have to  
20 make that back up.

21 TRUSTEE MILLS: Okay.

22 TRUSTEE WASHINGTON: So when you say  
23 increase annual giving by 5 percent next year,  
24 is that pledges or is that actual cash?

25 MR. ROBINSON: Well, the way they do it,



1 they do both and then it goes through Trustee  
2 Mills for what the conversion rate is and all  
3 that.

4 TRUSTEE DORTCH: And as far as regulations  
5 they put it in writing and it goes on the books  
6 once someone makes a commitment in writing. So  
7 it goes on your books.

8 TRUSTEE WASHINGTON: Unless we don't get  
9 there.

10 TRUSTEE MILLS: We just need to know what  
11 our conversion rate is.

12 TRUSTEE DORTCH: There's a system of -- in  
13 fine development though we get the commitments  
14 and they put them in writing. And some you  
15 determine whether they're collectible or not  
16 upfront before you can legitimize them.

17 But once they're in writing, that's the  
18 system. It goes on the book as far as  
19 regulations say, I commit a million to you and  
20 I'll put it in writing and it goes on the  
21 books.

22 So we can't determine the collectability  
23 of it until they have worked the plan. But in  
24 the past we've had some universities where  
25 students would make pledges and we accepted

1     them and put them on the books and they were  
2     never collected.

3         So she's cleaned all that out. Now with  
4     the new leadership of the foundation it's more  
5     efficient of what's going on.

6         TRUSTEE MILLS: So if we can just get  
7     those two numbers, that would be helpful. One  
8     is what our percentage of the 11 is pledges.  
9     And then what our conversion rate has been.

10        Okay. That takes us to the goal five.

11        Yeah, customer service, right?

12        MRS. BARGE-MILES: You all should have  
13     this with your goals.

14        TRUSTEE MILLS: So now the -- yeah, so  
15     customer service in goal five it says we met  
16     all the deliverables. But the one thing that I  
17     wasn't clear on is that we did do a customer  
18     service survey this year.

19        MR. ROBINSON: Last year. And these are  
20     some of the --

21        TRUSTEE MILLS: Right. I saw that.  
22     That's the first time I saw that. Have we seen  
23     this before, like our customer service results?

24        MR. ROBINSON: We have some more extensive  
25     results now we can provide to you.

1 MR. EDDINGTON: So if I could recall the  
2 discussion last year and we were discussing  
3 this and you all were going to set the goals  
4 and focus on the plan. I think Trustee  
5 Washington said, I want to see some numbers.

6 TRUSTEE WASHINGTON: Benchmarking.

7 MR. EDDINGTON: Right. Right. And we  
8 said, well, we don't -- the plan, in terms of  
9 customer service initiative includes developing  
10 tools to collect data and all that as part of  
11 that plan. But we don't have that in place.  
12 So we said, let's use the exit survey of  
13 graduates as some type of baseline information.

14 So that column 18 and 19, those were the  
15 data that was in the exit survey for that year.  
16 And we said, well, at least use that to give us  
17 frame of reference in terms of the impact.

18 So that's what that data is showing is the  
19 data we've always collected on students who  
20 have graduated each semesters who has some  
21 specific questions.

22 TRUSTEE MILLS: Okay.

23 MR. EDDINGTON: That's what that is right  
24 there.

25 TRUSTEE WASHINGTON: So have we

1 implemented a plan or a tool or have we not?

2 MR. EDDINGTON: So we -- so the customer

3 service initiative, right, has a timeline.

4 We're on that timeline. The timeline for

5 implemented tools, we haven't reached. That's

6 this year. So that's why we said we weren't

7 going to have that data for this evaluation.

8 So you wanted something.

9 TRUSTEE WASHINGTON: Yeah.

10 MR. EDDINGTON: We're not there yet.

11 TRUSTEE WASHINGTON: So how did we meet

12 all of the deliverables if we have not yet,

13 in fact, met --

14 MR. EDDINGTON: So, yeah, the goal was,

15 look at the timeline and plan that you all

16 approved. I forgot how many things that are in

17 it, right. But it said, okay, this year we're

18 going to do A, B, C, D, E.

19 The goal was the president is going to

20 meet all of those things. That was the goal.

21 And then we put the data in there, just so you

22 all would have a frame of reference. The goal

23 is not to meet the quantifiable targets for the

24 data itself.

25 TRUSTEE WASHINGTON: So what we've -- what

1 I've seen, and correct me if I'm wrong, is  
2 basically we had somebody come on campus and  
3 start to do trainings. We're supposed to have  
4 a more comprehensive survey. And have we  
5 developed that yet across the enterprise? Is  
6 that -- this is not what this is.

7 MR. EDDINGTON: That's not what that is.

8 TRUSTEE MILLS: So I'm hearing that we  
9 missed this as a board, I think. Because in a  
10 sense what should happen is you --

11 MR. ROBINSON: No. If you look at the  
12 bullets, which is what we agreed and we've  
13 done.

14 TRUSTEE MILLS: Yeah. Yeah. I'm  
15 saying -- I'm not disagreeing that we agreed to  
16 that. I'm just saying we missed it. Because  
17 what we should have -- we should be like  
18 evaluating our service first and then  
19 developing a plan to improve it from there.

20 So my only point is is that if we can --  
21 and we don't have to do this today -- but if we  
22 can go back and look at that timeline about  
23 when the tool is supposed to be implemented.

24 So as an example, if you do the survey  
25 this fall and then do it again in the spring,

1 that would help us understand how to move  
2 forward more effectively.

3 Because usually when you're implementing  
4 these kinds of programs, you kind of get your  
5 baseline score and then you bring your  
6 consultant in or whatever you do.

7 MR. EDDINGTON: I was going to say, if you  
8 want some data to set goals, I think it is  
9 realistic at this point to use an exit survey.  
10 If you want something right now.

11 TRUSTEE MILLS: This isn't a real customer  
12 service survey.

13 TRUSTEE WASHINGTON: Like this isn't --  
14 this is one segment of our customers. So we  
15 need to do the faculties.

16 TRUSTEE MOORE: So what I'd offer -- and  
17 when I talked to Vice President Schweigert and  
18 Provost Eddington, that part of -- and this  
19 falls under the finance with ABP Ingram, that  
20 we have got to tell the consistent story of  
21 where we are because our memories fail.

22 When we hear customer service plan, I'm  
23 like, okay, where's the baseline. When did it  
24 get deployed. I mean, it's throughout the  
25 entire enterprise. But we did adopt these

1 individual, I'll call it breadcrumbs.

2 Now we're asking where we are. So you can  
3 anticipate at our next committee meeting that  
4 you'll see where we are and report on those  
5 things where we are constantly.

6 CHAIRMAN LAWSON: So if I can -- just to  
7 paraphrase. So what we said we would do we've  
8 done.

9 TRUSTEE MILLS: Yes.

10 MR. EDDINGTON: Yes.

11 CHAIRMAN LAWSON: So if we want to take it  
12 to the next level then we need to start with a  
13 baseline and then the tool and then that's  
14 where we are.

15 TRUSTEE MILLS: That's right.

16 CHAIRMAN LAWSON: But for what we started  
17 with, we've achieved those desired outcomes.

18 TRUSTEE MILLS: That's correct.

19 MR. EDDINGTON: I do know there was a  
20 disconnect and I know and remember then at the  
21 time and we were trying to get in front of  
22 it --

23 TRUSTEE MILLS: Well, what were you  
24 thinking? Boy, these guys are fools.

25 MR. EDDINGTON: No. No.

1 TRUSTEE MOORE: That's going to come back  
2 a year from now and you'll say where's the  
3 plan.

4 MR. EDDINGTON: No. I said, they're going  
5 to forget this conversation and the  
6 conversation was, when we decided to hire a  
7 firm and all that.

8 TRUSTEE MILLS: Right.

9 MR. EDDINGTON: One of the things that the  
10 firm said to us, they said, look, you can do  
11 this one of two ways. You can go for the quick  
12 and easy, in which we've seen people do that  
13 and fail, or they said, you can have a  
14 multi-year plan and it requires patience and it  
15 requires all this.

16 And we said, okay, we want to do it the  
17 right way. But at the time we said, we have to  
18 make sure we keep the board updated because you  
19 may get antsy and start saying, where's the  
20 change in culture --

21 TRUSTEE MILLS: Right. Antsy.

22 TRUSTEE DORTCH: So one of the things  
23 we've done is you conducted a campus-wide  
24 training to the customer service mission  
25 standards and that was completed in June



1 initially, with service assessment tools. That  
2 was completed in June. You've had the retreat  
3 on training for customer service. So there are  
4 a few things here.

5 MR. EDDINGTON: That's just from the  
6 faculty yesterday.

7 TRUSTEE MILLS: Yeah, I know. I've got  
8 all those. And that's fine. It's just that  
9 usually there's a baseline and then you have an  
10 actual plan. So I think what we just want to  
11 do is kind of get to the baseline.

12 MR. ROBINSON: We've had quite a few  
13 surveys.

14 TRUSTEE MILLS: You have done quite a few  
15 surveys and that's what you were saying we're  
16 going to see?

17 TRUSTEE MOORE: We're going to bring  
18 everybody current at this meeting because I had  
19 the same thing like, where is it.

20 CHAIRMAN LAWSON: So you guys are going to  
21 forward us and send us finances?

22 MR. ROBINSON: Mrs. Ingram owns that.

23 CHAIRMAN LAWSON: Okay. But again,  
24 everything we said we'd do, we've done.

25 TRUSTEE MILLS: Right. Right. Yeah.

1 That's fine. No argument there.

2 CHAIRMAN LAWSON: Yeah, so then maybe you  
3 could take it a step further.

4 TRUSTEE MILLS: Yeah, and maybe  
5 accelerate.

6 Okay. So goal number six. So we had a  
7 goal of enrollment head count, which we've met,  
8 right?

9 TRUSTEE WASHINGTON: No.

10 TRUSTEE MILLS: We didn't meet.

11 TRUSTEE WASHINGTON: That's okay.

12 TRUSTEE MILLS: But the one thing I loved  
13 about this -- the one thing I loved about this  
14 more so was in your comments you had included  
15 the SAT scores, the average ACT scores and the  
16 high school GPA, which I'm not sure if that's  
17 the weighted GPA or, you know, because  
18 universities do this by school, right?

19 A 4.0 at one school is not the equivalent  
20 of a 4.0 at another school. So I'm assuming  
21 that's the weighted version.

22 MR. ROBINSON: If it's above a four it's  
23 weighted.

24 TRUSTEE MILLS: No. I guess what I mean,  
25 as an institution we -- a 4.0 -- a weighted

1 average of using AP class and all that kind of  
2 stuff, that's one thing. But universities  
3 measure schools differently. So a 4.0 at  
4 school A is not equivalent to a 4.0 at school  
5 B, or in Florida terminology an A school GPA is  
6 not equivalent to a D school equivalent. So I  
7 don't know if we do those weigh-ins.

8 MR. ROBINSON: You really can't do that,  
9 technically. You know, I mean --

10 TRUSTEE MILLS: Every university does it.

11 MR. ROBINSON: Yeah. On a GPA, right, I  
12 mean, that's the GPA.

13 TRUSTEE MILLS: Okay.

14 MR. ROBINSON: And you can go down and  
15 start those types of things and know that.

16 TRUSTEE MILLS: Okay.

17 MR. ROBINSON: But when they report that  
18 GPA --

19 TRUSTEE MILLS: Okay. So we'll circle  
20 back around to that.

21 MR. ROBINSON: I know exactly what you're  
22 saying.

23 TRUSTEE MILLS: But the point here is to  
24 Tommy's earlier point, it's about quality as  
25 opposed to quantity.

1 MR. ROBINSON: Yes, it is.

2 TRUSTEE MILLS: And I think we also got  
3 some feedback from the BOG around that, as  
4 well.

5 And so as we think about goal number six  
6 for next year, we went back to quantity again.  
7 And I'm not sure your opinions about this. But  
8 I actually am not a huge fan of this, meaning  
9 that we should stick to quality.

10 And even if it is transfers from AA  
11 schools, what's the quality of that student  
12 versus the number of that student? Because  
13 we're going to fall right back into this  
14 numbers trap again.

15 MR. ROBINSON: So the quantities, and  
16 that's with our two-plus-two agreements with  
17 the 13. So it's out there.

18 What you also need to know that I was just  
19 as concerned about this is getting input versus  
20 an output. In looking at the four-year  
21 graduation rates, but we got some pushback on  
22 it and that's because there is an expectation  
23 that some institutions, including FAMU, could  
24 do more in bringing those kind of college  
25 students in. We were on the low end of that

1 spectrum, as well, the overall percentage of  
2 those students.

3 So we didn't start with this one, as you  
4 know. We discussed it with the board and we  
5 presented our preliminary options to the BOG  
6 and this is what was --

7 TRUSTEE WASHINGTON: So this is not our  
8 BOG metric. Our BOG metric is the  
9 graduation -- the number of students we  
10 graduate. It is not enrollment. So I would be  
11 okay with a number if it's based on our  
12 outcome --

13 TRUSTEE MILLS: Graduation rate.

14 TRUSTEE WASHINGTON: Not rate, number.  
15 The actual number. I would be okay with that  
16 because that is part of our -- that's one of  
17 our metrics. It's part of our strategic plan.  
18 But yeah, the enrollment is a tricky one.

19 MR. ROBINSON: Yeah, because -- well, it  
20 is tricky, but it rolls into the plan, right.  
21 So it's not like this is an outline. In the  
22 enrollment plan we talk about retention, FTICs,  
23 and these young people coming in.

24 Now, we're going to, to a certain extent,  
25 control it through those very specialized two

1 plus two that we have out there.

2 TRUSTEE MILLS: Right. And again, I think  
3 there's an underlying assumption that there's  
4 some quality metrics that you described from  
5 those students that we're accepting.

6 I think culturally the slides are  
7 backwards when we start talking about the  
8 number of people we enroll.

9 It really does need to be a focus on  
10 quality. And I don't know if it's, you know,  
11 the number of students with X kind of criteria  
12 that we accept. Because we're not accepting  
13 all A transfers either, right.

14 And I don't want us to fall in this trap  
15 of saying we've got to get to 975, even though  
16 they might be borderline criteria folks that we  
17 have established.

18 CHAIRMAN LAWSON: What's in the  
19 accountability plan?

20 TRUSTEE WASHINGTON: Our performance  
21 funding metric, 10.2 is the number of Bachelor  
22 degrees awarded to transfers with AAs from the  
23 Florida colleges.

24 CHAIRMAN LAWSON: Okay.

25 TRUSTEE WASHINGTON: That's our metric.

1 TRUSTEE DORTCH: I think we also need to  
2 be realistic and understand, too, that one --  
3 the standards are set by the system. And we  
4 start denying students who meet the  
5 requirements for entry, but because we want to  
6 have only the same students at FSU and all  
7 those have, then we're no better -- we can't  
8 be -- we can't be judged by saying we don't  
9 give opportunities.

10 TRUSTEE MILLS: I think we set those  
11 standards, Tom. We set the standards.

12 TRUSTEE DORTCH: What I'm saying though  
13 is, if a student meets the standard for  
14 admission -- because for every 100 students  
15 that's how many millions of dollars in  
16 enrollment? It's a few million.

17 I know we've looked at -- I mean, I've  
18 looked at this throughout the system and  
19 throughout the country where for every one of  
20 the students there's X amount of funding that  
21 automatically comes to the institution.

22 We're not saying we want to discount  
23 students who don't meet the requirements. But  
24 I know a lot of my classmates who are medical  
25 doctors, who are lawyers and judges and all who

1 we didn't think they were going to do anything.

2 Andrew Young was a C student. And

3 Dr. Martin Luther King was a C-minus student.

4 So we can't say we can predict what a student

5 is going to do based on their GPA and all. If

6 they meet the standards for admission, we've

7 got to have at least some of those students.

8 Because those are the leaders of this nation

9 and this world, too.

10 So we don't want to just -- Harvard and

11 Yale can take all A students and that's fine,

12 but FAMU will still have a diverse student body

13 but not just simply say, we're not saying we

14 don't want students who are not going to

15 succeed. But I hope we never get so stringent

16 that we say, if you're not a 3.0 or a 3.5

17 student, we don't want you at FAMU.

18 TRUSTEE MILLS: My only feedback is that

19 right now our retention goal is at 2.0 or more.

20 So I don't think we're close to --

21 TRUSTEE DORTCH: We can recruit at a

22 higher rate.

23 CHAIRMAN LAWSON: Some additional.

24 TRUSTEE MILLS: But we set the standards

25 for it and I just want to make sure we



1 highlight. We just change it so we're focused  
2 on -- our mentality is still focused on  
3 quality.

4 CHAIRMAN LAWSON: And so the additional  
5 color on number six. And I know Nicole  
6 remembers this.

7 We were at the bottom of the barrel of  
8 bringing in transfers from the two-year  
9 institutions, and we put a concerted effort  
10 against growing the numbers.

11 So some of our earlier metrics were tied  
12 to growing the numbers because we were so far  
13 below the curve.

14 But I think -- you know, I hear your  
15 point. I think we can make sure that as we  
16 grow those numbers, we're not growing them just  
17 in numbers but we're also growing them in  
18 quality, as well.

19 Because we were so far behind in curve.  
20 And the thought was, gosh, FAMU, you have a  
21 real opportunity, you know, working with Levine  
22 when he chaired that committee to say, you  
23 know, you need to go after some of these  
24 students. There are what, 100,000 kids in the  
25 system, most of which are minority students.

1       And the other schools, quite frankly,  
2       Central Florida and others, were really picking  
3       those kids off. So we decided to go heavy.

4       So I think a lot of our early mentions  
5       reflect building the muscle and now I think we  
6       can say, okay, we've increased our notoriety  
7       and popularity in that system, so now we can  
8       really focus on quality, as well as the  
9       numbers.

10      So I think it's a bit of an evolution that  
11      we have gone through with the two-plus-two  
12      system. And I think it served us well because  
13      their graduation rates are higher than our  
14      first-time in college student population, as  
15      well.

16      So I think as long as we -- you know, we  
17      look for quality. We look for the numbers so  
18      those two match together. And as long as their  
19      graduate rates continue to exceed the base  
20      population, I think we're okay.

21      TRUSTEE MILLS: Yes.

22      TRUSTEE DORTCH: And when you look at best  
23      practices, I mean, I know Dr. Robinson admitted  
24      folks. Look at Georgia State University now  
25      with 62,000 students and where they are, their

1 graduation rate. They have more  
2 African-American students than all Georgia  
3 combined.

4 But then when Dr. Rivers was present he  
5 recruited over 400-plus students and the  
6 faculty said we don't want these students. So  
7 he said, you make the vote.

8 Georgia Southern took over half of those  
9 students immediately and then Albany State and  
10 other schools took those same students and he  
11 recruited 50 percent male students each year in  
12 his classes.

13 But the difference between Georgia  
14 Southern, they created a summer enrichment  
15 program and brought those students in in the  
16 summer. Because it wasn't just that they  
17 weren't prepared. Some were first time leaving  
18 home and small cities.

19 So you've got to have support programs  
20 that help those students to prepare themselves  
21 because a lot of them leave home the first time  
22 and they're homesick.

23 So there are all kinds of things we need  
24 to look at. How do we really prepare those  
25 students to succeed?

1 Georgia State has a mentoring program for  
2 students and upper classmen. So I think we  
3 have to be -- we have to look at how we really  
4 help those students to get in and matriculate  
5 and get them out.

6 So it's not just the GPA, because I know a  
7 lot of my star students when I mentored 100 who  
8 were top flight students, they didn't make it  
9 and go on to Syracuse. They had cases with  
10 some of our other major institutions because  
11 they have other factors they have to deal with,  
12 cultural factors also.

13 I think it's how do we really create an  
14 environmental support system. I think Georgia  
15 State has one of the most successful programs  
16 for taking in those students and moving them  
17 along.

18 So I think we have to do more than just  
19 recruit. We've got to look at how we really  
20 prep them once we've got them there.

21 TRUSTEE WASHINGTON: What Georgia State  
22 does is, they put them on a guided pathway.  
23 They don't let them change their major and they  
24 give them very strict contracts upon arrival  
25 about what their deliverables are.

1 TRUSTEE DORTCH: And they have an  
2 effective counseling department that works with  
3 those students and they use graduate students  
4 to help those students also in their programs.

5 TRUSTEE MILLS: All right. Let me see if  
6 I can move on here real quick.

7 Goal number seven was R and D expenditures  
8 and we're kind of keeping that for next year,  
9 as well.

10 Goal number eight, as far as reducing  
11 expenditures.

12 TRUSTEE WASHINGTON: No. It changed.  
13 That's what it was last year.

14 TRUSTEE MILLS: I'm sorry. I'm talking  
15 about the current year, yeah, before we flip  
16 over here.

17 But reducing expenditure by 5 percent so  
18 that we can continue investing in key  
19 initiatives and strategic priorities. This  
20 says we did meet and that generated  
21 \$11 million.

22 TRUSTEE WASHINGTON: It was 7 point  
23 whatever.

24 TRUSTEE MILLS: Yeah, 7 million bucks and  
25 do we know where that 7 million bucks went?

1 MR. ROBINSON: Some of it went -- half of  
2 it went into the reserve and half of it we  
3 reinvested.

4 CHAIRMAN LAWSON: I remember the prior CFO  
5 going through a spreadsheet of where those  
6 dollars went. Joyce is not here, but we have  
7 to dig that out. But we did see a spreadsheet  
8 of where those reinvested dollars went.

9 TRUSTEE WASHINGTON: So goal eight for  
10 next year is a different goal.

11 TRUSTEE MILLS: Yeah, we switched it just  
12 to -- and is there a reason why -- is there a  
13 why --

14 MR. ROBINSON: It's a lot of pain and  
15 suffering at 5 percent.

16 TRUSTEE MILLS: That's an annual thing in  
17 everybody else's world.

18 MR. ROBINSON: So I mean, it can be back  
19 in there. But to me, I was looking at the  
20 urgency around, and the importance of getting  
21 these major construction projects done.

22 TRUSTEE MILLS: Yeah. Yeah. I'm not  
23 saying that needs to come off.

24 TRUSTEE WASHINGTON: But will it be done  
25 by June 30th?

1 MR. ROBINSON: No. It won't be.

2 TRUSTEE WASHINGTON: So how is that a  
3 goal?

4 MR. ROBINSON: I'm staying on time and  
5 within budget. So the all time --

6 TRUSTEE MILLS: It says completion.

7 MR. ROBINSON: Completion on time. On  
8 time.

9 TRUSTEE WASHINGTON: But the problem --

10 MR. ROBINSON: The on time is a year from  
11 now. But it's going to be.

12 TRUSTEE WASHINGTON: We have to evaluate  
13 you.

14 MR. ROBINSON: But as you can see it is on  
15 target for where it needs to be.

16 CHAIRMAN LAWSON: But just a little  
17 history on number eight. For those of you that  
18 were around when the Village was built. We saw  
19 multiple plans and multiple plans and we ended  
20 up with a pretty significant cost overrun.

21 And we ended up in a delayed situation and  
22 we had challenges with the contractor to  
23 deliver building it on time.

24 So I think that is -- if I recall, that's  
25 one of the reasons we opted to put that in the

1 presidential lap to manage for number eight.

2 TRUSTEE MILLS: Yeah, I don't mind -- you  
3 know, and maybe we'll change the language to  
4 it's on schedule and on budget at the time.

5 But I don't know mind it being in there.  
6 I just don't think we should exclude a specific  
7 financial goal from the goal for next year.

8 MR. ROBINSON: Isn't that what number nine  
9 is? If we can ever figure out what it means  
10 based on the conversation.

11 But isn't that what number nine is?

12 TRUSTEE MILLS: Well, there's two things,  
13 right? Number nine, which is -- yeah, about  
14 solvency and long-term health, financial health  
15 of the institution.

16 But there's annual sort of operating  
17 goals, which kind of goes to -- you know, we  
18 had that conversation at the last board meeting  
19 about, you know, the BOG has us put that  
20 emergency plan together or whatever and then  
21 it's kind of an exercise. But really it does  
22 force us to prioritize things. And we should  
23 be -- we should be trying every year to get rid  
24 of inefficient stuff and reinvest it in more  
25 important priorities. So I'm going to suggest



1 --

2 MR. ROBINSON: It's the -- okay. So this  
3 is what we agreed to because this is part of  
4 our strategy right now and we aren't going to  
5 take a bowl this year.

6 TRUSTEE MILLS: A what?

7 MR. ROBINSON: A bowl. Because you're  
8 saying without those things that we're going to  
9 do with the 13.7, there are some recurring  
10 costs in there. And we're going to get to that  
11 by finding those, you know, where we can be  
12 more efficient and reinvesting those funds into  
13 those goals to keep those nonrecurring -- or  
14 the ones that are recurring.

15 You know, and so we're hiring counselors,  
16 advisers and coaches and we're going to  
17 continue that through those reinvestments.

18 So we have to find them and we know where  
19 they are. And we're going to cut the fat to  
20 get to some things we need to do.

21 TRUSTEE MILLS: So I just -- I still think  
22 we should just continue to have that on there  
23 so we understand where, you know, that is.

24 It's also both. It's reinvestment and,  
25 you know, some plan where we should paying that

1 back.

2 MR. ROBINSON: I do have some concern.

3 You saw what's happening in the world. The

4 Legislature has continued to hone in on that.

5 TRUSTEE MILLS: On reserves, yes. But I'm

6 just saying we should also think about how we

7 pay down debt when we can, as well, just like

8 we do at our own house.

9 And I get the reserves scenarios that we

10 have and with the structure and their focus on

11 that. And, you know, but we still should focus

12 on overall financial health, in addition to

13 reinvestment.

14 TRUSTEE WASHINGTON: I agree.

15 MR. ROBINSON: Okay.

16 CHAIRMAN LAWSON: Okay. Just a

17 recommendation. Can we just -- now that we've

18 gone through, just summarize this just so we

19 can kind of -- because we'll need to

20 memorialize this in the committee tomorrow.

21 TRUSTEE MILLS: Yes. That's exactly where

22 I was headed. So we'll go through the rest of

23 it.

24 CHAIRMAN LAWSON: So if we're looking

25 at -- if we're looking at the summary, if you

1 will, or the rest of the goals, there were --  
2 for the most part there, I think there were  
3 general consensus. But there are a couple of  
4 things I think we should highlight, namely  
5 organizational management and financial  
6 management. And if there's other ones that  
7 anyone wants to kind of review, we can do that,  
8 as well.

9 MR. ROBINSON: So what I would like for  
10 you to consider, Mr. Chairman, is that not only  
11 the places where that discusses around  
12 something that didn't necessarily happen the  
13 way we would like, but the other part of this  
14 back to where things were, you know, more  
15 positive.

16 Because I don't want the takeaway to be  
17 like it was a year ago where the headline was,  
18 you know, because of what we emphasized people  
19 walked away or wrote away stories that implied  
20 that it was a total disaster.

21 TRUSTEE MILLS: Okay. Yeah.

22 MR. ROBINSON: The overall picture was  
23 much brighter. So yeah, we get to focus on the  
24 places where we can get better. I enjoy that.  
25 But let's not leave it out there that, you

1 know, as a goal -- and these are your  
2 assessments. You know, different kinds of  
3 clues and based upon those clues, there's two  
4 or three that we talked about those this  
5 morning.

6 TRUSTEE MILLS: Yeah, actually I was going  
7 to wrap up on all the exceeds ones.

8 MR. ROBINSON: I took away your time.

9 TRUSTEE MILLS: Yes, you did.

10 TRUSTEE WOODY: Mr. Chairman?

11 TRUSTEE MILLS: Yes, sir.

12 TRUSTEE WOODY: Do you think in working  
13 with the president that it's beneficial to talk  
14 about where we have some issues of weakness so  
15 we can talk about it as a body collectively?

16 TRUSTEE MILLS: Certainly, yeah.

17 TRUSTEE WOODY: So that should be a part  
18 of the discussion, I would think, to improve,  
19 hopefully improve for next year.

20 TRUSTEE MILLS: Is there one in particular  
21 you're thinking about, Woody?

22 TRUSTEE WOODY: One in particular but I'm  
23 going to wait until -- let me hold on to  
24 that -- and I'll hold on to that discussion and  
25 talk to you a little bit later before I bring

1 it up.

2 TRUSTEE MILLS: All right. Is it an  
3 organization management or financial  
4 management, because that's where I am right.

5 TRUSTEE WOODY: Financial.

6 TRUSTEE MILLS: Okay. So let's just talk  
7 about it, because I'm on those two right now.

8 TRUSTEE WOODY: In reference to what just  
9 happened just recently in reference to the  
10 auxillary funds, I think that's part of the  
11 discussion that we must have and talk about it  
12 in the area of accountability.

13 And then accountability, not only talk  
14 about accountability of the president, but also  
15 accountability of the board, because we're  
16 responsible to make sure that things are  
17 running efficiently, not only just the college  
18 community or the university community, but the  
19 reputation of the University. Those are things  
20 that I think we need to talk about.

21 And I understand that we have a plan in  
22 place to rectify the situation. But I think  
23 it's beneficial -- it's beneficial for us to  
24 talk about it.

25 TRUSTEE WASHINGTON: It's not just the

1 plan, for me. It's the -- what is the followup  
2 and enforcement. Because I think we do a  
3 fantastic job in responding to situations by  
4 creating plans.

5 I don't know that we are as strong with  
6 creating structures to ensure that those plans  
7 are being implemented with fidelity over time,  
8 because I feel like our attentions get directed  
9 to whatever triages at the moment and then, you  
10 know, we just sort of -- our attention spans  
11 where it swings to whatever the next thing is.

12 So I would agree with that and the fact  
13 that we've seen this situation happen year over  
14 year over year and we're about to move into  
15 another operational audit, which means we are  
16 potentially putting ourselves in a another  
17 cycle.

18 I think we have to be really, really like  
19 focused on how we're going to improve this  
20 area.

21 TRUSTEE MOORE: And I concur with that. I  
22 think there have been great strides that have  
23 been made and I think that we do a really good  
24 job of developmental plans.

25 Our challenge and I know, Trustee Mills,

1 that's one of the areas that he's heartfelt in  
2 the past about what happens after the plan.

3 How do we hold ourselves accountable.

4 I think this is certainly an area that  
5 this board has to see it for what it is. That  
6 this is something that is not small.

7 And recognizably, we were on a high and  
8 then this. It's a big this. And how we look  
9 at handling that going forward, I think that we  
10 definitely do have to put some level of  
11 accountability that go beyond what we've done  
12 in the past.

13 TRUSTEE MILLS: I think there's a -- in  
14 this theme there's kind of a sense of -- we  
15 probably have a lot more focus on not only just  
16 on accountability, but also level of competence  
17 in some of these roles that we have, because  
18 that's what's leading us to places, to certain  
19 places where we don't want to be.

20 And, you know, even the idea that -- for  
21 example, we missed our athletic budget. My  
22 response has always been, so what. You know,  
23 we miss it. You miss it and you go back and  
24 you fix it and you figure it out.

25 The idea that we would try to figure out

1 how to plug the hole and in essence goes to a bit of  
2 a culture -- a little bit of a cover everybody's  
3 back, make sure everybody's good, which isn't always  
4 healthy.

5       And then that ties to people making  
6 obviously mistakes. So we can't -- as a board we  
7 can't brush this under the rug by any means. It  
8 goes against our responsibilities fundamentally.

9       And that's where I think we need to see  
10 both a level of competence increased, a level of  
11 controls increased and an overall level of  
12 accountability of not only you, but also the rest of  
13 the staff.

14       Because this side -- again, the concept  
15 that if I miss my objective, then I miss my  
16 objective. You know, most people don't get shot the  
17 first time they miss their objective, right, kind of  
18 scenario.

19       It happens. It happens in business  
20 everywhere. But the idea that somebody's going to  
21 try to cover it up for me, that's the problem.  
22 That's a fundamental problem.

23       And I'm not clear that that -- let's cover  
24 each other's back is not a pervasive part of our  
25 culture that we need to figure out how to weed out



1 in some respect.

2 And I think that is -- when we hear this  
3 word accountability, accountability, accountability,  
4 I think that's some of the things we're trying to  
5 get to.

6 MR. ROBINSON: So Mr. Chairman, we have  
7 spent a lot of time in the last month or so on  
8 that issue. And we believe that new -- first  
9 of all, I want to give Mrs. Ingram a whole lot  
10 of credit for standing in during the time we  
11 worked to bring those in.

12 TRUSTEE MILLS: By the way, I don't think  
13 we did earlier in the introduction.

14 MR. ROBINSON: In the interim, you know,  
15 CFO Rich Schweigert whose record is stellar  
16 when it comes to managing the University with  
17 financing, assisting and serving as a CFO.

18 But part of us getting here is we had the  
19 benefit of Mrs. Joyce Ingram and others in her  
20 unit and Provost to manage this division  
21 through some very difficult times.

22 A lot of them worked during that period  
23 addressing, you know, the issues and gaps that  
24 led up to this type of thing occurring. And we  
25 knew that there were systemic or systematic

1 issues and that's where we plan and that's  
2 where we are.

3 So we have -- the team is working to  
4 ensure that within the people's -- the RP  
5 system is to allow us to know what's going on  
6 and to track what's going on.

7 So I don't know if anybody's, you know, a  
8 big wheel or is it a good thing or a bad thing.  
9 Al will know, Joe Maleszewski will know. In  
10 fact, I would have to approve it prior to the  
11 transfer or something of this type happening.

12 So the team is -- and Rich might be able to  
13 give you an update who is working with that.

14 And meanwhile we have every transaction  
15 that has occurred that has been verified or  
16 validated by someone to make sure that they  
17 were appropriate. So we have eyes on it and we  
18 know that it involves people, as well as, you  
19 know, process.

20 But I do -- I think we had a process, I  
21 think what we learned is that we needed to  
22 enhance it, right? And then building it into  
23 the system is where we think the ultimate, you  
24 know, appropriate approach is and that's where  
25 we are now.

1 I don't know if there are updates on where  
2 we are with that. But I just want you to know  
3 we spent a lot of time working on this. We're  
4 not just sort of assessing, but to find the  
5 cause and coming up with a plan to address it.  
6 Because part of the plan was to bring it to the  
7 team and give us an assessment of what and how  
8 much and so forth and make a recommendation.  
9 The recommendation is basically what we had  
10 already began to initiate.

11 So we have the opportunity now. You know,  
12 looking at the three different positions in  
13 that division are open. Rich and I have  
14 already talked about some of the pool of  
15 applicants coming in. And, you know, we do  
16 need to work a little bit harder to get to that  
17 issue.

18 And with this level of experience out here  
19 and being here at this time is extremely  
20 important. So we have sort of, you know --  
21 sometimes we get -- it helps to have an  
22 external set of eyes, so to speak, as we make  
23 the very, very important step of adding  
24 expertise, you know, in these positions to  
25 ensure, you know, that they can operate.

1 TRUSTEE MILLS: Okay.

2 TRUSTEE MOORE: Thank you for that. I  
3 think the other thing, you know, collectively  
4 for this board that we have to realize, because  
5 this happened it was such a trickle boom, boom,  
6 boom. Okay. We're paralyzed. So I would say  
7 taking it even beyond this area, this  
8 particular business line and looking at our  
9 entire enterprise capacity, subject matter  
10 expertise, succession. I mean, we shouldn't  
11 get caught offguard and one person shouldn't  
12 stop the show, or two or three people shouldn't  
13 stop the show. Systems should be in place.

14 And I know that Joyce did a good job with  
15 development of succession plans. But we all  
16 know, plans are only as good if they're  
17 deployed and implemented.

18 So I would challenge her to go beyond just  
19 this area. Yes, it's a prime case study and  
20 example, but it's enterprise wide that we need  
21 to look at this.

22 CHAIRMAN LAWSON: Mr. Chair, not to  
23 belabor this, but I have a couple comments and  
24 I'll just combine financial and organizational  
25 management together.

1       You know, you'll hear even more tomorrow  
2       about the situation in athletics. But I think  
3       that that was a bit of a firestorm where you  
4       had that situation occur and it was validated.

5       The auditor came in and they told us what  
6       happened and what didn't happen, et cetera. So  
7       you'll get more on that tomorrow.

8       But right, wrong or indifferent, we had a  
9       policy in place that called for multiple  
10      signatures that didn't happen. So in my mind  
11      that was a break down in process. But at the  
12      end of the day, we still own it.

13      It happened on our watch, so we have to  
14      take accountability for it. And we have to  
15      make sure, whether it be through people, as  
16      well as through having the right people in the  
17      right seats that we fix this moving forward.  
18      So that's one.

19      Number two for me is just kind of a larger  
20      organizational thing that I've been wrestling  
21      with, and I'll give you a prime example.

22      I've gone through graduation rates for  
23      every college and school for the last three  
24      years and I've looked at those graduation rates  
25      and I look at the people in those seats and

1 they're still there.

2 And it's probably okay for them to be  
3 there, but what corrective action have we taken  
4 with them to say Mr. Jones, Mrs. Jones, here's  
5 where you are, here's where we need you to be,  
6 here's the corrective steps that we're going to  
7 take to get this.

8 It's not always about changing the bodies  
9 out, but I think it is about very direct and  
10 constructive discussions around, you know, we  
11 just talked about raising the bar to  
12 potentially 79.

13 I believe that these two gentlemen have  
14 that burning desire. My concern is one, two  
15 levels below and how do we drive that culture  
16 throughout the enterprise?

17 Because I believe when you talk to these  
18 two people, they get that sense of grind. You  
19 know, we just kind of had that grind in talking  
20 from 71 to 79. But my concern is, how do we  
21 infuse that?

22 And I've talked to Mrs. Barrington a  
23 couple times about how do we share metrics.  
24 How do we build dashboards. How do we drive  
25 accountability down.

1       And it's not about, hey, this person  
2       doesn't belong here. It's not about that.  
3       It's about, does that person understand their  
4       contribution to the big number and what they  
5       need to do to help us get to the big number.

6       So for me, organizationally, that's where  
7       I hope, I believe, that as a board that we can  
8       provide direction and oversight to the  
9       president, slash, and then secondary to the  
10      Provost to say, this is where we want to go.  
11      You guys create a plan to get there. But that  
12      plan has to fall well below the borderline so  
13      those people in line-level positions know what  
14      they have to deliver in order for us to hit  
15      that big metric at the top.

16      I don't feel that same sense of burn  
17      throughout the rest of the organization. So  
18      for me, as I looked at this, yep, financially  
19      we had a major break. But I also think  
20      organizationally we have some cultural  
21      opportunities to enhance the level of  
22      oversight, the level of accountability. And I  
23      just used that one example as I went through  
24      those graduation rates and I said, hey, this  
25      one has had the lowest graduation rate for

1 three years.

2 One, does she know it? I'm sorry. Do  
3 they know it, that person know it. Two, what's  
4 being done about it? Not necessarily moving  
5 that person out, but coaching, counseling, et  
6 cetera. What's being done to inform and then  
7 move those results up?

8 So I feel like, you know, as we start  
9 these discussions at the top, my challenge is  
10 they have to go deeper into the organization.

11 TRUSTEE MILLS: Yeah. And just to build  
12 off of what you said. I mean, you're right in  
13 the sense that it doesn't necessarily mean that  
14 people have to leave. But we shouldn't qualify  
15 that all the time.

16 And that's part of my concern is that  
17 we -- it feels like we don't want to make the  
18 hard decisions, and that's part of our cultural  
19 issue.

20 CHAIRMAN LAWSON: Well, and I don't want  
21 to create a -- some of that I agree with. But  
22 all I'm saying is I don't want to create a  
23 culture where every bad metric means a person  
24 turns.

25 TRUSTEE MILLS: No. But it does -- you



1 should have a culture that says if you're

2 not --

3 CHAIRMAN LAWSON: We identify the bad  
4 metric. We identify the root cause of it and  
5 over time, hey, maybe that person does need to  
6 turn. But I'm saying, that shouldn't be the  
7 first recourse.

8 TRUSTEE MILLS: And I'm not saying one or  
9 two metrics. Again, because I'm not saying  
10 that. But we should have a culture of  
11 performance is what allows you to have a seat  
12 here, right, and delivering on results is what  
13 allows you to have a seat here.

14 And that's not where we've been. Because  
15 I'm like, Kim. I'm not convinced, right, that  
16 we don't have these same kinds of issues in  
17 other parts of the organization. So, you know,  
18 it is people, process and technology, because  
19 we had a process that required Dr. Robinson's  
20 signature and it just didn't happen for  
21 whatever reason.

22 So there's a control scenario and we've  
23 run up against cash issues and we've run up  
24 against a bunch of stuff over the last 18  
25 months, in particular, two years in particular,

1 that it just keeps coming around. And some are  
2 smaller and some are bigger than others.

3 But it goes to this culture scenario that  
4 I think we need to sort of exploit this, you know,  
5 this problem that we have to create a sense of  
6 urgency within the organization. This has to change  
7 now.

8 TRUSTEE DORTCH: I do want to commend the  
9 president in taking swift action against -- in  
10 this situation with somebody that was popular.

11 MRS. WALLACE: Excuse me.

12 TRUSTEE DORTCH: I got you. Let's not get  
13 into that. But I think the key we have to  
14 understand is under leadership, that we've got  
15 leadership that takes appropriate actions.

16 And so when we talk about accountability  
17 and we look at where we are, I think Woody's  
18 issue about us being accountable and he's  
19 talking about the situation.

20 But leadership is everything. And when we  
21 see a change I think as we continue to go over,  
22 we'll see -- I think we'll see much more  
23 improvement.

24 From the two years I've been on this  
25 board, this board has come together more. I

1 saw a lot externally, even talking to members  
2 of the Board of Governors who have commended  
3 what they see now compared to what it used to  
4 be.

5 And I think as we continue to move,  
6 working as a team, being able to give our input  
7 and be able to accept diverse inputs and  
8 thoughts, but we still move as a team.

9 And I think that's what has built this  
10 board to a point now that I feel good and I'm  
11 happy when I come to a board meeting. Because  
12 some board meetings that you regret having to  
13 go to them, but you just go to them and you  
14 can't wait for them to be over to leave.

15 But I've been impressed by our leadership  
16 and I respect everybody that we have and  
17 welcome our new trustee to the board. I think  
18 the chair has been able to manage all the  
19 skill-sets and puts it in the right places.

20 And we've depended on each other to bring to  
21 the table their expertise. And I see  
22 significant improvement.

23 So I want to just commend all of you for  
24 your leadership.

25 TRUSTEE LAWRENCE: So this is perilous to

1 say anything when you've been going an hour,  
2 which I have because I had a minor situation I  
3 had to deal with.

4 But I would say this, I've never seen  
5 great organization that didn't have really  
6 tough leadership at the top, insistent  
7 leadership. I use the word urgency. It  
8 requires pushing and shoving.

9 I do think we potentially have a culture  
10 problem here. I think -- let me say this out  
11 loud and then disagree.

12 I'm a huge fan of President Robinson and  
13 Provost Eddington. But I think both could  
14 stand to be tougher, push harder, kick a little  
15 ass and take some names.

16 I'm not -- I think that needs to be  
17 balanced with grace and kindness. So people  
18 need to be celebrated. We need to talk about  
19 what's good.

20 But way before I got on the board we had  
21 graduation rates which were, I think, fairly  
22 miserable. I can think of reasons why we don't  
23 have the graduation rates of the University of  
24 Florida. But what we've got now is  
25 unacceptable.

1 I know we're headed in the right  
2 direction. When I came on the board three  
3 years ago, we had -- we were sort of in a  
4 swamp. We have significant momentum now. But  
5 I think to get to the next level it's going to  
6 require some shoving and pushing and insisting  
7 and here's who we and here's what we're going  
8 to do. This is not about getting along. It's  
9 about something way beyond that.

10 MR. ROBINSON: I wish you could have been  
11 at our faculty planning conference yesterday.  
12 We heard something very, very similar. But I  
13 agree with you totally.

14 We understand that to a certain point. I  
15 think the message is beginning to get down,  
16 even the students are focusing on how they do  
17 things.

18 My primary message to the faculty  
19 yesterday was their role in making sure that  
20 they understood they own a piece of these  
21 metrics, and a big piece for the faculty.

22 But we told them about everything else we  
23 were doing to support them and our students in  
24 and out of the classroom.

25 So we -- you know, I'm not talking about

1 any particular employment or personnel issues,  
2 but we understand that it is an honor, you  
3 know, and a privilege to work for the FAMU  
4 University and we all have our fairly direct  
5 charges and we can't afford to take that for  
6 granted.

7 Because if we're going to build an  
8 organization and really have a succession,  
9 right, you have to have some leveling there,  
10 then that means that everybody has to be  
11 functioning. Nobody can be on the team without  
12 making a significant contribution.

13 So Mrs. Ingram has started this in some  
14 places. But we know that in several places in  
15 the University we're going to have to beef up,  
16 you know, these skills. You know, I guess  
17 redundancy of the skill-sets that are necessary  
18 for us to be successful. It's not just the  
19 academics side of the house or this side of the  
20 house. It's a lot of places.

21 So that's why when I sit down and talked  
22 with Rich, you know, it brings a fresh  
23 perspective that's really happening and see it  
24 even better where some of those places are,  
25 right.

1       And he's a straight-shooter. I appreciate  
2       that. And he is recognized, you know, that we  
3       kind of -- we avoid, you know, aggressive and  
4       tough issues. We'll talk the stories. We ask  
5       a number of questions. You know, we don't get  
6       there in a hurry. We'll tell you everything  
7       else. We don't give you the number.

8       And so we're trying to -- you know,  
9       Trustee Moore and others, you know, we know we  
10      have to move aggressively. I'm not going to  
11      repeat some of the words that Trustee Lawrence  
12      said. He's my senior. But I do agree. So we  
13      have accepted that challenge, you know.

14      TRUSTEE MILLS: And so I think -- you  
15      know, I think what this evaluation says is --  
16      and to build on Trustee Dortch and Trustee  
17      Lawrence's comments is that there's a lot of  
18      faith in you and a lot of faith in your team at  
19      this organization. And no one really expects  
20      everything to be a smooth ride along the way as  
21      we build on this momentum. For sure there are  
22      things that we have to address.

23      But there are some very specific skills,  
24      right, and your ability to communicate. And  
25      that gets reflected in both external relations

1 and internal relations for sure.

2 That gets reflected I think in some of the  
3 fundraising activities. Those are real assets  
4 that we have to build on and we have to, you  
5 know, again, exploit in these kind of  
6 situations to get everybody else on board with  
7 that.

8 So, you know, I think -- you know, the  
9 summary sort of accurately reflects what the  
10 board's position is on your performance in this  
11 year.

12 And I think what we've heard today is  
13 that, you know, now we just have to raise the  
14 bar to a different level.

15 You know, again, the intermediary steps  
16 are probably not enough, right. Incremental  
17 steps, is what I meant to say, are not enough  
18 anymore. And we can use whatever situation  
19 we're in now to launch ourselves to a different  
20 place overall in our performance. And we  
21 support you.

22 You and I will get a chance to review the  
23 feedback we got for next year's priorities and  
24 goals. And -- but in the meantime, you know,  
25 heads down -- and I guess it's kicks and hugs,



1 a combination of kicking and hugging, right.

2 CHAIRMAN LAWSON: He's a little more  
3 graphic.

4 TRUSTEE LAWRENCE: I think that's right.

5 TRUSTEE MILLS: So it's that combination  
6 that, you know, we want to see you guys  
7 implement.

8 CHAIRMAN LAWSON: I guess in closing  
9 remarks, you know, Mr. Chair and I'll ask the  
10 vice chair if she has any remarks, is there are  
11 a number of good things going on. And I can  
12 clearly see progress.

13 I think I'm the longest serving board  
14 member and I remember the dark days of those  
15 meetings where you need to put on your head  
16 gear and you came in here and we did what we  
17 had to do.

18 We've come a long way from those meetings.  
19 We've come a long way in our reputation with  
20 the Florida governor and the Governor's office  
21 and with our external constituents.

22 But with all that said, we know, we  
23 believe that there's more we can do. We  
24 believe and we know that we need to do that on  
25 a faster pace.

1       We know it takes resources to do that and  
2 we will do our part to help garner those  
3 resources. But we want you guys, primarily  
4 president and secretary, Mr. Provost, to go at  
5 it harder, faster, because we want to get there  
6 faster.

7       But I think what you're hearing from the  
8 board is support for the administration.  
9 Specific support for our president and the  
10 belief in that we have the right plan, but the  
11 plan needs to be worked harder.

12       So I'll say that in closing. And I feel  
13 good because nothing I said here was new. The  
14 president and I already had a one-on-one about  
15 the overall performance.

16       So and I feel like that's the way it needs  
17 to be. All of us need to have those ongoing  
18 dialogues with the president about any concern,  
19 issue, opportunity that we have. Because  
20 there's -- and in an institution this big  
21 there's going to be a lot of good news and  
22 there's going to be some bad news and we're  
23 going to face into both, you know, on a regular  
24 basis.

25       Madam vice president?

1 TRUSTEE MOORE: Yeah, I actually just echo  
2 much of what you said, but also point to this  
3 being the opportunity for transparency and  
4 candor.

5 I don't think systems get better when we  
6 don't contribute at that weight. We have to  
7 have the hard conversations. I think -- and  
8 you want that amongst FAMU, because the system  
9 is looking at us anyway, so why not make sure  
10 that whatever our efforts are, that is  
11 stretching and striving, that we talk about  
12 that and that we commit all of our efforts,  
13 board level, staff level, that we're in it  
14 together. It's never to separate. It is to  
15 acknowledge that issue and area of opportunity  
16 exists. But also we're going to roll up our  
17 sleeves with you and join you in that effort to  
18 make it better.

19 So I would say, yes, that there were a lot  
20 of great strides made over the course of the  
21 year and there were lots of opportunity that we  
22 uncovered. There is still much work to be  
23 done, but we're going to do it together.

24 And president, I thank you for your  
25 leadership. And as much as I am type A in

1 nature, I will commit to even working harder  
2 with the team to make sure that we deliver on  
3 the outcomes that we have just set for  
4 ourselves today.

5 CHAIRMAN LAWSON: So with that, if we may,  
6 let's take a break and then we will come back  
7 and convene with the board assessment.

8 RECESS

9 BACK IN SESSION

10 MRS. BRYANT: I know that if there is a --  
11 I don't want to call it a new vision or a new  
12 mantra. Well, you know what the mantra is  
13 right now for FAMU?

14 TRUSTEE MILLS: The FAMU rising?

15 MRS. BRYANT: Yes. You went straight  
16 there. FAMU rising. So as we talked about  
17 various goals, it all connected back to that,  
18 didn't it? From where we are today how do we  
19 continue to rise?

20 So it starts with anywhere I go on campus,  
21 I should be able to ask a student even, and  
22 especially construction staff, what is it that  
23 we're about and they should say what? FAMU  
24 rising.

25 We're moving up. From where we are, we

1 have a different student body. We have a  
2 different goal. We're moving up. We're  
3 rising. And being able to quantify and qualify  
4 through the type of analysis that we're doing  
5 in order to get there.

6 So I'm excited about what's going on.

7 Y'all can kind of tell.

8 TRUSTEE MILLS: Yeah, a little bit.

9 MRS. BRYANT: I'm excited about where  
10 we're going. So I'm supposed to focus on --  
11 because I'll get into that part and not get to  
12 what I'm supposed to do.

13 So on your self-assessment so I know that  
14 this is a part that we have to do. Everybody  
15 has it?

16 Okay. Now, I'm going to -- I won't say  
17 quickly, but go over the actual 20/19, but I  
18 really want to get to the comparative analysis.  
19 But I understand this is required for you to  
20 actually discuss this and vote on it. So I'm  
21 going to go through the singular document  
22 first. But then we're going to use the one  
23 that has comparative data.

24 TRUSTEE MILLS: What are we doing now?

25 MRS. BRYANT: You're going to be voting

1 tomorrow, but you have to go through it today.

2 So I will admit I found it very  
3 interesting, the analysis. So what I'm going  
4 to do for the sake of discussion on this first  
5 part is to just look at the various  
6 quantitative findings and I'm going to ask you  
7 a question.

8 TRUSTEE MILLS: But assume we've all read  
9 it though.

10 MRS. BRYANT: Right. I hope so. Yes.  
11 No. I'm not going to read it to you, by no  
12 means am I going to read it to you.

13 But your first finding was overall  
14 satisfaction with BOT regarding its roles and  
15 responsibilities. And I think it was a  
16 consensus; is that correct?

17 What does that mean? You've all read it.  
18 I've read it. So now I'm just going to  
19 challenge you to help -- if someone were to ask  
20 me from outside and you said, we have great  
21 satisfaction with our roles and  
22 responsibilities.

23 TRUSTEE WASHINGTON: We think highly of  
24 ourselves.

25 MRS. BRYANT: Thank you.

1       CHAIRMAN LAWSON: I'm hoping what it says  
2       is that, you know there are different routes to  
3       the ultimate goal. But I'm hopeful that as we  
4       go through this it will show that we have a  
5       singular focus on improving just the overall  
6       performance of the enterprise.

7       So when it says, you know, we're satisfied  
8       with our performance. What I take that is,  
9       we're satisfied that we all agree on where  
10      we're trying to go.

11      MRS. BRYANT: Okay.

12      CHAIRMAN LAWSON: As you get underneath  
13      the waterline there are various points of view  
14      on that.

15      But overall the goal is we want to raise  
16      our overall performance, so I'm hoping that's  
17      what comes through throughout the document.

18      MRS. BRYANT: Anyone else want to answer  
19      that?

20      TRUSTEE MOORE: Well, it's great that you  
21      think we're great. But I saw -- I looked at  
22      the area of opportunity, the third and thought,  
23      hey, there's some space and opportunity that we  
24      need to be addressing and that they have  
25      identified.

1       So I think there's an opportunity for us  
2       to figure out what that is and hear from them.

3       MRS. BRYANT: Absolutely. And that's why  
4       I'm trying not to do the three comparative  
5       years right now because that is the discussion  
6       that we need to have.

7       If you look at back from '17 to '18 to  
8       '19, great improvement, right? Yeah, but not  
9       there yet.

10      TRUSTEE MILLS: Right. It's alignment.  
11      You know, you want the board to be aligned on  
12      what its goals are or its role is in managing  
13      and improving the performance of the  
14      institution.

15      And I think, and I'll be less disciplined.  
16      But I think that progress from one year to the  
17      other shows increased alignment among us about  
18      what we're supposed to be doing. Whether we do  
19      that well or not, that's a different story.

20      But what we think we're supposed to be doing  
21      relative to our role.

22      MRS. BRYANT: Okay. So in other words  
23      what you're saying to me is that cognitively  
24      you have all come to a basic understanding of  
25      this is what we're supposed to be doing.



1 TRUSTEE MILLS: Correct.

2 MRS. BRYANT: Okay. Let me move over to  
3 effective and efficient operations. And this  
4 was the one I think that was 100 percent in  
5 agreement.

6 TRUSTEE MILLS: Yeah. And our shoulders  
7 hurt from patting ourselves on the back, either  
8 that or change the goals.

9 TRUSTEE WASHINGTON: We can definitely be  
10 more effective and efficient, too.

11 MRS. BRYANT: Is there a tie between the  
12 effectiveness and efficiency of the board and  
13 the success of the University?

14 TRUSTEE MILLS: Yes.

15 CHAIRMAN LAWSON: Definitely should be.

16 MRS. BRYANT: There should be, right?

17 CHAIRMAN LAWSON: Yes.

18 MRS. BRYANT: So as we look at the things  
19 that the University, the goals that you've  
20 given, the success and your perception of that  
21 success, if you rate yourself as being  
22 100 percent doing what we do well, but there's  
23 a disconnect on the other side, it does give  
24 you reason for some pause; would you agree with  
25 that?

1 I'll come back to it. Yes.

2 TRUSTEE WOODY: So does that 100 percent  
3 mean that we're all on the same page where we  
4 need to go collectively? Not that we're there.  
5 Even though we're making progress. But as a  
6 board we're pretty much on the same page of  
7 where we need to go and how we'll be setting  
8 goals and how important those goals are as it  
9 relates to the overall performance of the  
10 University and the other universities in the  
11 State of Florida?

12 MRS. BRYANT: Does anybody want to respond  
13 to that? I mean, I don't mind.

14 TRUSTEE MOORE: I don't think it implies  
15 all of that. I think your crystal ball is  
16 working a lot harder. It's just a yes or no  
17 and I don't think that anybody thought that we  
18 were to the left and just not working  
19 effectively. But I think if there were a third  
20 category --

21 TRUSTEE WASHINGTON: I was going to say, a  
22 scale.

23 TRUSTEE MOORE: Yeah, or a scale there, I  
24 thought that we would have people peel off and  
25 be in there, too. Yes, ma'am.

1 MRS. BRYANT: All right.

2 TRUSTEE MILLS: That's fair.

3 MRS. BRYANT: That's fair. I'm going to  
4 leave that right there.

5 TRUSTEE LAWRENCE: I think part of it is  
6 that we like each other. We've worked with  
7 each other for several years. And we sort of  
8 understand each other and like each other and  
9 think this University is really important. I'm  
10 not sure it's more than that.

11 TRUSTEE MOORE: Right.

12 MRS. BRYANT: Okay. So let me tell you  
13 what that brings you to, though.

14 Because everyone here on the board should  
15 have the same general understanding of what the  
16 measure represents. Would you all agree with  
17 that?

18 TRUSTEE WOODY: Yeah.

19 MRS. BRYANT: Because when you rate it you  
20 rate it from your filter. But we need to  
21 define what that is so that when we rate it we  
22 have some sense of consistency; would you agree  
23 with that?

24 TRUSTEE MILLS: Yes.

25 MRS. BRYANT: Because that's critical.

1 That's important. When we start to talk about  
2 effective and efficient, we need to be kind of  
3 on -- it won't be perfect, but we need to be  
4 somewhere on the same page as to what we're  
5 measuring from your own perception of your  
6 performance as a board.

7 TRUSTEE WASHINGTON: So what I find  
8 interesting in the president's evaluation. We  
9 actually have a couple like guiding questions  
10 that go under that so that we do have a filter  
11 by which to rate and do the evaluation. But  
12 for these we don't give ourselves those same  
13 sort of like framing questions that might help  
14 on the same page.

15 MR. ROBINSON: Please note that I didn't  
16 say that.

17 TRUSTEE WASHINGTON: I believe in  
18 consistency. But I mean, with the shared  
19 understanding of what the question is asking,  
20 it might be helpful to break it down a little  
21 bit.

22 MRS. BRYANT: I think that's an excellent  
23 point. Those guiding questions.

24 TRUSTEE WASHINGTON: And we might have to  
25 --

1 MRS. BRYANT: Yes. Needs to happen. So  
2 who -- just for my own curiosity, who develops  
3 your assessment? Who develops the assessment?

4 MR. ROBINSON: The ATB.

5 CHAIRMAN LAWSON: Was this an ATB tool  
6 that we use?

7 MRS. BARGE-MILES: No. I think it mostly  
8 came from Trustee McCoy when he was with the  
9 board. But he worked with our assessment  
10 office.

11 CHAIRMAN LAWSON: Because I just thought  
12 it was an ATB tool and we were working off of  
13 that.

14 MRS. BARGE-MILES: No. It's not.

15 TRUSTEE WASHINGTON: There probably is one  
16 out there.

17 CHAIRMAN LAWSON: So we should probably go  
18 to an ATB tool, if there is such a thing.

19 TRUSTEE MILLS: I just remembered when we  
20 were in Jacksonville we had the AGB consultant  
21 and we were matching the tool with that.

22 MR. ROBINSON: Exactly.

23 MRS. BARGE-MILES: We sent it to him and  
24 he, you know, discussed it from that point.

25 TRUSTEE MILLS: I see.

1 MRS. BRYANT: All right. We'll move on.  
2 And then there's some reasons why, but I  
3 really -- when the question was asked, to  
4 perceive reasons why the BOT is not operating  
5 effectively and efficiently, there were no  
6 responses. But I guess that correlated with  
7 the fact that there was no --

8 TRUSTEE WASHINGTON: Yes or no.

9 MRS. BRYANT: All right. Then we go to  
10 strengths and weaknesses and if we flip now to  
11 5, Page 5. If we could move to the document  
12 that has 17, 18 and 19 so that we can -- we'll  
13 be looking at 19, but I want to do the  
14 comparison as we go. All right. Everybody on  
15 that document?

16 TRUSTEE MOORE: What page is that  
17 document?

18 MRS. BRYANT: It's on Page 7. Now, we're  
19 going to talk about '19, year 2019, but for the  
20 sake of time we're going to do it in a  
21 comparative mode.

22 On strengths and weaknesses. Everybody  
23 there? All right. We're on Page 7. It says  
24 for spring 2017, '18 and '19.

25 MRS. BARGE-MILES: So you want to work

1 from this document?

2 MR. ROBINSON: Comparative.

3 MRS. BRYANT: The comparative document.

4 I'm going to focus in on that, too. I know we  
5 have to do that. Everybody has this document?

6 TRUSTEE MILLS: Yeah, it's on the screen.

7 TRUSTEE WASHINGTON: It's on the screen.

8 There you go.

9 MRS. BRYANT: All right. Let's talk about  
10 strengths first for 2019, and then we'll look  
11 back.

12 We said our number one strength, we're in  
13 table three, was diversity, commitment, team  
14 work and professionalism.

15 Now as a board, does that represent the  
16 breadth of given what you know to be your  
17 responsibilities, what your strengths are?

18 I was looking back at '17 and '18 and I  
19 saw leadership and engagement. And just take a  
20 gander between the three years and look at  
21 2019. And this was number one. We had three  
22 tiers, first, second, third.

23 Would anybody add anything? I know this  
24 has been done and it's historical now. It's in  
25 writing. But is that -- diversity means what?

1 I know -- this will be interesting. What does  
2 diversity mean when you rate it?

3 TRUSTEE WOODY: That was going to be my  
4 question.

5 TRUSTEE MOORE: I think diversity is  
6 thoughts and opinions.

7 CHAIRMAN LAWSON: Well, I took it as  
8 professions and expertise bringing to -- being  
9 brought to the table by the various people  
10 around the board. That's how I took diversity  
11 in this context.

12 MRS. BRYANT: Everybody on the same page?

13 TRUSTEE WASHINGTON: It's not gender and  
14 it's not race. That was my point is that we do  
15 need to be a little bit careful about that  
16 because if we were talking about Bank of  
17 America we wouldn't go straight to diversity,  
18 backgrounds and thoughts.

19 CHAIRMAN LAWSON: Right.

20 TRUSTEE MILLS: You know, as far as being  
21 our top strength, we just need to be -- we need  
22 to modulate that some, I think, because we  
23 would have a different expectation for the  
24 majority of the organization than what I think  
25 we have of ourselves.



1 CHAIRMAN LAWSON: I would agree with that.

2 But I'm just saying in this context when I took  
3 it, when I read this, that was where my thought  
4 went. It didn't go to gender. It didn't go to  
5 race. It went more to background and  
6 experience.

7 TRUSTEE WASHINGTON: Because we're not  
8 gender and we're not race.

9 TRUSTEE MOORE: And we don't decide it.  
10 That's why, you know, we don't make the  
11 selection whether we're here or not.

12 TRUSTEE MILLS: Yes and no, right? So we  
13 give them recommendations at times. And so  
14 we -- so there are two things that -- and I was  
15 going to save this for later. Can I insert  
16 this now?

17 MRS. BRYANT: Sure. Go ahead.

18 TRUSTEE MILLS: You know, one of the  
19 things that boards have been doing, corporate  
20 boards have been doing the last five years, in  
21 particular, is doing these sort of skill  
22 matrices, right, and diversity matrices, and  
23 they sort of evaluate themselves on where they  
24 are and then what gaps might exist.

25 And I would recommend that we do that sort

1 of following this meeting. And as we get into  
2 the fall here so -- because as we think it, we  
3 have one board opening now and if we think  
4 about how we help, you know, the BOG and others  
5 identify candidates, we need to be talking  
6 about what gaps we need to be filling from a  
7 diversity and a skills basis.

8 MRS. BRYANT: Okay. So this document  
9 eventually will be online. Okay. So I'm an  
10 outsider, a potential don't to FAMU. Let me go  
11 and see what they are -- what's their critical  
12 strengths, the board. And I see the word  
13 diversity.

14 Now, I don't have your point of reference.  
15 Remember that. I'm somebody in the public. So  
16 the only point I'm trying to emphasize to you  
17 is that the message you send through this  
18 document has to reflect, you know, who you are.  
19 Diversity is important, obviously. But I don't  
20 know if it might -- well, that's not for me to  
21 say. You all need to consider if that should  
22 be, especially in 2019, what pops up.

23 And some of the other things that were in  
24 2017 and 2018, I guess that didn't pop up in  
25 this year, I just was trying to -- really

1 trying to figure out how did it fall off as a  
2 priority, like leadership. And it's down in  
3 the second tier.

4 TRUSTEE WOODY: Well, does it mean that  
5 we're satisfied with the current leadership or  
6 what?

7 MRS. BRYANT: See, we're back to a filter,  
8 aren't we? Because that's not what I thought  
9 it meant. What does it mean, leadership, in  
10 this context?

11 TRUSTEE WASHINGTON: The board as leaders.

12 TRUSTEE MILLS: I mean, my opinion is that  
13 it's there as one of our strengths. So it's  
14 not -- it's not that we don't feel like we're  
15 strong in leadership. I think the other ones  
16 became stronger.

17 MRS. BRYANT: Right.

18 TRUSTEE MILLS: And then our -- yes. We  
19 rely on our chairman, as example, and our vice  
20 chairman quite a bit. But I think there's --  
21 other people have stepped up significantly  
22 across the board, if you will, across the -- I  
23 guess the board is the wrong word. But among  
24 the whole table.

25 And so things like professionalism, our

1 ability -- you know, our ability to work  
2 together is even stronger than, you know,  
3 leadership or someone.

4 TRUSTEE MOORE: More than a single person.

5 TRUSTEE MILLS: Right. Exactly.

6 TRUSTEE MOORE: Which to me -- you know,  
7 and I think 2017 was more of a point in time,  
8 too, of what we --

9 TRUSTEE MILLS: Crazy time.

10 TRUSTEE MOORE: Exactly. So we value  
11 that.

12 TRUSTEE WASHINGTON: It shouldn't really  
13 be the benchmark.

14 TRUSTEE MOORE: Yeah.

15 CHAIRMAN LAWSON: So that is, you know,  
16 unfortunately true.

17 So I think you almost have to look at '18,  
18 '19 -- '18 as kind of a good benchmark. '17 --  
19 '16, '17 there's a lot of noise, right. And I  
20 think '18 was a little bit more of a normal  
21 year, so to speak, as a board. A little bit  
22 more of a kind of building out more  
23 capabilities, really defining roles, really  
24 getting committees working.

25 So '18, to me, was more of a foundational

1 year. '16, '17 had a lot of noise in it.

2 TRUSTEE WASHINGTON: Is that even in like  
3 the reasons why the board is not operating  
4 effectively and efficiently, 2017 versus 2019,  
5 no responses on Page 6, just the prior page.  
6 Yeah, we had some things going on.

7 MRS. BRYANT: The only point I'm trying to  
8 make to you that you can kind of resonate on is  
9 that you know what you -- how you perceive  
10 given your historical perspective when you sat  
11 here.

12 But remember, this is a public document.  
13 It's going to be public. Anybody can go and  
14 read this, right? They don't have your point  
15 of view.

16 So when you start to talk about strengths  
17 of an organization -- and when I read  
18 leadership, so you'll know, my filter was  
19 totally different. It wasn't the chairman. It  
20 was the entire board in terms of leadership for  
21 the University and for the president and it had  
22 nothing to do with an individual.

23 Obviously the leader sets the tone  
24 internally; however, everybody represents  
25 leadership. Would you all agree with that?

1 TRUSTEE WOODY: So are you saying the  
2 leadership should be in the first year?

3 MRS. BRYANT: No. I'm not -- no. No.

4 TRUSTEE WASHINGTON: We need a new survey  
5 that's better worded.

6 MRS. BRYANT: When you start to redo your  
7 survey document that you actually put something  
8 to help you be on the same page. Okay. That's  
9 the only thing I'm suggesting when I look at  
10 that. Because I really want to get over to the  
11 weaknesses because that leads me into what the  
12 chairman asked us to do with regards to  
13 opportunities for improvement.

14 And I'll just stick on 2019 for a minute.  
15 Accountability as it relates to performance  
16 metrics.

17 Let's stop there and see if we can get an  
18 understanding of what that actually means.  
19 Anybody who, obviously all of you, had input as  
20 a weakness would you frame?

21 TRUSTEE WOODY: And example, what the  
22 chairman was saying earlier this morning in  
23 reference to the ownership from the deans or  
24 the leaders of the different departments. If  
25 you have someone that -- for example, well, I

1 won't pick out a school. But in a department  
2 that scored very low on the first time  
3 examination rate. And then the year before,  
4 and then the second year the same thing,  
5 accountability, holding that leader responsible  
6 for the performance to students.

7 TRUSTEE WASHINGTON: So I would take  
8 this -- because it's the weaknesses of the  
9 board of trustees. I see this as our ability  
10 to hold ourselves and figure out how to hold  
11 the institution accountable for its performance  
12 on these metrics because we have the metrics.  
13 We set goals.

14 If we don't -- when we don't meet those  
15 goals there is not a clear accountability  
16 structure or enforcement or, you know, how  
17 we're going to actually move forward.

18 CHAIRMAN LAWSON: I guess I'm somewhere  
19 between you two in that I took it as having  
20 that cultural accountability and having it  
21 driven down and kind of like what role do we  
22 play in driving that down. That's kind of how  
23 I took it.

24 And I went on this tangent. Like I spent  
25 some years in the pharmaceutical industry and

1 the one thing our vice president would say is  
2 that pharmaceutical rep in territory number one  
3 knows the number of scripts they need to drive  
4 into the market share. If they don't, we'll  
5 never move at the top.

6 And that, to me, like that same idea plays  
7 true in our world here. Like the people on the  
8 front line don't know their role in driving  
9 performance, it will never pull up. Meaning,  
10 we'll never get to this big number up here.

11 I may have even written this. But that  
12 was my whole thing is, how does the board drive  
13 that level of accountability down? And I feel  
14 like we have an opportunity to figure out how  
15 to do that without micromanaging, like stepping  
16 out of the policymaking and into day-to-day  
17 operations, if that makes sense.

18 TRUSTEE MILLS: Yeah, I don't know that we  
19 should be doing it, right. We should have good  
20 relationships with management and staff, but we  
21 shouldn't be --

22 CHAIRMAN LAWSON: Well, that's what I  
23 mean. How do you do that without stepping into  
24 the operational capacity?

25 TRUSTEE MILLS: That's where we give the



1 objective to the president and then we measure  
2 the results based on what we see from him and  
3 the staff at the end of the day.

4 CHAIRMAN LAWSON: But I think we have to  
5 set the tone which comes with the objectives,  
6 right? And then I think we all are accustomed  
7 to getting hands on just in our day-to-day  
8 business world. So how do you do that without  
9 getting hands on, right? I mean, how do you do  
10 that without getting into the day-to-day  
11 operations, which is definitely not our role  
12 and continue to be more of a policymaking body  
13 versus the hands-on operational body?

14 TRUSTEE MILLS: Correct.

15 CHAIRMAN LAWSON: I just see that as a --  
16 I just see that as a challenge because by  
17 nature people in this room have done well in  
18 their respective fields by getting involved in  
19 the day to day, right, and understanding the  
20 day to day.

21 In this role you're more of a policymaker,  
22 so we have to effectively separate the two.

23 TRUSTEE MILLS: I think it's what we were  
24 doing this morning, right? Setting a bar high  
25 and higher, right, you know, for the president.

1 And kind of raising our expectations,  
2 really. And then we have to be serious about  
3 measuring against that. And then that means at  
4 that point we have to rely on -- I mean, we  
5 know that Dr. Robinson knows that the rest of  
6 the team actually sets the score for him at the  
7 end of the day.

8 CHAIRMAN LAWSON: But I think though that  
9 kind of kicking around does everyone agree with  
10 that, is a good exercise. In other words, so  
11 it goes back to trying to then have commonality  
12 of goals, right.

13 So we kick it around, kick it around.  
14 Well, the average number is probably this. To  
15 get there is going to take some heavy lifting  
16 and moving, et cetera. So I think you're  
17 probably right that, you know, how we set the  
18 tone, but I think setting the tone needs to be  
19 from a consistent voice so that no matter which  
20 one of us you talk to moving forward, you're  
21 getting the same message, if that makes sense.

22 MRS. BRYANT: Very much so.

23 TRUSTEE MILLS: Yes. And we set it on 80,  
24 by the way, so stop saying 79.

25 TRUSTEE MOORE: It's 80. It's 80. It's

1 80.

2 CHAIRMAN LAWSON: It was 80, Mills?

3 TRUSTEE MOORE: Yes. I told you.

4 CHAIRMAN LAWSON: Okay. That's fine.

5 TRUSTEE DORTCH: Therein lies the  
6 weakness. What we hear is, we all know where  
7 we want to go. The weakness is how we get  
8 there.

9 TRUSTEE MOORE: But that's -- I don't view  
10 that as our role. I think we are a destination  
11 body. This is where we want to get to. The  
12 map and how they figure out what stops, what  
13 exits, what on ramps, off ramps, that's  
14 operational. That's president.

15 CHAIRMAN LAWSON: Yeah. But -- but.

16 TRUSTEE MILLS: All butts stink.

17 CHAIRMAN LAWSON: But my point on that is,  
18 yes, I think we set the tone and set the goal.  
19 I think they go back and they build a plan.  
20 But I also think part of our role in that plan  
21 is helping to secure the resources.

22 And for example, the task building. We  
23 circled the capital talking to every other  
24 official that we knew or could get. So I think  
25 that our role in, A, establishing the plan and

1 the strategy is first.

2 Once they establish the under-penance of  
3 that, then we should work together on, hey, we  
4 went to see Representative Taylor. We then  
5 figure out what our role is in helping them to  
6 deliver on that.

7 Because we had a big legislative push this  
8 year that a couple of us got involved in.  
9 We've got another push with an LBR coming up  
10 that a couple of us are involved in.

11 So it's then how do we use our network to  
12 then help us further that initiative. So we're  
13 not in the operations, but we're what I believe  
14 is truly our role as a trustee is then helping  
15 the University secure resources to fulfill that  
16 plan that they put in place.

17 TRUSTEE MILLS: Tommy said it best, right,  
18 that they need to tell us what they need from  
19 us. And then we can have ideas and all that  
20 kind of stuff.

21 But at the end of the day part of their  
22 plan and where they want us to pay is how  
23 they're going to execute on these expectations.

24 MR. ROBINSON: I know this is your own  
25 self-assessment and this is what you thought.

1 If I was a fly on the wall, you know, I would  
2 be -- for this particular year anyway, I would  
3 be much more -- I would rate it strong  
4 political relationships with, I don't know,  
5 with both leadership teams.

6 But, you know, we didn't get to these, you  
7 know, major outcomes with the capital financing  
8 program. We had to get a law changed before we  
9 could go to Washington.

10 And of course on the \$24.8 million, I  
11 think is one of the most important outcomes we  
12 had in the session. We didn't get there  
13 without board members. And I know that  
14 everybody did something. And I should be  
15 singling out people for this.

16 But I just want to make sure that, you  
17 know -- because I know, right, there are things  
18 that you do walking the halls. And then there  
19 are other things that happen when you get  
20 behind closed doors and go into session.

21 You know, I know he doesn't want me to do  
22 this, but I'm going to have to call him out. I  
23 just want to thank all of you for what you've  
24 done.

25 I want to thank Trustee Lawrence for

1 making a very critical call. We got him out of  
2 bed in the middle of the night for him to make  
3 a call on our behalf. And had he not made that  
4 call, we wouldn't be sitting here celebrating  
5 \$24.8 million.

6 My point here is that all of you, when we  
7 needed you in session, I mean, you stepped up.  
8 And there were calls that you made to keep us  
9 on the side, on the senate side. Y'all made  
10 those calls, right?

11 But to have that one down there for 2019,  
12 maybe for '17 or whenever. But for '19, you  
13 know, that ought to be, you know, one of the  
14 highest in terms of what I saw. All the other  
15 things you did are great, too.

16 But I would have -- wait a minute. We're  
17 talking about weaknesses? Oh, God. That's  
18 totally in the wrong place. That's just  
19 shocking to me.

20 TRUSTEE MILLS: It's one of our least  
21 weaknesses, though.

22 TRUSTEE WASHINGTON: We had to come up  
23 with some.

24 MR. ROBINSON: Remember, this is going to  
25 be in the public arena. There are people out

1 there, you know, are in amazement. Because you  
2 know where we started a year ago. People are  
3 telling us to bury that process and stop.

4 And here it is a year later and  
5 24 million. I would agree with you that FAMU  
6 did an outstanding year in the sense of that.

7 CHAIRMAN LAWSON: And I know this is --  
8 and I freely admit and Mills will agree. This  
9 is digressive, but I do want to share a story.

10 We literally debated with the Board of  
11 Governors over a cast building, myself and the  
12 president and a few other people. And we  
13 basically were told no. And we kept going and  
14 kept going, they said, well, fine, build out  
15 your shell with the money you have. And we did  
16 it and we, through all the efforts, got the  
17 council money.

18 And two members that were on that call  
19 came up to us at the last Board of Governor's  
20 meeting and said, you know what, I'm glad you  
21 guys fought for what you needed because we were  
22 wrong in asking you to quit.

23 But I think though -- so I say that -- I  
24 digress with that long story just to -- I don't  
25 want to underestimate the value of some of the

1 things that we've done by virtue of being a  
2 focused, cohesive board.

3 Yeah, we probably have ten opportunities,  
4 but I don't want to lose fact that there are a  
5 number of things, whether we get Dave out bed,  
6 asking Tommy to call somebody in Atlanta to get  
7 us a meeting about the stadium, asking Woody to  
8 get Perry on the phone, you know, whatever it  
9 might be. Everyone has contributed their fair  
10 share in the lane that they play in. So I  
11 don't want to miss that.

12 And yeah, we're going to probably have 10  
13 opportunities and things we need to focus on.  
14 But all I want to do as a chair is I want to  
15 prioritize them and I want to say let's work on  
16 them so that next time around we do the  
17 assessment, we can show progress against those  
18 opportunity areas.

19 MR. ROBINSON: I just want to say, madam,  
20 that, you know, from my perspective when we  
21 called upon members of this board for whatever  
22 we needed them to do or whoever we needed them  
23 to call, when we needed them in Tallahassee,  
24 they came through big time for us. And even on  
25 the monies that we don't get, you know, not



1 always successful, like I say UF.

2 TRUSTEE WASHINGTON: Did you get that?

3 MR. ROBINSON: It's what they did. The

4 way this board has, you know, jelled around

5 that, you know, even our students, right? I

6 mean, they spent time walking the halls. But

7 it just bothered me to --

8 TRUSTEE MILLS: Well, I would only just

9 qualify this as, again, it says, the word is

10 stronger relationships with both political

11 arenas, which I'm assuming is both sides of the

12 aisle. And I don't know that we have in-depth

13 relationships on both sides of the aisle.

14 TRUSTEE WASHINGTON: We have key

15 relationships.

16 TRUSTEE MILLS: So I do think there's some

17 opportunity for improvement in that space.

18 CHAIRMAN LAWSON: Yeah, and I think there

19 are. And I think, quite frankly, as the Board

20 of Governors is changing, you know, some of our

21 key stakeholders are rotating out, that we need

22 to be mindful of needing to redevelop new

23 relationships there, as well.

24 You know, for example, our auditing and

25 compliance chair is relatively new. We had

1 Wendy for a long time and she was a friend of  
2 FAMU. But now we have Tim Sario (phonetic).  
3 We've got to get to know him more and better  
4 understand where he's coming from.

5 TRUSTEE MILLS: He's a good guy.

6 CHAIRMAN LAWSON: But, you know, the rest  
7 of us don't -- I mean, we've got to build that  
8 relationship with him that we had with Wendy,  
9 you know, where you can have the offline  
10 discussion and get some counseling before the  
11 meeting. So I think in addition to being  
12 politically savvy with our elected officials  
13 downtown, we also have to be politically savvy  
14 with our Governing board, as well.

15 TRUSTEE WASHINGTON: Why don't we just  
16 call it external relationships?

17 MRS. BRYANT: I'm going to suggest that  
18 you add to your strengths. I don't know how  
19 you want to actually term it. Something that  
20 reflects your Legislative success, because you  
21 have -- we have to hold the banner. We have to  
22 kind of, you know, blow our own horn, like  
23 President Robinson was doing such that when  
24 people see this they say, well, yeah, they  
25 actually did do blah, blah, blah, whatever it

1 was.

2 But if it doesn't show up anywhere, you  
3 know it, a few more people might know it, but  
4 the world needs to know it so when they go to  
5 look, there it is. I think we need to add that  
6 to it.

7 TRUSTEE WASHINGTON: Can we also move  
8 diversity to the bottom of that? It could be  
9 at the top, but the bottom of the top so it's  
10 not the first thing that --

11 MRS. BRYANT: That people read?

12 TRUSTEE WASHINGTON: Yeah, because people  
13 are going to be like, diversity. What kind of  
14 diversity.

15 MRS. BRYANT: I would agree with that.

16 All right. So I was really focused in on the  
17 first one and we went to the third one. And  
18 the middle one was university engagement as a  
19 weakness.

20 Does somebody want to talk to me about  
21 that?

22 CHAIRMAN LAWSON: Not about that, but I  
23 have another one that I'd like to talk to you  
24 about.

25 You know, the thing that I think about,

1 you know, as I'm here at the end of my tenure  
2 is, we focused a lot of time on trying to get  
3 things right and achieve performance metrics in  
4 the short-time, right? I don't know if as a  
5 board we've spent enough time on five to ten  
6 years from now where do we want this place to  
7 be. And the next group of people that sit  
8 around this table, what types of opportunities  
9 do we want to leave them to work on.

10 And I know why we've not, because we've  
11 spent so much time just trying to build and get  
12 things in order over the last couple years.

13 But what I do think, and maybe it's just  
14 me because I'm about to rotate off, and that  
15 is, how are we setting up the future, you know,  
16 for the next group of folks that may not have  
17 to work as hard as we did on some issues.

18 How are we setting the university up for  
19 the future, you know. And I define future as  
20 more than five years.

21 You know, how are we -- are we spending  
22 enough time in our debates and deliberations  
23 thinking about that.

24 But I think we've had to do some short  
25 term things, get money for this, get money for

1 that, get this person in place, address this  
2 issue that's come up.

3 But how do we move beyond, you know, two  
4 or three-year horizon and say, you know, hey,  
5 for the guy that sits in the president's seat  
6 after Dr. Robinson, many years from now -- I  
7 caveat that, right? Many years from now, how  
8 does that person -- have we set the table for  
9 that person to be successful right away and not  
10 walk into a sea of problems?

11 MRS. BRYANT: So that's an excellent  
12 opportunity for going forward. So what  
13 committee would that be assigned to?

14 TRUSTEE MILLS: Do we still have a  
15 strategic planning committee?

16 CHAIRMAN LAWSON: Led by Trustee Nicole  
17 Washington.

18 TRUSTEE WASHINGTON: Why would we have two  
19 jobs? Can we talk about that?

20 TRUSTEE DORTCH: Give it to Mikey.

21 TRUSTEE WASHINGTON: Pass.

22 CHAIRMAN LAWSON: It's actually an idea.  
23 You know, and I don't know all the things that  
24 we need to do, but I do think that, you know,  
25 as we work through a lot of these things. And

1 we've talked about like succession planning at  
2 the university.

3 If person A goes down, is there a person  
4 B? In most cases the answer is no. But so how  
5 do we get there and how do we build out things  
6 such that the next president, the next board  
7 chair, the next set of trustees, don't have to  
8 walk into some of those foundational things.  
9 They've already been taken care of. They've  
10 already been built out. And you can just, you  
11 know, hit your roll and run.

12 So I think, to me, that's an opportunity  
13 area. And like I said, I think I look at it  
14 more now, you know, as I look at leaving the  
15 board it's like, okay, so what do you leave  
16 behind so that others can come in and hit the  
17 ground running without all the heavy lifting.

18 Did we leave behind a good relationship  
19 with the Governor's office. Did you leave  
20 behind a good relationship with the Board of  
21 Governors. Do you leave behind, you know, a  
22 track record of transparency. And do you leave  
23 behind a true fundraising machine.

24 So I guess I've been thinking more about  
25 those kinds of things, me, personally as it

1 relates.

2 TRUSTEE LAWRENCE: You mentioned four  
3 times your departure.

4 TRUSTEE MOORE: I was going to tell him.

5 TRUSTEE LAWRENCE: This is first I'm  
6 hearing about it. Will you be here in an hour  
7 or so?

8 CHAIRMAN LAWSON: A year and a half is not  
9 a long -- I have a year and a half left.

10 TRUSTEE MILLS: And you're already having  
11 legacy conversations?

12 TRUSTEE WASHINGTON: You're already in  
13 legacy mode?

14 TRUSTEE MILLS: I know. You're in legacy  
15 mode?

16 CHAIRMAN LAWSON: I have my eye on a  
17 building I'd like to be on.

18 TRUSTEE DORTCH: Are you trying to tell us  
19 you don't want to be with us? I'm trying to  
20 understand the university engagement as a  
21 weakness. I mean, I'll tell you. I have more  
22 engagement and involvement from the university  
23 from the support side.

24 And, you know, I still give credit to  
25 Dr. Robinson. I had more worked with, you

1 know, when I looked back, Fred Humphrey and  
2 those and I wasn't even on the board and Fred  
3 would calls. He got on his bad list with  
4 Dr. Humphrey.

5 But I think, you know, the different  
6 departments with the blessings of the president  
7 who called, and my door is always open, and I  
8 know many of us get calls.

9 So the engagement has been great. I  
10 almost was ready to resign when I first came on  
11 where all these meetings they were having with  
12 what I felt was faculty and department business  
13 and we didn't need to be in the weed zone. And  
14 thanks to the chair we got out of all of those  
15 meetings. There were so many calls, but I  
16 think the engagement from the university has  
17 been welcoming. It's been great. And I like  
18 delivering wherever, whether it's, you know,  
19 development or the foundation.

20 They have used us strategically. And I  
21 know of others who have been called. And I  
22 think that that's -- we're here to serve a  
23 purpose.

24 So I think the engagement has been strong.  
25 From this perspective, I think that the



1 university has done a great job, at least from  
2 my perspective and calling whenever they want.  
3 If it's a meeting they needed to set up in  
4 Atlanta. And the president never comes to  
5 Atlanta without me knowing. He will pick up  
6 the phone and my first request is, do you need  
7 anything.

8 And so in that aspect, I know other  
9 cities. And so that, to me, is a strength for,  
10 I think, trusting us as opposed to a weakness  
11 that we are engaged.

12 MRS. BRYANT: Okay. You all realize that  
13 we keep coming back around to the same thing.  
14 Yes, sir?

15 TRUSTEE LAWRENCE: I saw in my own head  
16 university engagement in a different way than  
17 is being explained here.

18 I still think this university is taken for  
19 granted. In fact, frequently in a patronizing  
20 way by an enormous number of people in the  
21 State of Florida, and that we need to have ever  
22 stronger relationships, the business community,  
23 the civic community, the political community,  
24 the education community, the faith community  
25 and not simply the black church I refer to, but

1 the faith community, generally.

2 I think we've made progress. I think Dr.  
3 Robinson is particularly good at this. We all  
4 need to be good at this. But we've barely  
5 touched what we needed to do in the way of  
6 building relationships.

7 MRS. BRYANT: Other comments on that?

8 What I was getting ready to say was that  
9 what you're finding out right now is that  
10 unless we have a common understanding of what  
11 terms mean, we place things in buckets where  
12 they don't belong, or we have such a diverse  
13 view of what the issue is or is not, that if we  
14 have that in here, I'm going to keep saying  
15 that we also have it outside of here.

16 TRUSTEE MILLS: Well, the only problem  
17 with that is is that this is someone's comment,  
18 right?

19 MRS. BRYANT: Yes.

20 TRUSTEE MILLS: So it's hard to come up  
21 with a tool and not ask for comments. And so  
22 then they're going to come up with a -- I mean,  
23 maybe this meant something to someone, right,  
24 and that's the person that needs to represent  
25 what it means and then we can talk about

1 whether we agree with it or not, kind of  
2 scenario. I don't know that you can limit that  
3 at some point.

4 MRS. BRYANT: Yeah, my point is that, it's  
5 a representative of what people think in this  
6 room.

7 TRUSTEE MILLS: Yeah, I mean, I don't  
8 think so.

9 MRS. BRYANT: Right.

10 TRUSTEE MILLS: I don't agree with that  
11 because I could have put anything up there.

12 But my point being is that I didn't know  
13 what university engagement meant when I read  
14 this, or whoever put it, I didn't know what  
15 they meant.

16 So I was looking forward to hearing what  
17 they thought and then I can decide whether or  
18 not I agree with it or not. You know what I  
19 mean?

20 But just to see it online, kind of  
21 scenario, is a little bit, in this particular  
22 case, around comments is maybe just a little  
23 bit misleading. Yeah. Because someone felt  
24 strongly enough to put it there.

25 MRS. BRYANT: Right. In fact, the whole

1 idea is that -- doing self-assessments is that  
2 somebody in this group, several people in the  
3 group thought it was worthy to write down. Out  
4 of all the things they could have written, they  
5 put that on a sheet of paper, which means that  
6 it's a voice that needs to be heard such that  
7 you can better understand that filter,  
8 especially as weaknesses.

9 TRUSTEE MILLS: Exactly.

10 TRUSTEE WASHINGTON: Well, and also, I  
11 would say what was the actual response?  
12 Because if several people wrote it and that's  
13 the interpretation or the summary of what like  
14 the -- you know, trying to fit it in that box.

15 So I would like to see what the actual  
16 response -- like, I don't know if that's the  
17 actual response or a summary of a response.

18 MRS. BRYANT: Yeah. I don't either.

19 All right. Let's try and get to the last  
20 part, because it looks like I'm the only person  
21 between you and lunch.

22 CHAIRMAN LAWSON: I have a question for  
23 you.

24 MRS. BRYANT: Yes.

25 CHAIRMAN LAWSON: As you step back and

1 look at this objectively and you look at all  
2 the feedback, and based on your experience, and  
3 maybe it's not a fair question, but what would  
4 you say would be our top three opportunities as  
5 you kind of read through all of this?

6 And, you know, you've sat through the  
7 morning. You've heard us go back and forth.  
8 You've heard us talk a little bit about, you  
9 know, we're going to do well, some opportunity  
10 areas.

11 As you kind of push all that through your  
12 filter, what would you say are three  
13 opportunities, or some opportunities, maybe not  
14 three.

15 MRS. BRYANT: Right. I'll tell you what I  
16 heard. And I'm probably -- remember, I'm  
17 filtering what I have read and then what I  
18 heard you talk about.

19 CHAIRMAN LAWSON: This is based on one  
20 morning of observation, is what we'd be  
21 interested in hearing.

22 MRS. BRYANT: Yeah. That goals, as you  
23 set goals for whomever, whether it's you  
24 setting it for the president or the president  
25 setting it for his people, goals really do need

1 to be smart.

2 Because when we set goals without  
3 information -- when I say without information,  
4 without enough information to understand that  
5 the goal is something that can be done, we find  
6 ourselves on the back end trying to figure out  
7 why it didn't work. Okay. Just impact.

8 Goals are great. But the whole smart test  
9 tells you that goals have to have some sense of  
10 reality to it, and it has to have really  
11 realistic meaning. And you all have the time  
12 frames associated with it, which is good. So  
13 that's just something to think about.

14 Then secondly, coming to an agreement, and  
15 I'm just talking board level now, of what the  
16 real priorities are that you actually influence  
17 and control.

18 I mean, there's obviously diverse opinions  
19 in this room. And it should be because you  
20 don't want everybody saying the same thing  
21 because you need some more people on board  
22 then. Because the only way you grow is that  
23 you actually have diverse opinions. Yes, Kim?

24 TRUSTEE MOORE: I probably question how  
25 we're seeing this laid out in the report,

1 because if you go back to '19 in the comments,  
2 there's 10 responses for 2019, which meant that  
3 someone had to be selective in the four that  
4 they chose. And we just gave the 10 responses.  
5 So there's range and variety.

6 So I don't know if priority and ranking  
7 really apply here. And the same will hold true  
8 for second. You would be led to believe that  
9 there's consistency at university engagement  
10 showing up a lot.

11 TRUSTEE MILLS: And there was one comment.

12 TRUSTEE MOORE: And then there's like nine  
13 more responses. So we may not be using our  
14 time right on looking at this as true rankings.

15 TRUSTEE MILLS: Yeah, I was just looking  
16 at it. It would be different if you had  
17 multiple comments saying the same thing, but  
18 you really don't.

19 TRUSTEE MOORE: So we're really trying to  
20 defend something that --

21 MRS. BRYANT: But you don't know.

22 TRUSTEE MILLS: Well, you don't.

23 MRS. BRYANT: I don't know for sure. You  
24 don't know, which begs the question for why we  
25 need a new instrument. For why you need a new

1 tool.

2 But I was trying to answer his question  
3 about what some of the opportunities might be.

4 CHAIRMAN LAWSON: Yeah, and that's where I  
5 was still trying to -- you know what I mean?  
6 Let's just agree, the tool has opportunity, but  
7 right now this is the only data we have.

8 So from this data, and from your  
9 observations, I was just trying to get at, you  
10 know, I think we -- you know, there's a laundry  
11 list of things that everybody feels we do well.

12 But I want to try to get into those things  
13 that we see as potential opportunities because  
14 coming out of here, you know, I would like to  
15 have some actions, plans or action steps coming  
16 out of here year-round. Those couple things we  
17 see as opportunity.

18 So I just want to try -- and I'm open to  
19 having an open dialogue just based on, as you  
20 guys look at each other, you know, or look at  
21 us as a body, where do you see our gaps or  
22 things that we need to do to improve our  
23 performances as a board.

24 MRS. BRYANT: Let me hear from you. What  
25 are the some of the gaps? Because you sit here



1 on a regular basis, where we are, opportunities  
2 for what's been described this morning for  
3 where you're going as a board, and I will  
4 caveat and say, and this gets back to something  
5 you all have been discussing, is that to  
6 differentiate between what the president does  
7 with the people who work with him and what your  
8 role is.

9 TRUSTEE MARCIETTE: So I think in years  
10 past there's been a gap between way at the top  
11 and then -- which is us. And then like the  
12 students way at the bottom, which is me.

13 And the reason I say that is because a lot  
14 of times I feel like my role as the student  
15 representative here is to make sure that the  
16 overall mission of the university is being  
17 heard at the lower level of the students.

18 For example, I can walk up to anybody  
19 within -- and this is really not my fault, but  
20 a lot of the students don't really understand  
21 what the strategic plan of the University is or  
22 the role or the goals of the president or just  
23 our overall objectives.

24 And I feel like a lot of things that  
25 student government does or our leadership -- or

1 student leadership, I should say, we play a  
2 role in that. We can definitely drive those  
3 goals forward with the day-to-day activity that  
4 we have.

5 Like let's stop having multiple concerts a  
6 year and let's start putting some of our  
7 funding towards, you know, like academic  
8 programs or academic resources like instead of  
9 having Know Your Rights Seminar or whatever it  
10 is on the student body documents, let's try to  
11 get some funding for like practice exams for  
12 the N-CLEX for the school of nursing to drive  
13 those rates. Let's start having those  
14 discussions.

15 So like, that's with a big gap in recent  
16 years and that's something that I'm really  
17 trying to focus on. I know I talk a lot and I  
18 apologize for that. A lot of this I'm just  
19 stepping into for the first time so a lot of  
20 these words I'm like Googling.

21 TRUSTEE MOORE: You speak great.

22 TRUSTEE MARCIETTE: Yeah, I mean. So I  
23 think that's one of the gaps. So my role this  
24 year is to really try to bring some credibility  
25 to the SJA president position and more so build

1 a transition plan for the upcoming so that  
2 it's -- for the upcoming SJA president, because  
3 I don't know who's going to go for it, but  
4 that's not either here nor there.

5 But just to kind of like build a  
6 transition packet so that he or she is able to,  
7 you know, build onto what I leave behind or  
8 build onto the position that SJA is heading  
9 towards.

10 So I'm excited to see that and that's my  
11 little two piece on it.

12 MRS. BRYANT: That's awesome. It really  
13 is.

14 TRUSTEE WASHINGTON: So I would say one of  
15 our biggest opportunities is we have focused a  
16 lot in the last several years on building data  
17 and metrics and understanding different parts  
18 of the enterprise. But I think we've almost  
19 taken ourselves into metric soup territory  
20 because we have metrics and, you know, we pull  
21 data for different things and it's kind of all  
22 over the place.

23 So what I would like to see clearer --  
24 fewer, clearer goals with metrics. But ones  
25 that are foundational. So like, not the

1 activity sort of type goals, but the actual  
2 strategic goals that we can repeat over and  
3 over again and all be on the same page about  
4 and be able to measure our progress.

5 Because I think we pick goals over here  
6 for this and goals over here for that and plans  
7 over here and have these metrics.

8 And so we have a hard time wrapping our  
9 head around what's going on because based on  
10 whatever the talk of the day is, that's sort of  
11 where we go as far as metrics.

12 So if we could sort of figure out what is  
13 and what are the priorities, and then as things  
14 come up, foundational issues, critical issues,  
15 where do they fit within our already -- like  
16 where is our strategy and like where do they  
17 fit.

18 But I mean, I would say, you know, our  
19 strategic plan is doing metrics. Like, we  
20 can't pay attention to everything all the time.

21 So if we're going to be accountable, what  
22 are the things we're going to be accountable  
23 for, and then how do we drive that through the  
24 enterprise and make it common language for us?

25 MRS. BRYANT: That's very good. you have

1 five strategic initiatives --

2 MR. ROBINSON: Six.

3 MRS. BRYANT: Okay. Six strategic

4 initiatives. Everything that's done --

5 strategic initiatives basically says, these are

6 the things that are important to us right now.

7 It's not the end-all, but they're important

8 right now.

9 So everything we're doing right now, I

10 should be able to link back to those

11 initiatives. That's the highest level.

12 And from those initiatives we actually

13 pull out our goals, objects and goals the

14 president has, but then those goals cascade and

15 turn into tactics, such that they know how to

16 get back to the big picture.

17 So at this level the question becomes, do

18 we have actual goals that are linked to

19 initiatives that bring us to the place where

20 we're trying to go? Whether it's in

21 fundraising -- I mean, any of those other areas

22 you want to pull out is good, but at this

23 level -- we're at a high level.

24 And obviously you have to have metrics.

25 The further down it goes in the organization,

1 the more definitive those metrics become  
2 because they're the people making it happen.

3 MR. ROBINSON: I just wonder, if I might,  
4 Mr. Chairman and Commissionaire, if there is  
5 another cultural issue that we're dealing with.

6 And I spent, you know, about three hours  
7 at dinner with Howard University's president  
8 and, you know, we were talking about the  
9 differences in, you know, the private  
10 institutions and public institutions.

11 And so it reminded me of a sort of an  
12 anecdote I got from the then executive vice  
13 chancellor who spoke at my inauguration at  
14 Washington University.

15 When we were going through the evolution  
16 from the Board of Regents to this system,  
17 former President Humphrey asked that I take a  
18 look and, you know, see what were the pros and  
19 cons.

20 I do remember, you know, I got to  
21 Washington University knowing full well it was  
22 a different kind of body, established, you  
23 know, drastically different than what was about  
24 to happen here.

25 But he did say that the prior function of

1 the board with, you know, with the private  
2 institution, you know, was to raise money.

3 Okay. And, you know, the difference that  
4 I think in the public board is the primary  
5 function is sort of oversight, you know, in  
6 governance.

7 So what I think we are challenging sales  
8 that, you know, as a board is how do we get  
9 into some of these other places, right,  
10 fundraising.

11 Because when you go out, right, if you  
12 assume that that's all other boards do is just  
13 oversight then, you know, you're really missing  
14 the point.

15 You know, because the fact is they are  
16 engaged in fundraising. They're engaged in  
17 setting up those political connections and so  
18 forth.

19 So what you have is an understanding that  
20 the goals of the president are mutually  
21 achieved, right. I mean, it's not like, okay,  
22 we gave you these two things to do and you  
23 didn't do it. But if you have a product, and I  
24 know this is a little bit different, is that,  
25 you know, and here's how we make that happen.

1 I think that's another conflict you really  
2 need to try to address with. You know, there  
3 is an oversight function and a fiduciary  
4 function and all those things are important  
5 because, legislatively, you know, statutorily  
6 that's why these boards were established.

7 But everybody knows that for those from  
8 FAMU or any of these institutions to be  
9 successful, the boards do a lot more than that.  
10 And that's another cultural issue, too.

11 I will -- I fully understand that they  
12 have other appointed duties, but the ones that  
13 are not really down are the ones that have been  
14 moved in some of these other instances.

15 TRUSTEE MILLS: So if I could just be  
16 specific on some of this, right. So if I  
17 looked at kind of like the dashboard, which I  
18 think we just -- we have the instruction sheet,  
19 but it doesn't have -- I guess it has all the  
20 things on here in this document.

21 You know, I'm just curious as to which  
22 ones we would like to remove or which ones we  
23 should add to that, right.

24 Because I think the idea is that all of  
25 these here are in support of the strategic



1 plan, right. And I do think they are ones that  
2 we should be monitoring. I mean, I feel very  
3 comfortable with this document at the end of  
4 the day, or whatever's on mine, which I tend to  
5 do more.

6 But I don't know if there are ones that I  
7 would add to that or take away from that,  
8 because I think these are fundamental which  
9 leads to a whole bunch of other downstream  
10 success, or I should say it the other way.  
11 There's a bunch of other stuff that has to  
12 happen to actually achieve these results.

13 CHAIRMAN LAWSON: Yeah, and I think the  
14 idea behind those metrics are two-fold. One is  
15 to guide us to where we are trying to go.

16 And two, in prior evaluations of  
17 presidents there wasn't a lot of data to  
18 support the evaluation going back a few years.  
19 And it was, well, I think. Well, I feel this  
20 way.

21 So we were trying to take some of that  
22 guesswork out of the evaluation, as well as  
23 making sure that we had a way to measure our  
24 success along the way, which is why I think we  
25 may have gotten into, you know, a few clunking

1 metrics, so to speak, just so that we have  
2 something to rely on to justify a position.

3 But now I think -- I did think we're  
4 moving, and we're not perfect, but we're moving  
5 toward metrics that are meaningful as we try to  
6 move our performance.

7 So I think it's a bit of a balance and  
8 we're learning along the journey, so we're  
9 probably not right yet.

10 TRUSTEE MILLS: Yeah. I mean, it's fair  
11 to say we want to revisit these and figure out  
12 what should be on the dashboard or not. But I  
13 do think that, you know, we should be in the  
14 realm of not -- not metric soup, but certainly  
15 in quantitative.

16 MRS. BRYANT: Oh, no question.

17 TRUSTEE WASHINGTON: There's a difference  
18 between what we have available to us and what  
19 we are sort of prioritizing.

20 CHAIRMAN LAWSON: I want to change the  
21 narrative to one other idea that I think  
22 hopefully you all would agree.

23 I think we need to enhance our political  
24 clout to the point that they are calling us  
25 periodically saying, here's a bill that's about

1 to go through that's going to impact you. What  
2 do you think.

3 And I think that when you have that  
4 political clout, slash, influence -- and it's  
5 hard to get and it takes years and it takes  
6 building relationships, et cetera.

7 But, you know, like the phone call that  
8 Dave made in the middle of the night, things  
9 that I know that Woody's done and others.

10 I think for us as a board we want to work  
11 to elevate our stature in those circles to the  
12 point that, you know, Woody and I have got  
13 called about appointments. What do you all  
14 think about this appointment.

15 I think that's where we want to be. You  
16 know, we want to be getting the phone calls to  
17 say, what do you think. Not, wow, how are you  
18 going to react to this now that it's been done  
19 to you, versus being on the front end of that.

20 And it's hard to really like put that into  
21 words. But to say it another way, I think we  
22 want to increase our political influence, in  
23 all circles, you know, whether it be BOG,  
24 whether it be the Governor's office,  
25 Legislatures, et cetera.

1 MRS. BRYANT: And that's everybody.

2 TRUSTEE MOORE: Yeah, so that's why I add  
3 to that. That influence and status and  
4 stature, I mean, those are great. But I think  
5 it has to be coupled with outcome and results.

6 I mean, people are attracted to things  
7 that are working well. So whether it's one  
8 year or five years, if you are doing something  
9 outstanding people look for things that they  
10 can tell. And if you give them something to  
11 tell, then I think the rest comes with it. So  
12 I agree, but I think performance to get in  
13 there.

14 CHAIRMAN LAWSON: Yeah, you have to have  
15 performance to get in the circle. We want --  
16 but there are certain things like in the  
17 conversation around the removal of the bottom  
18 three, you know, in my mind there should have  
19 been more conversation with us directly about  
20 how do you feel. How do you think this is  
21 obviously going to have a positive impact on  
22 you. But like, would you do it differently,  
23 et cetera? You know, that was done to us and  
24 that was a positive, but it was done to us. We  
25 weren't a part of the process, you know.

1 Now, I think we want to be in the posture  
2 of working with the people that are designing  
3 those things. So, again, we are a part of the  
4 process. And it's not done to us, it's done  
5 with us, in my opinion.

6 And that's not easy to do. We've had some  
7 luck in certain circles. But I think that --  
8 Dave, what I was saying, and I think you would  
9 agree, we need to raise our political stature  
10 such that when things are happening in the  
11 capitol or at the Board of Governors around  
12 policy, there's a question or phone call to us  
13 to say, what do you think versus, oh, my God,  
14 how are you going to react to it that it's been  
15 done.

16 MRS. BRYANT: Yes, ma'am?

17 TRUSTEE CAVAZOS: I think everything that  
18 has been said has been great. I'm coming from  
19 a different perspective in terms of just  
20 looking at the evaluation tools. I wasn't here  
21 when it was done. And I don't know what the  
22 involvement of the board is with respect to  
23 faculty.

24 I mean, we are the educators, so we are  
25 the ones that are the forefront of our

1 students. We are the ones that are -- want  
2 their success because we are passionate about  
3 what we do. But I don't see any sort of  
4 engagement with our faculty with respect to  
5 what we can do and how we can be engaged in  
6 this process.

7 I mean, I'm the representative, but  
8 there's nothing here that I've seen on these  
9 documents that reflects who we are and what we  
10 do and what we bring to the table.

11 We know that there are some challenges  
12 that we have in terms of being effective in the  
13 classroom, but nevertheless, we're the  
14 forefront. We're the one responsible for the  
15 success of our students. We're the ones that  
16 are responsible for educating them and making  
17 sure that when they leave this institution that  
18 they represent, as well, and that's to get a  
19 job after, right? This is all part of the  
20 measurement.

21 But we are effective in making sure that  
22 happens. Without us, where are the students?  
23 It's all great to have goals and plans and  
24 strategic outcomes, but where are we in the  
25 process and what considerations do we take into

1 from a board perspective as to how we can  
2 contribute, how we can become more effective  
3 because that's where our passion is. That's  
4 why we're here.

5 And what can the board recommend and also  
6 provide to us as a faculty, as a whole, to be  
7 appreciated in the investments of our time and  
8 our energies.

9 I mean, we are 24/7. Students have our  
10 phone numbers. Students, we're more than just  
11 an educator, we're counselors and we're  
12 everything else.

13 So I just -- because I don't see anything  
14 here, I don't know whether that's ever  
15 something that's being considered. If not, I  
16 would love to see some sort of an evaluation,  
17 too, that incorporates who we are as faculty  
18 and how we provide, you know, a benefit to --

19 TRUSTEE MILLS: May I ask a question? So  
20 responsible for the education of the students.

21 TRUSTEE CAVAZOS: Not just that, but in  
22 everything else, yeah.

23 TRUSTEE MILLS: So would you -- because I  
24 almost feel -- so first of all, I hear your  
25 voice. And I know one of the comments that I

1 had talked about is we don't do, quote,  
2 unquote, employee, slash, faculty engagement  
3 surveys like, you know, in some respects that  
4 we probably should do in some respects, too.

5 But otherwise, I almost feel like  
6 everything you do is fully integrated in the  
7 fabric of this, right.

8 So I tend to look at the measurements and  
9 I say, Bachelors degrees awarded, I'm thinking  
10 we're relying on the faculty to get us there,  
11 right?

12 When I see our graduation rates, a big --  
13 my intrinsic portion of it says, you guys own  
14 that, our graduation rates and our degrees and  
15 all is -- actually, many of the metrics here I  
16 sort of feel like the faculty owns that in many  
17 respects. Do you disagree with that?

18 TRUSTEE CAVAZOS: And they need to know  
19 that.

20 TRUSTEE MILLS: Okay. And that's a  
21 different aspect.

22 TRUSTEE CAVAZOS: They need to know that.  
23 That's a totally different aspect.

24 TRUSTEE MILLS: Totally, yeah. Yeah.

25 TRUSTEE CAVAZOS: I mean, we do work, you



1 know, and we're passionate about what we do.

2 But do we know that and is that communicated?

3 TRUSTEE MILLS: And back to the chairman's

4 point earlier --

5 CHAIRMAN LAWSON: One of my theories is

6 like if I were to talk to a dean or a

7 department head, could he or she tell me the

8 number of students they need to graduate out of

9 their department for their department to make

10 its goal and for us to make the larger goal.

11 Now, my guess is some could, some can't.

12 But, you know, we have an opportunity to work

13 with Dr. Eddington on, you know, how we deliver

14 the message down because you guys -- and it's

15 kind of like the student, right? You are

16 really the reason we're here because we can't

17 do it without you guys and we can't do it

18 without, you know, the students in the

19 classroom performing.

20 So I think it's good feedback. I would

21 ask you to continue with that if you don't feel

22 like we're hearing you loud enough. Continue

23 with that voice so that we can incorporate that

24 discussion into what we do. And I think that's

25 the value. I really think that's the value of

1 yourself and your student because we do get  
2 hung up in the political arena and are we  
3 bringing in enough money and are we doing this  
4 right.

5 And we may not always think first about  
6 the student and then obviously about the  
7 faculty. So please keep that in mind for us.

8 TRUSTEE CAVAZOS: The faculty could be  
9 involved in the political arena.

10 CHAIRMAN LAWSON: Particularly you guys  
11 also, I mean, in local Orlando.

12 TRUSTEE DORTCH: I think in credit, too,  
13 you have to give credit to your predecessor.  
14 We didn't have any discussions in this board  
15 meeting or any board meeting without her  
16 weighing in.

17 TRUSTEE WOODY: She would weigh in.

18 CHAIRMAN LAWSON: Weigh in and wear out.

19 TRUSTEE DORTCH: If we went off track, she  
20 brought us back in. And so that was the way.  
21 She was the liaison for us, and that's very  
22 important. Both of you are very key to  
23 whatever happens to the university, and I think  
24 that in infinite wisdom of those who put the  
25 system together, having the faculty and the

1 senate representation and the SJA president is  
2 very important because whenever we're having  
3 discussions, one, we've got -- you've got to  
4 weigh in. If we're off track, you've got to  
5 weigh in. And also bring to the table these  
6 kind of things.

7 So I think that the important thing is  
8 we've not, from my time on this board, there's  
9 never been a silent voice. And we know that  
10 you're going to continue that and that's very  
11 key to how we move forward.

12 CHAIRMAN LAWSON: And fresh eyes into what  
13 we do. I think, that's key, as well.

14 MRS. BRYANT: I'm going to -- I've been  
15 given three or four signs that it's time for me  
16 to wrap up.

17 CHAIRMAN LAWSON: I think this is a  
18 valuable discussion. It's a once a year  
19 opportunity for us to look in the mirror at  
20 what we do.

21 We're constantly telling these guys what  
22 they need to do, so I think this is a good  
23 opportunity for us.

24 So I guess the question, before we get to  
25 Dr. Eddington, is there any board member that

1 feels there's an opportunity area or an issue  
2 they'd like to put on the table about how we  
3 perform that we haven't discussed?

4 TRUSTEE DORTCH: I think Kim made a very  
5 valid point. This is going to be a public  
6 document. And if one person has an opinion,  
7 it's important that we get an opinion, but it's  
8 bad to have something published that does not  
9 represent --

10 TRUSTEE WASHINGTON: But is that going up  
11 or is it just the '19? Because that's the  
12 summary document, which is not required.

13 TRUSTEE DORTCH: Let's be clear on where  
14 this document goes. If anything is done, it's  
15 a public --

16 TRUSTEE WASHINGTON: It is a public record  
17 but it doesn't have to be posted.

18 TRUSTEE DORTCH: If somebody doesn't know  
19 who is working, we have to give them the  
20 opinion and that's president.

21 And to give a document as we're talking  
22 that does not represent what we think we are.

23 And I think if one person had an opinion, it's  
24 very important to hear from them and  
25 understand.

1 But if you've got 99 percent that says,  
2 that's not my opinion, do you put the  
3 one percent up and people think that that's our  
4 attitude that the board thinks that it needs to  
5 be X, Y, and Z?

6 I'm asking our expert, how do we make sure  
7 that's an accurate representation of where we  
8 are in our thoughts? Because that document, if  
9 I do an open record, you've got to give it to  
10 me.

11 MRS. BRYANT: Oh, I'm sorry, Mr. Robinson.

12 MR. ROBINSON: I'm sorry, too. But in  
13 terms of this document, it is what it is. If  
14 somebody requested this document, you know, you  
15 would have to give them this document as it is.

16 Now, if you wanted to go back and have a  
17 version two of this, but you can refine it in  
18 any way you want, you can do that, as well, and  
19 then post that document.

20 TRUSTEE MILLS: So to be clear and not to  
21 make too big a deal out of this, the first  
22 one -- the first one we don't have an issue  
23 with. They're all trying to summarize Page 6  
24 and Page 7. And the second one, and maybe the  
25 third one, are just ones that people picked

1 out. And that's our internal team. She didn't  
2 do that but that's our internal team.

3 TRUSTEE DORTCH: The technology is the  
4 issue.

5 TRUSTEE MILLS: Yeah. And so those would  
6 be the ones if we wanted to try to address  
7 either items or, you know, whatever.

8 Although, when I look at all these  
9 comments, it is hard to sort of pick any theme  
10 out of it.

11 MR. ROBINSON: If you want a story,  
12 though, I can pick any one of these and write a  
13 story --

14 TRUSTEE MILLS: Yeah, which is good.

15 TRUSTEE MOORE: I just think that just as  
16 you mentioned, when you pull the document that  
17 this thing comes up university engagement that  
18 we were all collectively as certified members  
19 engaged really was two out of twelve or two out  
20 of ten. So I just don't think that it  
21 represents the kind of work that was done.

22 TRUSTEE MILLS: Correct. Is it possible  
23 to go back and --

24 MRS. BRYANT: Go ahead.

25 TRUSTEE WASHINGTON: We should probably

1 consider taking out a ranking system and maybe  
2 just doing a general summary.

3 TRUSTEE MOORE: Yeah.

4 TRUSTEE WASHINGTON: Like a -- because it  
5 does lead itself -- even with like the  
6 diversity and leadership being in the second  
7 tier, it leads itself to conclusions that  
8 aren't necessarily reflective of where we are.

9 So again, maybe just of the top three  
10 restraints, maybe we just find a way to  
11 summarize those. And then as far as the  
12 weaknesses and then the other areas.

13 So that might alleviate some of the  
14 concern around how things are ranked and  
15 people's interpretation of, you know, of us.

16 CHAIRMAN LAWSON: I agree. So that was  
17 one thing we needed to do.

18 MRS. BRYANT: Can I just comment on that  
19 particular thing?

20 CHAIRMAN LAWSON: Sure. Sure.

21 MRS. BRYANT: Is that, that your next time  
22 you do this, if you have another instrument,  
23 that will help you to --

24 TRUSTEE WASHINGTON: Reinforcement.

25 TRUSTEE DORTCH: Give the medicine to kill

1 the instrument.

2 MRS. BRYANT: I'm saying that because --

3 otherwise, you get those kind of results.

4 Okay. I'm done with that.

5 CHAIRMAN LAWSON: So I guess go to the

6 last -- my last question is, just so that we

7 don't overlook anybody's point of view, is

8 there any other opportunity of area that you'd

9 like to put on the table, maybe that you

10 forgot, that you didn't put in the document but

11 that you want to put on the table that we need

12 to discuss? All is clear?

13 MR. EDDINGTON: Quick suggestion around

14 opportunities, I think, for the board to

15 consider.

16 You know, we spent a lot of time talking

17 about goals and really that's a good framework

18 of the performance model as it should be.

19 But I would think that the board before

20 that was going to spend some time thinking

21 about some thing beyond that around what FAMU

22 is and where we want FAMU to go.

23 The perfect example is, if you recall, we

24 did the accountant and plan presentation and I

25 think it was Governor Levine who said, hey,



1 man, what do you all think about establishing  
2 goals in the top five. And you said something  
3 that you all think is worthy.

4 And as I reflect on that, I said, you know,  
5 I don't think we, you know, spend time thinking  
6 beyond and saying, hey, what is our role as a  
7 top producer of graduates and certain  
8 disciplines. What do we want to shoot for. If  
9 we want to be a top producer of black  
10 engineers. So it's just a suggestion, an  
11 opportunity to carve out a little bit of time.

12 TRUSTEE WASHINGTON: Some visionary time.

13 MRS. BRYANT: That's correct.

14 MR. ROBINSON: Madam Chair, before we go,  
15 I do have answers to your question earlier.

16 So on the fundraising, so as of June 30th,  
17 2019 we've raised \$11,000,675 so and so dollars  
18 compared to the same time in '18 with  
19 9.5 million. New cash gives, and this is part  
20 of your question, was 4.6 million versus  
21 3.6 million the same time in '18. Pledged  
22 collections as of June 30th was 5.4 million  
23 compared to \$661,000 at the same time in 2018.  
24 Pledges of 1.6 million compared to 5.2, that's  
25 probably why the next number is going to stand

1 out, as compared to 5.2 million in 2018.

2 The pledge collection rate is 337 percent  
3 for that one year. I think it's because of the  
4 larger number of pledges and a larger number of  
5 pledge collections that were made.

6 So I tried to explain that to you because  
7 I know --

8 TRUSTEE MILLS: Well, that last one didn't  
9 make any sense.

10 TRUSTEE WASHINGTON: It's how many pledges  
11 they collected this year versus last year, but  
12 that's because we had that big -- that  
13 5 million.

14 TRUSTEE WOODY: Is that how you get the  
15 300 percent?

16 TRUSTEE WASHINGTON: It's not the  
17 percentage. It's 300 over last year. It's not  
18 the percentage. It's not the conversion rate.

19 TRUSTEE MILLS: Yeah, we need the  
20 conversion rate. But the other pledges  
21 collected of 5.4 million, that was converted to  
22 cash basically?

23 MR. ROBINSON: Yes. Well, the pledge  
24 collections of 5.4 million.

25 TRUSTEE WASHINGTON: That includes the

1 5 million?

2 MR. ROBINSON: Yes.

3 TRUSTEE MILLS: Okay. So it's 400,000  
4 compared to 600,000, excluding the one-time  
5 event.

6 MR. ROBINSON: I think they can't even get  
7 to it, because the 5 million is in there  
8 distorting it.

9 TRUSTEE MILLS: Right. Right. That's  
10 what I'm saying. Just take the 400,000  
11 compared to the 600,000. Okay. I got it.

12 CHAIRMAN LAWSON: Thank you for  
13 facilitating this. Hopefully we were not too  
14 disruptive.

15 MRS. BRYANT: Not at all.

16 CHAIRMAN LAWSON: Not only is this a  
17 requirement, but I think it's good for us as  
18 we've gone through the president's goals and  
19 president's evaluations to go through  
20 self-assessment and level set what we expect of  
21 him moving forward as well as what we expect of  
22 ourselves moving forward as far as a governing  
23 body of the institution.

24 So this is time well spent. I did  
25 identify -- I have four. I'll probably narrow

1 it down to three. I'll work to give these  
2 three items. I'll review the three with me  
3 here.

4 But student engagement, how do we, as a  
5 board, reflect more student engagement? We  
6 talked about our metrics and the importance of  
7 them but making sure they're meaningful.

8 And raising our political footprint, our  
9 political voice, it's going to be an  
10 interesting one and it's a challenging one  
11 because it takes time.

12 And then have we put a stake in the ground  
13 around areas where we just want to be best in  
14 class name, you know, our preeminence. But  
15 hey, just making this up, pharmacy. Do we want  
16 to be the number one producer of  
17 African-American pharmacists in the country?

18 So putting our stake in the ground around  
19 a particular thing that we can own in the  
20 academic space.

21 So those are the four that I took away.  
22 And if there are others that you all think of  
23 during lunch or what have you, you know --

24 TRUSTEE WOODY: Give me them again.

25 CHAIRMAN LAWSON: I'm sorry. It's really

1 enhancing our student engagement, fewer  
2 meaningful metrics that tie to our strategic  
3 plan, raising our political footprint or  
4 political influence, and picking an area or  
5 picking a focus to truly be best in the class  
6 around. So four.

7 And so what we'll do now is transition.  
8 Let's take a true break for lunch. If you guys  
9 don't mind, we could maybe confine lunch to 30  
10 minutes. We'll then have an hour of open  
11 dialogue before it's time to head out to  
12 Brooksville. We'll give a true 30-minute break  
13 for lunch and phone calls. And that's not a  
14 lot of time but we're trying to stay on  
15 schedule.

16 I think this morning time got a little  
17 away from us. But it was good dialogue. And  
18 again, this is our once a year opportunity to  
19 do this. So I want to thank our facilitator  
20 for the morning. I want to thank Trustee Mills  
21 for leading the discussion in performance and  
22 goals.

23 TRUSTEE MILLS: It was all right.

24 CHAIRMAN LAWSON: I still want to thank  
25 you anyway.

1 TRUSTEE LAWRENCE: Is this your last  
2 meeting?

3 CHAIRMAN LAWSON: No. So let's take a  
4 break and come back at 1:00.

5 RECESS

6 RESUMED

7 CHAIRMAN LAWSON: Okay. So this is an  
8 interesting part of the workshop, because this  
9 is set aside for us to openly discuss some key  
10 topics or areas of interest.

11 But we have to be careful as we discuss  
12 these topics to not draw firm conclusions or  
13 board positions on these because technically,  
14 as you guys know, we can't openly discuss items  
15 that are going to come before the board for a  
16 vote.

17 So as we discuss these, I'm going to ask  
18 the GC to keep us between the white lines such  
19 as that we can discuss them and share some  
20 perspectives, but we can't come to like a board  
21 consensus, which would in my mind, almost infer  
22 a board vote.

23 So we're going to make an attempt to  
24 discuss some of these. These are topics that  
25 some of you shared with me. These are some

1 topics that I had on my own, things that I  
2 would just like to have an open dialogue about.  
3 And at various points in time we may ask a  
4 particular staff member, particularly  
5 Dr. Eddington because he owns a lot of things,  
6 for opinions, additional input, et cetera.

7 So as we go through this laundry list of  
8 topics, feel free to say, you know what, that  
9 one's a little redundant. I feel like we beat  
10 it up already this morning or, you know, no  
11 need to discuss that because we just discussed  
12 it a few minutes ago.

13 So not led to the order of these topics.  
14 They're not in any order of importance. But  
15 these are just things that either you shared  
16 with me that's on your mind or that I put on  
17 the list to talk about.

18 With the time that we have allotted, we  
19 won't nearly get through half of them,  
20 probably. So I'm going to stop talking and let  
21 us get into it.

22 And the first one is around performance  
23 funding. And I've asked our facilitator to  
24 help us through these, so we don't get bogged  
25 down.

1       So we'll hit the first topic. And in a  
2       roundabout way I think we've talked about it to  
3       a degree. And I note the provost has a matrix  
4       that's showing how these resources are  
5       allocated. So maybe, Maurice, without any  
6       further discussion you can share with us your  
7       thinking about allocating the resources,  
8       because I think the overall objective is, we  
9       want to drive the performance metrics higher.

10      So that's agreed upon. Yes?

11      So, you know, Dr. Eddington, maybe you can  
12      share with us the methodology you went through.

13      MR. EDDINGTON: Yeah.

14      CHAIRMAN LAWSON: And we're getting the  
15      funding spreadsheet now. And I know it's a  
16      formal topic tomorrow. Not to be voting on.  
17      It's an information topic so we can't talk  
18      about it.

19      MR. EDDINGTON: And I won't go into detail  
20      unless you want me to.

21      CHAIRMAN LAWSON: No. No. I think it's  
22      just all of us get orientated to it because the  
23      thing that I've been asking the Provost and the  
24      president for, as we talk about all these  
25      initiatives and various parts of the university



1 and we bring them into one place and see how  
2 the funding is allocated over them in one  
3 spreadsheet.

4 MR. EDDINGTON: And let me start kind of  
5 going backwards and try to address the  
6 methodology, because it did become clear to me  
7 from talking to the chair and vice chair, that  
8 because we're in this every day we assume that  
9 you all are seeing the same thing.

10 So we had this conversation, how does all  
11 this align. And I'm like, oh, you know, this  
12 plan and then you all helped me to see.

13 No. You all are not looking at it the way  
14 we are. So just to kind of put that into  
15 context, what we have been doing is we started  
16 clearly with that strategic plan and because  
17 the president and myself we were integral in  
18 the development.

19 We have always been very comfortable with  
20 the plan that's been developed to do what its  
21 key priorities have been.

22 And so we have been using that strategic  
23 plan as the road map. And then when we think  
24 about funding and priorities, we look at the  
25 opportunity that the university has to acquire

1 additional funding. And we have been looking  
2 at the Legislative funding request to process.  
3 And we have been looking at the performance  
4 funding allegation process, right.

5 And then the third planning document  
6 that's in there is the accountability plan.  
7 And so we took the strategic plan and then  
8 every year we used that to develop the  
9 accountability plan. And they map onto each  
10 other very directly.

11 And then when we have these special  
12 funding opportunities like here we are in the  
13 performance funding, we mapped those priorities  
14 onto the accountability plan.

15 And so we have been trying to very  
16 consistently take that approach. And so what  
17 this matrix is intending to do is you'll see in  
18 the far left column it lists the three  
19 high-level priorities that are in the  
20 accountability plan. And then we tried to  
21 align the themes, which are the initiatives  
22 column. This is how we view these things.

23 And then the description is very specific  
24 areas where funding is being allocated. And  
25 just kind of -- let's try to map this out as

1 you all had requested.

2 But that's our general methodology. And  
3 the part of that is when we develop the  
4 strategic plan, and even more so now, we try to  
5 spend a lot of time following the framework to  
6 help us identify where the money needs to be.

7 We've done a lot of internal analysis  
8 assessment, and talking to some of our sister  
9 institutions. And that's what you see  
10 reflected in terms of why we want to address  
11 it. And this is a good example.

12 You all as a board said -- actually, let  
13 me use a different -- this is even better.  
14 Transfer services. You all very specifically,  
15 because Trustee Mills asked Dr. Hudson, because  
16 he keeps quoting you, what do you need to do to  
17 make a quantum leap, is what you said.

18 So we sat down and said, deal them.  
19 Trustee said, what do you need do to make a  
20 quantum leap.

21 We started with this incremental thing. I  
22 said, no, what do you need to be able to  
23 position us to be able to recruit, retain and  
24 graduate more FSC AA transfers. I said, well,  
25 we need a transfer services office. He said,

1 then tell us what you need. We mapped out the  
2 positions and the structure and then we put a  
3 dollar amount on it.

4 So on this document, then you see  
5 somewhere on AA transfers. And we said, okay.  
6 Now, where are we going to get the money.

7 And we said, okay, we've got performance  
8 money. And we took it a step further. We  
9 said, the performance fund allocation is  
10 nonrecurring. But because we have critical  
11 needs like transfer services, because we need  
12 to expand our advisement significantly, why  
13 don't we use that as the seed money, right, to  
14 establish those positions now and then we will  
15 use other sources from recurring fund revenue.

16 Our original plan was to see a stepwise  
17 fashion, get to LBR money when it comes, that  
18 was a five-year process. We heard you all say,  
19 we don't have time for that.

20 So the president said think differently  
21 about it. And so we've attached urgency to  
22 those critical needs, like support services,  
23 transfer services, the performance metrics,  
24 right?

25 Those are some of the considerations that

1 have driven us to figure out where the dollars  
2 should be going. That's what you see in  
3 that -- for the most part in that description  
4 column.

5 CHAIRMAN LAWSON: So I think, you know,  
6 this is a busy spreadsheet. But I think it's  
7 good because it allows us to do the crosswalk  
8 from the initiative to the money to which  
9 metric it goes against.

10 There was a question about faculty, right,  
11 in our earlier discussion. And there's quite a  
12 few dollars allocated towards faculty  
13 excellence.

14 Now, the challenge with those dollars, as  
15 we know some are then are recurring, some of  
16 them are nonrecurring.

17 So we have to strategically do what we can  
18 with -- you know, with what we have. This year  
19 we had an influx. Hopefully next year we'll  
20 have that luxury, as well.

21 But, you know, I won't say I understand  
22 100 percent of every objective on here. But I  
23 do appreciate the lay of the land so that I can  
24 follow the dollars across the initiatives.

25 And then I think it's a bit of a

1 rhetorical question that we should always be  
2 asking ourselves, and that is, as we look at  
3 this and learn more and look at more data,  
4 would you want to tweak this allocation in any  
5 way to increase our performance.

6 And I think that's a -- it's just a  
7 rhetorical question, not for you guys to  
8 answer. But I think it's an ongoing question  
9 for the president and Provost.

10 And this is the thing I like about the  
11 budgeting process. Yes, we mark this all down.  
12 But if we see an urgent need to go harder or  
13 deeper in an area, just come right to the board  
14 and say, hey, fellows, ladies and gentlemen, we  
15 found a better idea. We need to move money,  
16 just go through the appropriate process and  
17 then make that move.

18 So this is a good framework, but we don't  
19 have to be so rigid that if something comes up  
20 that's a better idea, a bigger idea, we can't  
21 course correct the allocation.

22 MR. EDDINGTON: One of the things you all  
23 have done today -- okay. You may not know you  
24 did this, but I'll tell you, you did it and  
25 it's very notable. You gave us a mandate. You

1 were always talking about, I think the number's  
2 now 80, right. And you all put a time frame on  
3 it. You gave us a mandate.

4 And what you told me, right, and you told  
5 the president, and I know he's going to tell me  
6 already, so I'm just trying to cut to the --  
7 the minute we get back, Maurice, you need to do  
8 what you've got to do to get a point.

9 But what's helpful is when we think about  
10 this kind of approach, the same way you all  
11 asked about the quantum leap on the transfer  
12 students, you all have said that we've got to  
13 get to this point. And you said, we are  
14 empowered to think outside the box and come  
15 back to you, we need you all's help. And when  
16 we say, hey, we've got to move some money  
17 around. This is not what we wanted to do, but  
18 we have to do it to achieve these goals, you  
19 know.

20 CHAIRMAN LAWSON: And I think I would say  
21 that to you, as well as the interim CFO, that  
22 if you see a bigger, better idea, if you see an  
23 opportunity -- let's not be bashful and have to  
24 wait for a quarterly meeting to get us on the  
25 phone.

1 But like I don't want to be so rigid in  
2 the budgeting process that we can't adjust if  
3 we see a better idea or these dollars are  
4 getting a lot of traction.

5 If I can invest more, I can do more over  
6 here. I think this is a great start, Maurice.  
7 So thank you for putting this out there.

8 TRUSTEE MILLS: Can I ask a couple  
9 questions?

10 CHAIRMAN LAWSON: Yes.

11 TRUSTEE MILLS: So my question, obviously,  
12 you know, when you go from \$12 million to  
13 \$30 million, there's like a lot of questions.

14 So part of it is is that describe to me  
15 your process for scrutinizing these  
16 expenditures.

17 So I know that, you know, you said, you  
18 know, this is what we need to make the quantum  
19 leap. But then there's an okay, but, kind of  
20 process, right?

21 MR. EDDINGTON: Not -- not --

22 TRUSTEE MILLS: Talk to me about that.

23 MR. EDDINGTON: Yeah. And when you say  
24 scrutinize, do you mean --

25 TRUSTEE MILLS: Well, when someone says



1 it's going to be \$4.5 million for faculty and  
2 staff retention. That's a number that somebody  
3 gives us, but usually every CFO's first answer  
4 is no, until we come back and kind of validate  
5 that, right?

6 MR. EDDINGTON: Yeah. So and you may be  
7 asking how did we come up with that number, as  
8 part of your question.

9 TRUSTEE MILLS: Yes. But also how you  
10 scrutinized it or evaluated it. So somebody  
11 came up with a number, I got that.

12 MR. EDDINGTON: Yes. Yes.

13 TRUSTEE MILLS: So I got that.

14 MR. EDDINGTON: That number really came  
15 about more from what we thought we could get in  
16 terms of carving out from what we had, right.

17 Meaning, we have five, 600 faculty,  
18 several hundred staff. We know if we wanted to  
19 make substantive bonuses or salary increases,  
20 it's going to be more than this total here.

21 What our proposal is was saying, you know  
22 what, we must begin to do something to address  
23 this need around faculty, staff salaries and  
24 retention as we map out.

25 All these priorities with the resources

1 that are on the table, what we said is, what  
2 can we carve out that's meaningful.

3 So the performance funding, that 13.7, you  
4 know, we could have put all of that into there  
5 100 percent directly. But we said, let's at  
6 least carve out a sliver and begin to make a  
7 dent.

8 And so the 2 million, we came by that  
9 number even more so because it was what we felt  
10 comfortable pulling out of there without  
11 sacrificing other areas as opposed to actually  
12 saying, you know what, the need is -- because  
13 the need is bigger than the money that you see  
14 on the spreadsheet. And so that's how we got  
15 the 2 million number.

16 And then similarly on the other numbers,  
17 hey, we have the 7 million. We have some  
18 priorities. One of them is faculty staff.  
19 What can we feel comfortable about carving out,  
20 again, to complement the 2 million and get us  
21 up to 4.5 to begin to address this year that  
22 issue.

23 So that number is a little different than  
24 all the other numbers. The other numbers are  
25 driven by the goal, right. Advisors, we want

1 to get to this number, what are the costs, then  
2 we back it.

3 TRUSTEE MILLS: Okay. So we had talked in  
4 the past, a few times in the past, I think,  
5 about -- for these key initiatives, you know,  
6 there's like a sources and uses document,  
7 right.

8 So I'll just pick one. I'm just going to  
9 make this up, right. So college school  
10 programs, students success initiatives,  
11 2.4 million bucks.

12 So the question is, there's a uses column  
13 that says this 2.4 million bucks is going to be  
14 used in these eight ways. And then there's a  
15 sources that says, we're going to get the 2.4  
16 from either our current operating budget, some  
17 other savings reallocation, performance  
18 funding, 13 million bucks, whatever part of  
19 that 13 million bucks.

20 So there's a sources and uses on every one  
21 of these key initiatives, so we can actually  
22 see where this money is coming from.

23 Like I don't know where the 30 million  
24 is -- I know we've got \$13 million in  
25 performance funding, but 13 is less than 30.

1 MR. EDDINGTON: Which one are you looking  
2 at?

3 TRUSTEE MILLS: I'm looking at the bottom.

4 MR. EDDINGTON: Yeah. Okay. So the  
5 sources document is similar to this if you  
6 think of it in terms of columns.

7 TRUSTEE MILLS: I got you.

8 MR. EDDINGTON: So it's really a column.  
9 Look at the performance funding column. All  
10 right, where -- PBF allocation.

11 TRUSTEE MILLS: Okay.

12 MR. EDDINGTON: Right. We said, we have  
13 needs on the left, the description and the  
14 initiatives. And then the source of funding is  
15 PBF allocation. We have 13 million. And we  
16 said, okay, we know what our critical needs are  
17 across the board. What can the performance  
18 funding allocation address. And then that's  
19 how we map those 2.7.

20 TRUSTEE MILLS: Okay.

21 TRUSTEE WASHINGTON: And then the 30, I  
22 guess, is an accumulation of all the pots of  
23 money that has 19/20 or 18/19 on them.

24 TRUSTEE MILLS: So how --

25 MR. ROBINSON: To your first question,

1 Trustee Mills, and starting with the monies  
2 you're on. You know, we have had this  
3 discussion about, we've got to do something  
4 with faculty. As we talked about in 2017 and  
5 how we're going to, you know, implement that.

6 But at the same time there's a collective  
7 bargaining issue and we need to go through  
8 those appropriate steps.

9 But as we pointed out the fact that  
10 yesterday out of the performance-based funding  
11 we've carved out 2 million for that.

12 And then in terms of reallocation of the  
13 savings that we talked about this morning,  
14 there's another 2.5 million.

15 TRUSTEE MILLS: And that's in this --  
16 okay. The reallocation.

17 MR. ROBINSON: That's in the --

18 TRUSTEE MILLS: That's the 3.7 -- or 3.8.

19 TRUSTEE WASHINGTON: Yes. That's the 3.7  
20 at the bottom.

21 CHAIRMAN LAWSON: The faculty and staff  
22 retention.

23 TRUSTEE MILLS: Oh, just on that one. I'm  
24 sorry. I was looking at the total line.

25 So what are the world-class faculty and

1 scholar numbers?

2 TRUSTEE WASHINGTON: They're just  
3 appropriated.

4 MR. ROBINSON: Those are appropriated and  
5 they have to go to those specific programs.

6 TRUSTEE MILLS: Got you. So that is the  
7 source of -- that is a funding source.

8 MR. EDDINGTON: Right. Right.

9 TRUSTEE MILLS: That's what was confusing  
10 me about it. I thought it was a program we  
11 were implementing and I didn't see any money  
12 aside from it.

13 TRUSTEE WASHINGTON: So my question is the  
14 LBR allocation. Is that E and G funds, I'm  
15 assuming?

16 MR. EDDINGTON: Yes.

17 TRUSTEE WASHINGTON: Because we  
18 actually -- I was like, we didn't get LBR  
19 operating dollars.

20 MR. EDDINGTON: We got it two years ago,  
21 right. It's recurring.

22 TRUSTEE WASHINGTON: Oh, okay.

23 MR. EDDINGTON: 6 million.

24 MR. ROBINSON: We got goals that go all  
25 the way at the end that you'll see in yellow.

1 That's what we're asking for.

2 TRUSTEE MILLS: For next year.

3 MR. ROBINSON: You have to factor that in.

4 CHAIRMAN LAWSON: The one thing, too, to  
5 think about -- and I guess I was just kind of  
6 wrestling this, as well, is there have been a  
7 couple years of compressing and conversional  
8 faculty salary. And we just can't correct it  
9 all in one year. So it's got to be a process  
10 over time to try and, you know, make up for  
11 those people that have had their salary  
12 compressed over time and not able to get  
13 increases. So we're trying to make it up in,  
14 you know, bonus dollars that have been  
15 nonrecurring until we can get some recurring  
16 dollars to address it long-term.

17 And some people may like that, some people  
18 may not. But we saw it as, this is the only  
19 opportunity we have today to try and address  
20 the salary issue of faculty.

21 MR. ROBINSON: So we've committed to that.  
22 As we said yesterday, we know there's a much  
23 bigger problem to solve, but we don't think  
24 it's trivial because we know it's not the final  
25 solution.

1 CHAIRMAN LAWSON: Right. Because for a  
2 couple years, I won't say neglected, but we  
3 haven't done things that we need to do for  
4 faculties conversation-wise. So this is an  
5 attempt to get there. It's not going to fix  
6 it, but at least it's a step in the right  
7 direction.

8 TRUSTEE CAVAZOS: So just how is that  
9 process going to be in terms of those faculty  
10 members' salaries have been compressed and now  
11 the proposal is probably give them some type of  
12 bonus, just for my curiosity.

13 MR. ROBINSON: So here's what we can fix,  
14 you know. The present issue is a huge number.  
15 And you know when you don't have raises to give  
16 or been able to give -- well, since I've been  
17 here, we've given one and that was in 2017.

18 You know, if you go back -- how far do you  
19 want to go back on this? That's a rhetorical  
20 question.

21 TRUSTEE CAVAZOS: Yes. I know.

22 MR. ROBINSON: And no one has put those  
23 cards on the table to fix that. So what I'm  
24 trying to do with this proposal is, at least  
25 let's stop the bleeding, right, because we've



1 got enough to do and there may be some  
2 opportunities. But we do have another  
3 opportunity that we're working on, the chairman  
4 and I and there's a special request. We really  
5 do some catching up, big time.

6 But that proposal is in the works. We're  
7 working it through the channels, as we speak.  
8 But we know that that takes a much bigger, you  
9 know, chunk of money to fix. You can take all  
10 of the 13, even if it was concurring, and  
11 you're still not getting enough.

12 CHAIRMAN LAWSON: And it still has to be  
13 worked through union, as well, to make sure  
14 that they are in alignment with the performance  
15 aspect of it.

16 But we -- I think collectively we felt  
17 that, hey, we have some money now. Let's do  
18 what we can now, knowing that it's going to be  
19 a bit of a process. Because it's been  
20 neglected -- let's say, not properly addressed  
21 for a few years.

22 TRUSTEE CAVAZOS: Thank you.

23 TRUSTEE MARCIETTE: I don't want to shift  
24 the conversation or anything like that but my  
25 biggest area of, not concern, but interest is,

1 of course you can probably guess, is student  
2 financial support.

3 So for some reason students think I know  
4 the ins and outs of scholarships and things  
5 like that, so my phone gets blown up. So I  
6 just had a couple questions.

7 One, what is the persistence grants, like  
8 what is that?

9 MR. EDDINGTON: Oh, okay. So one of the  
10 things that we looked at in terms of the best  
11 practices of student success that institutions  
12 have done is, you know, above and beyond  
13 scholarships -- that's another initiative -- is  
14 looking at your students, right, and trying to  
15 provide targeted financial support for a  
16 specific function.

17 One is something we call a retention  
18 grant. The president alluded to this earlier.

19 So let's say we had those students who  
20 began in the fall of 2018 and they count on  
21 that ABR performance metric. And then if we  
22 know what number can come back this fall and  
23 meet the criteria and meet that metric. So we  
24 provided them with some financial support to  
25 address any unmet needs.

1        So if a student say has a \$1,500 balance,  
2        and that's potentially stopping that student  
3        from enrolling in the fall as a sophomore and  
4        they enroll they're going to contribute to that  
5        number, we allocate money to address that  
6        financial need. And that's what we call a  
7        retention grant to get them to come back.

8        Then there's a persistence grant, or a  
9        similar, but it's more towards the students  
10       matriculating more and has an unmet need. You  
11       know, they say, oh, I can't come back in the  
12       spring because I owe \$2000. And we look at  
13       that student and we say, that student is in  
14       good standing and there's a good probability  
15       that if we support that student they will  
16       continue towards graduation, that's a  
17       persistency, to let them persist.

18       And then there's a completion, there's  
19       another version. Students towards the end say,  
20       you know what, if this student is at or near  
21       the point of graduating and are in good  
22       standing, maybe they're one or two semesters  
23       from graduation and they have a balance, this  
24       is probably the biggest problem with schools  
25       like us.

1 We say, you know what, let's invest and  
2 give them a completion grant. Raise the gap on  
3 what they can afford, keep them in school for  
4 one or two semesters and they graduate them,  
5 right. So that's the approach to those grants.

6 TRUSTEE MARCIETTE: Okay. So follow-up to  
7 that would be, how are those students  
8 identified or how do they get access to those  
9 grants. Do I tell them, hey, like go talk to  
10 Dr. Hudson. Hey, go talk to --

11 MR. EDDINGTON: Right. Right. So these  
12 dollars, ideally we wouldn't treat that way.  
13 You know, there's money for those type of  
14 things. SOS dollars, alumni. This is more  
15 institutionally driven. We're doing analytics.

16 TRUSTEE MARCIETTE: Okay. So then you are  
17 searching for the students.

18 MR. EDDINGTON: Oh, yeah. We're searching  
19 for students who are going to need them. The  
20 difference is, there might be a student who --  
21 making a scenario -- who started six years ago  
22 has an unmet need of a thousand dollars. If we  
23 give that student a thousand dollars, they're  
24 going to graduate in a certain major.

25 Take another student who started three

1 years ago and needs a thousand dollars and  
2 they're going to graduate in chemistry, which  
3 one would you fund? Well, you're going to fund  
4 the one that's in chemistry because, A, he or  
5 she will graduate in four years. So they'll  
6 contribute to that metric. And chemistry, that  
7 will contribute to the programs of strategic  
8 emphasis.

9 So these dollars we need to hold and we  
10 need to direct them by strategic. That's the  
11 difference in the approach.

12 TRUSTEE MARCIETTE: Got it.

13 MR. EDDINGTON: So there's a lot of  
14 analytics. I mean, we've really got to monitor  
15 data and target those people and then go to  
16 them.

17 MR. ROBINSON: Not that you think there  
18 are criteria around this so there's dollars.  
19 They're very tailored about who gets those.  
20 Those are completion grants. But they have  
21 some criteria around students getting those and  
22 so forth.

23 But, you know, they do that in conjunction  
24 with the association and Dr. Hudson. So that's  
25 the referred two type category. They use their

1 term to try to get to these students.

2 TRUSTEE MARCIETTE: And then my last  
3 question would be, I see under scholarships  
4 which was seven and that's the reallocation  
5 enhancement. Are those going to support new  
6 scholarships or existing scholarships?

7 MR. EDDINGTON: So that's going into  
8 Dr. Hudson's general scholarship pool. I don't  
9 exactly know how he allocates them.

10 MR. ROBINSON: He's probably going to use  
11 those for, you know, merit-based funds, I would  
12 suspect.

13 TRUSTEE MARCIETTE: Like a DSA?

14 MR. ROBINSON: Yeah, those types.

15 CHAIRMAN LAWSON: Good questions. So, you  
16 know, I think, you know, in the next couple  
17 boards we've kind of hit on as far as outcome  
18 and strategic allocation.

19 Are we allocating the right resources to  
20 improve. A lot of the early questions really  
21 tied to making a leap in performance funding.  
22 And two, are we allocating the resources to get  
23 the outcomes that we want.

24 And then the next one, and I'll skip down  
25 to item -- bullet point number three, because I

1 feel like we've covered everything above there.

2 And I think this is one that we've had  
3 some interest in for a little while now, and  
4 it's really looking at our talent at every  
5 level. You know, starting with the president's  
6 leadership team and making its way down.

7 Because I just feel like, and I'll tee  
8 this discussion up and then let it move around.

9 In an ideal world when Dr. Eddington moves  
10 off to do something else, there should be  
11 another person in that shop that can step up to  
12 be Provost. You know, in an ideal situation we  
13 should have a decent -- not at every single  
14 position, but in most, a decent bench of talent  
15 that, you know, when senior-level people move  
16 on, there's somebody in that department that's  
17 seen what they do, watched them perform, and  
18 knows the ins and outs of the University and  
19 can move up.

20 Now granted, there are always times when  
21 we do need to reach outside to bring in a  
22 specific skill-set or just a new perspective.

23 What I think we've seen too many times  
24 where we don't have ready-now people are  
25 critical roles.

1       And I think it's an opportunity area for  
2       us I'd just like to kick around with you all  
3       for a second. And then, the good news is we  
4       can't vote on this, so we can talk about it in  
5       detail. But I do want to have an outcome that  
6       we can refer back to Mrs. Morgan in HR on  
7       Monday what we're looking for.

8       TRUSTEE MOORE: The comment would be  
9       around cross-training, as well, because I think  
10      we've seen people are so siloed with specific  
11      functions and tasks and duties, they know that.  
12      But if you were to, you know, ask them what  
13      your colleague next to you does, they don't get  
14      the big picture.

15      CHAIRMAN LAWSON: I think if we have an  
16      opportunity in the hiring process where we have  
17      vacancies now, you know, top level and below,  
18      to hire really, really, really good people that  
19      can transcend a job or two within the  
20      institution.

21      You know, so I think for example, the  
22      controller or a budget manager, et cetera, as  
23      we look to staff those positions, okay, as we  
24      look to staff those positions, really going  
25      after strong quality that can do that job and



1 maybe with a stretch can do that job or with a  
2 couple years' experience can definitely do the  
3 next job.

4 So I just -- I think that as we are  
5 looking at vacancies and moving people around,  
6 I just feel like we need to have a little bit  
7 more mindful eye to, you know, a successful  
8 plan by the department.

9 Because, you know, we have good people,  
10 but I just -- you know, there are a couple jobs  
11 that have sprung open and we kind of look  
12 around and say, whoa, you know, how are we  
13 going to fill that one. Who are we going to  
14 fill that one with.

15 You know, it's just I think an opportunity  
16 area. So it sounds like everybody agrees so  
17 it's not really a --

18 TRUSTEE WASHINGTON: What's the status of  
19 our succession plan in the process?

20 MR. ROBINSON: Mrs. Ingram is compiling  
21 that in a couple of places in the organization.  
22 We haven't released it and I don't know exactly  
23 what the timeline is, but she's been working on  
24 it. She's not starting from scratch. She has  
25 a couple places in our union. So as soon as

1 she feels ready, that can be ruled out.

2 TRUSTEE MILLS: Is there any way we can  
3 accelerate that because we have -- how many  
4 employees do we have between faculty and staff,  
5 1,100?

6 TRUSTEE MOORE: There's a bunch of them.

7 TRUSTEE MILLS: Seven hundred and fifty?

8 MR. ROBINSON: It's 500 faculty.

9 TRUSTEE MILLS: 500 faculty and then -- so  
10 less than a thousand people.

11 MR. ROBINSON: Maybe a little over a  
12 thousand.

13 TRUSTEE MILLS: We're kind of rolling on  
14 two years we've been talking about this thing.  
15 And that's just like -- that should be done --  
16 a thousand people can be done in 60 days, kind  
17 of thing.

18 And the faster we get that assessment,  
19 again, the faster we get our baseline and we  
20 can start this process.

21 MR. ROBINSON: Right. So we'll go  
22 backwards and make sure that we get Mrs. Ingram  
23 to give us an update at the next meeting and  
24 then go from there. We need to accelerate it.

25 CHAIRMAN LAWSON: Okay. So that's really

1 not a voting item. It's just an item that the  
2 president can take back to the HR team to do.

3 You know, we've talked about it in the past.

4 And then next item here, item B, you know,  
5 we've talked about it in the past and focused  
6 on our law school. And just for a backdrop,  
7 you know, this is obviously not a voting item  
8 or open for discussion.

9 For a backdrop I think all of us want this  
10 school to first, you know, to have higher  
11 passing ratings. And as far as secondary, we  
12 want the school to flourish.

13 There's some concerns about where the  
14 school is located, given all the development  
15 around it. And the enrollment -- catch me on  
16 my facts if I'm wrong -- the enrollment has  
17 declined over the last couple of years and we  
18 -- am I wrong, it hasn't declined?

19 MR. ROBINSON: It nationally has, but it's  
20 been pretty stable.

21 CHAIRMAN LAWSON: It's stable at our  
22 school?

23 TRUSTEE WASHINGTON: Absolutely.

24 CHAIRMAN LAWSON: So that's not accurate.

25 So enrollment is stable.

1 But we want to see the performance of the  
2 school improve. And I know that starts with  
3 the dean situation and then from there, you  
4 know, that person has to, you know, do their  
5 assessment and then start to share with you and  
6 the president around where they want it to go.

7 But we keep it -- we want to keep it on  
8 the forefront because it's a valuable resource  
9 to the University.

10 For those of you that know the history and  
11 how we lost it and how we were able to regain  
12 it, but it had to be outside of Tallahassee.  
13 That was the agreement that was struck.

14 So it's a valuable, valuable asset for us  
15 to have that professional --

16 TRUSTEE LAWRENCE: You mentioned the  
17 territory we're in, Orlando. I'm certainly  
18 aware of the history, but what's the current  
19 challenge there and the territory?

20 CHAIRMAN LAWSON: The large number of  
21 economic development going on around the law  
22 school, some percentage divides Central Florida  
23 and Valencia. It's just the situation where,  
24 you know, they're having law-related programs  
25 literally in our back door.

1 MR. ROBINSON: Yeah, so UCF has a downtown  
2 campus now just, I mean, you can walk within 10  
3 minutes.

4 TRUSTEE LAWRENCE: But Orlando is a given,  
5 as far as we know, and will be a given, as far  
6 as we know, in terms of location, right?

7 CHAIRMAN LAWSON: Well, yes and no. Like  
8 there's always this issue of duplication of  
9 state resources in the same city.

10 MR. ROBINSON: It was mandated in that the  
11 law school be somewhere on the I-4 corridor.  
12 And there are several cities, including this  
13 one that --

14 TRUSTEE LAWRENCE: What law schools fit in  
15 the I-4 four corridor? Barry has a law school  
16 there.

17 MR. ROBINSON: It was -- it had to be --  
18 my understanding is that it was --

19 TRUSTEE LAWRENCE: Well, what else is in  
20 that corridor?

21 TRUSTEE MARCIETTE: Stetson.

22 TRUSTEE MILLS: So to be clear, this  
23 really should be looked at -- I get the concept  
24 that there's potential competition for him,  
25 potentially is that where you're headed?

1 But UCF doesn't have a law school, right?

2 So to be more clear, this is really more about  
3 our ability to take advantage of the  
4 opportunity that's there, right?

5 They're bringing infrastructure, resources  
6 and talent pools. And what we need to do is  
7 execute and step up to actually take advantage  
8 of the opportunity.

9 We've been invited to the table many, many  
10 times with zero follow-up. And so, yes, we're  
11 starting to kind of get a bad reputation.

12 Like, you keep coming to the party and never  
13 bringing a gift.

14 So we've got to change that around. And  
15 if we do that, that opportunity still exists.  
16 We should be thinking positively about all the  
17 infrastructure -- all the stuff that's being  
18 built around.

19 CHAIRMAN LAWSON: We need to understand --  
20 you know, how do we take advantage of those  
21 opportunities, you know. And maybe there needs  
22 to be a catalyst for that, as well. I know  
23 you've had some discussions, but I think the  
24 question is, how do we and what role can we  
25 play in that development.

1       Because, you know, I just -- you know, for  
2       me, I think it is a huge asset for us to have.  
3       And I think that we own the responsibility for  
4       making sure that it flourishes, right.

5       And so I think the question is, how do we  
6       take advantage of those opportunities. We  
7       clearly know, you know, the dean search is out  
8       there. So getting that person in place and  
9       having him or her, you know, establish their  
10      priorities.

11      But it's one of those things where, you  
12      know, we want it to be strong. You know, it's  
13      not -- it's not in Tallahassee. It's in  
14      Orlando, but we want it to be strong and  
15      flourish.

16      TRUSTEE DORTCH: Leadership is everything.  
17      You look at how North Carolina is sitting, it's  
18      flourished in its law school. There are  
19      Maynard Chaps in the world who graduated from  
20      them, Thurgood Marshall, Howard, Southern  
21      University Law School that's strong. I think  
22      leadership has got to be first and foremost.  
23      You've got to have top leadership at the top in  
24      terms of the dean and the faculty because  
25      you've got also people who are going to draw

1 individuals to the school.

2 And I think that's -- we've had a long gap  
3 in that for a long time. So that's got to be a  
4 priority.

5 But when you look at the engineering  
6 school we had that we kind of quasi-have. Then  
7 you look at the pharmacy school and the school  
8 of business. We've got all of the makings to  
9 be one of the best universities in the world.

10 We've got all the components that we talk  
11 about how do we feel, but it's got to be  
12 excellence in terms of leadership in all those.

13 And I know the president is trying to move on  
14 that, but that becomes the single most  
15 important factor to really move.

16 CHAIRMAN LAWSON: I agree, Tom. And I  
17 think the other thing we need to look at, too,  
18 is what infrastructure are we bringing to them  
19 from Tallahassee?

20 You know, so fundraising is an example.  
21 Where do they fit into our fundraising  
22 strategy? Do they fit into our fundraising  
23 strategy?

24 You know, so I think it's -- you know,  
25 it's not about them not being part of FAMU.



1 But how do we more ingratiate them? How do we  
2 more engrain them?

3 And in Dr. Friday-Stroud's fundraising  
4 strategy there's a component for the law school  
5 and there's a -- I don't know if there's a  
6 fundraiser for the law school or not, but they  
7 fit into that.

8 In recruiting through Hudson, there's a  
9 connectivity point to the law school as you're  
10 out, you know, looking at students and we run  
11 into, you know, this graduate student and  
12 another person that may be a good candidate.

13 Are we, you know, cross-following people.  
14 The answer might be yes. But I just think, as  
15 my wheels start to turn on, you know, we want  
16 them to be better, but we also have to invest  
17 in them and make sure we're connected with them  
18 to be better and then leverage these little  
19 opportunities.

20 So it's more, I think, of an opportunistic  
21 discussion around, you know, this is a  
22 prize-possession of hires. How do we make it  
23 better. You know, I mean, first we talk about  
24 licensure passage rates and how we -- what  
25 programs do they need in place to rise to that

1 goal, et cetera.

2 So start there and then fundraising, other  
3 things. How do we continue to drive this  
4 engine, you know, that we have?

5 TRUSTEE WOODY: Well, I think Trustee  
6 Mills is the leader in that whole development  
7 concept with downtown in Orlando.

8 My concern is that when Trustee Perry and  
9 I went down there just concern -- and this is  
10 for when we get -- we select someone to be the  
11 dean there, they have to be aggressive.  
12 Aggressiveness and get involved in the  
13 community process.

14 Because we've got, just like you said,  
15 you've got Valencia. You have UCF right around  
16 us. And they came -- on the date that we had  
17 the meeting down there, the subcommittee  
18 that -- the committee that you put Trustee  
19 Perry and I in on, they came and gave a  
20 personal, I think because of Trustee Mills, a  
21 personal plea for us to get involved in the  
22 process. And I'm not so sure that we followed  
23 up on that.

24 TRUSTEE DORTCH: Georgia State University  
25 started its law school I guess now maybe 10 or

1 15 -- 15 years ago.

2 But the University of Georgia, Emory and  
3 Mercer were the standard there. University of  
4 Georgia blew everything. And then Georgia  
5 State came in and within a decade had the  
6 highest passing rate of every graduate of the  
7 law school and outperformed all three of those  
8 schools and been there for decades.

9 So it's also the amount of studying and  
10 success. How did they do that? How did they  
11 go to that point?

12 And then you take Albany State. Albany  
13 State started a nursing program. Their  
14 students pass with the highest rate passing in  
15 the nursing exams of all the schools that had  
16 nursing programs, that included Emory and all  
17 this.

18 So you look at success, but in the law  
19 school case how did Georgia State do that? I  
20 mean, you've got to ask yourself and have those  
21 conversations. And Georgia didn't even want  
22 them to have it. Emory didn't want them to  
23 have it.

24 CHAIRMAN LAWSON: I think this is a great  
25 dialogue, but I think this could also be like

1 we were talking earlier like, you know, a  
2 couple marquee programs you want to be known  
3 for. You know, law could become one of those,  
4 right?

5 So I threw it on there as a thought  
6 provoking topic but I think it's one that we  
7 need to get our arms wrapped around how we do  
8 it. You know, I know probably right now it's  
9 not a lot to be done until the leadership comes  
10 on board. But I think we need to have some,  
11 you know, real solid dialogue around what do we  
12 want to be when we grow up, right? How do we  
13 get there? What are all the connecting points.

14 I even think about but -- you know, and  
15 I'm not a lawyer but, you know, the internships  
16 and clerkships in the community, how strong is  
17 our reputation as we send our students out into  
18 the community? I don't know.

19 TRUSTEE CAVAZOS: Well, it's very strong  
20 in terms of the -- field case manager,  
21 externships and our students are getting some  
22 great jobs right now. Because I can talk about  
23 there's 2000 19/20 graduates, most of them have  
24 some type of legal job.

25 And so we are strategically located for

1 that reason, even though they're building  
2 around us, we shouldn't be afraid of who's  
3 coming in, because that could be another fear  
4 to the law school of getting top students.

5 I've been at the table with them a number  
6 of times and it never went anywhere because,  
7 you know, leadership.

8 So that's very key in where we're going in  
9 the dialogue that we've had. But I let the  
10 legal clinic programming for things that we  
11 wanted to do, it never manifested because of  
12 money. They couldn't do matching grants or  
13 whatever it was.

14 And we need someone who is not afraid to  
15 take that step. And, of course, the support of  
16 the University in terms of matching grants  
17 because of it. We could have gone in a lot  
18 further in terms of community connections and  
19 it just wasn't.

20 CHAIRMAN LAWSON: So I just think, you  
21 know, just the message is, I think, from this  
22 board, and this is a nonvoting issue, but I  
23 think clearly we have an interest in elevating  
24 the stature of the school and programming in  
25 that market.

1       And I know it sounds like we're getting  
2       pressed for time, but I wanted to dive into  
3       fundraising for a second, if I could. Just  
4       because it's such an important monster for what  
5       we do.

6       For me, one of the challenges for  
7       fundraising has been, I was confused over who  
8       was doing what for what. And what I mean by  
9       that is, you know, there's the athletic thing,  
10      there's capital campaign for FAMU rising,  
11      there's NAA, save our students.

12      So what I asked Dr. Friday-Stroud for was  
13      just some clarity around who's doing what for a  
14      particular initiative, so that if a person  
15      wants to give a dollar to science-related  
16      activity, they know where to go. If they want  
17      to give a dollar to athletics, they know where  
18      to go. If they want to give a dollar to  
19      student scholarship, they know where to go. I  
20      feel like she made some progress there,  
21      probably a little more work to be done.

22      But I just think that all of us kind of  
23      agree. And it's hard to put it into words, but  
24      our brand is stronger than the resource pool  
25      we're bringing in, for lack of a better term.

1        So how do you -- how do you harness that  
2        brand power to bring in more dollars, private,  
3        corporate, foundations, et cetera?

4        I'm not a fundraiser. I don't know the  
5        answer. But I think we need some more time  
6        diving into that opportunity.

7        Dave has always said to me -- you know, I  
8        tell Dave, Dave, we just brought in X millions  
9        of dollars. He'll say to me quietly over the  
10       phone, so. It's not that much.

11       So I think that we need to really look  
12       at -- and granted, we're fortunate to have the  
13       135 million in the endowment. That's a great  
14       thing. But how do we bring in more given the  
15       footprint, the cache of the brand FAMU? How do  
16       we leverage that to bring in more dollars? I  
17       don't know the answer to it, but definitely  
18       want to spend some time on it.

19       TRUSTEE WOODY: I was sitting at my desk  
20       one day, and I was just counting up -- but I  
21       went to my home computer and looked up stars  
22       and things and persons that graduated from  
23       FAMU. There was over 60 people still living.  
24       And for the life of me, I can't understand --  
25       and this is not being critical -- but for the

1 life of me I can't understand why we have not  
2 reached out, and from their standpoint since we  
3 love FAMU, that they're not giving more towards  
4 the institution.

5 MR. ROBINSON: I guarantee there's not a  
6 matter that I haven't reached out.

7 TRUSTEE WOODY: Okay. Good.

8 MR. ROBINSON: We have a very exhaustive  
9 list and we've prioritized people that we've  
10 reached out to. There are a set rules  
11 prohibiting those and at the level that they  
12 could do is where the challenge is. It's one  
13 of the questions we had --

14 TRUSTEE MILLS: You have to speak up.  
15 Sorry.

16 MR. ROBINSON: You know, he's had two or  
17 three maybe -- President Howard had  
18 four percent of allotment.

19 Ours, you know, we are approaching that  
20 level and, you know, we don't miss anybody. In  
21 particular, we don't miss those persons that we  
22 know how to passionately give millions of  
23 dollars. So that's what I focus on primarily.  
24 Those are the individuals that I focus on.

25 We could -- you know, we've got to talk or



1 put a proposal in front of all them and market  
2 some of them.

3 But I do think that, you know, for the  
4 ones who give, they give. But it's the same  
5 ones year in and year out and we're kind of  
6 wearing them down. We have to expand in that.

7 But I will say this, though, there are a  
8 lot of other sources of revenue of sources and  
9 funds and gifts outside of the alumni. But I  
10 think if we're really going to turn giving  
11 around with FAMU, we're going to have to leave  
12 it within our own ranks.

13 And so we can be exempt on ourselves.  
14 Alumni giving -- I'll tell you, when I go to  
15 one of these foundations outside of the  
16 university friends, the first question I get is  
17 what are you doing. You know, they want to  
18 know. And, in particular, the foundation.

19 I have good news to share with them on all  
20 this. But then they know that the numbers  
21 don't add up to exactly 125 endowment FAMU for  
22 an institution with 70 to 80,000 graduates.

23 The other misconception is that although,  
24 you know, a lot of institutions receive monies  
25 from corporate entities, et cetera, it's a lot

1 of who's working those channels, too. They're  
2 the ones working and making that happen, too.

3 And so it's the right giving and using an  
4 influence where they were and then a sphere in  
5 which to penetrate those.

6 You know, we want to know who you know.  
7 And we've worked with Dave to get his -- you  
8 know, he's invested in a lot of those  
9 leadership people. And we need you to open up  
10 your Rolodex, too.

11 But the misconception is is that somebody  
12 else is going to fall out of the sky and take  
13 care of FAMU. We need to leave no stone  
14 unturned. And that's the best question, are we  
15 doing our part?

16 TRUSTEE MILLS: Have we ever done  
17 independent studies of why people don't give?  
18 So of the 90 percent of people who don't give,  
19 do we understand why not?

20 MR. ROBINSON: Yes. That seems to be, you  
21 know, two major issues. The primary one that I  
22 keep hearing within our ranks, is I had a bad  
23 experience in financial aid. You know, the  
24 shower didn't work in the dormitory. You know,  
25 I know I should have gotten an A out of the

1 class and I got a C.

2 And what we try to tell people is that, in  
3 spite of all of that your degree from FAMU got  
4 you here or there. So the primary answer from  
5 what we've seen is people not associating some  
6 bad experiences with the justification for not  
7 giving.

8 On the other hand, I believe --

9 TRUSTEE MILLS: And do you have that  
10 report that we could see, or that research that  
11 we can see?

12 MR. ROBINSON: I'll look it up. But I  
13 want to know, Trustee Mills, is that there's  
14 a -- there's a lack of appreciation for the  
15 whole idea of giving back.

16 When you've been a recipient of so much,  
17 maybe the culture hasn't been engrained in you  
18 to give, except for at the church, right.

19 You think you've done your part. You're  
20 in this or that organization and you've given.  
21 But this idea of, you know, you've given until  
22 you're numb, hasn't been engrained in some.

23 TRUSTEE MILLS: Yeah, you hear that a lot  
24 with international students, but I've actually  
25 never heard that among Americans. But that's

1 interesting -- an interesting concept.

2 TRUSTEE LAWRENCE: One, in my view, has so  
3 much to do with relationships. People give to  
4 people. We need to work harder in that area.

5 As a graduate of the University of Florida  
6 where there's a \$3 billion campaign going on  
7 now. And I don't have any expectations of that  
8 sort. But \$11 million is significantly less  
9 than we can do.

10 The extraordinary thing that FAMU has that  
11 I did not realize until I went on the board  
12 three years ago, the loyalty to this school is  
13 stunning, more so than the University of  
14 Florida, I can promise you. And people do love  
15 being gators and so forth.

16 But I learned from people all the time in  
17 South Florida. They went to FAMU. It is a  
18 highlight of their whole lives. And there have  
19 got to be those people who are going to give us  
20 more or give us something.

21 There are also people that are, in my  
22 view, who are outside the African-American and  
23 black communities, who, if told the story and  
24 heard it and cultivated it over a period of  
25 time would love to see this school succeed in

1 big ways. But we have to start thinking bigger  
2 in order to make that happen.

3 CHAIRMAN LAWSON: I agree. That's good.  
4 Thank you.

5 So ladies and gentlemen, this has been,  
6 you know, in my mind a very productive morning  
7 session. I do want to thank the staff for  
8 organizing it and I want to thank our  
9 facilitators. I want to thank the president  
10 and the board for providing commentary input as  
11 we walked through the review, as well as the  
12 board assessment.

13 At this point what we'd like to do is  
14 transition to the next phase, which is a trip  
15 to Brooksville. It's not required. If you  
16 don't feel like riding the bus, please, you  
17 know, stay back. But please join us for dinner  
18 at 6:30.

19 There's room on the bus for staff, if you  
20 would like to join us for the ride out to  
21 Brooksville. If not, please stay back, get  
22 work done. But please join us for dinner at  
23 6:30 at Jackson's.

24 Linda, Jackson's is the name of the  
25 restaurant? It's right next door.

1 MRS. BARGE-MILES: Yeah, when you come

2 back you just walk right next door.

3 CONTINUED IN VOLUME II

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