



2023 Board Assessment

Florida A&M University (FAMU)

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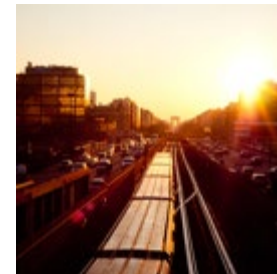
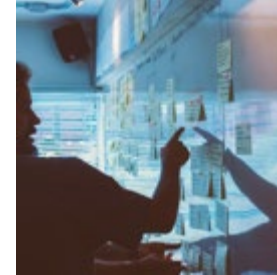
Wednesday, August 2, 2023

8:30 A.M.

Orlando, Florida

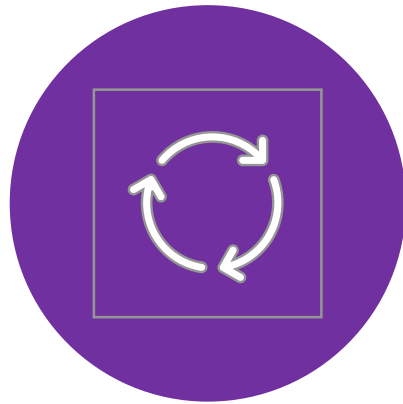
OBJECTIVES

- Create Community
- Review Board 2023 Assessments
- Review Implications
- Review Opportunities to Enhance Board Effectiveness

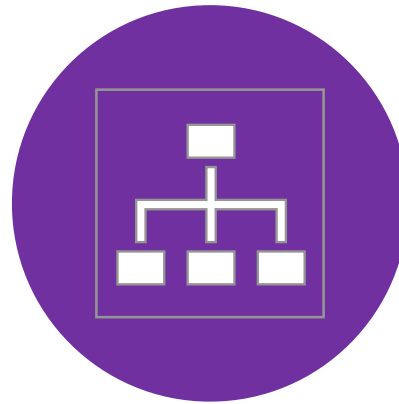




EXERCISE: Creating Community and Alignment



**HOW DO YOU WANT YOUR
TENURE TO BE
REMEMBERED?**



**WHAT IS YOUR PERSONAL
GOVERNANCE PHILOSOPHY?**



**WHAT IS THE FAMU BOARD'S
GOVERNANCE PHILOSOPHY?**



Sample Board Governance Philosophy

- **The board deliberates with many voices and governs with one.** The board will govern with...
 - An emphasis on outward vision rather than on an internal preoccupation.
 - Strategic leadership rather than just oversight and administrative detail.
 - Future orientation rather than past or present.
 - A proactive rather than reactive approach.
 - A focus on outcomes.
- **The board will encourage...**
 - Diversity in viewpoints.
 - Collective rather than individual decisions.
 - A clear distinction between the roles of the Board and the President.
- **The rules contained in Robert's Rules of Order Newly Revised shall govern *FAMU* in all cases to which the rules are applicable and in which they are not inconsistent with the Florida Code or any special rules of order that the board may adopt.**



HABITS OF HIGH-PERFORMING BOARDS

**Governance
Philosophy**

**Clarify and
Define
Board-
President
Leadership
Roles**

Relationships

- Steward the Board-President Relationship
- Board Member Relationships
- Key Stakeholder Relationships

**Determine
Strategic
Imperatives,
i.e., Big
Rocks**

- *Prioritize the
Priorities*

**Determine
Information
Needed to
Govern**

**Conduct
Concurrent
Board and
President
Assessment**



FAMU BOARD ASSESSMENT 2023



WHY ASSESS?

Through assessment and a plan to address the findings, a board holds itself accountable and promotes stronger board performance.

Board assessments:

- Help members understand their individual and collective responsibilities and boundaries;
- Clarify mutual expectations;
- Help reveal the strengths and challenges of the board's culture, dynamics, and behavior;
- Encourage the board to reach a consensus about its goals and focus on strategic priorities;
- Determine whether board organization, structure, and agendas are aligned with strategic priorities;
- Identify areas of concern, barriers to success, and new ways to strengthen board effectiveness; and
- Avoid governance failures and other risks to effective leadership.



Teaming Value of the Board Assessment Process

Together, trustees think critically about:

- Structure
- Performance
- Policies and Practices
- Relationships
- Trustee Responsibilities
- How to Best Fulfill Responsibilities



FAMU FLORIDA AGRICULTURAL AND MECHANICAL UNIVERSITY

Board of Trustees' Self-evaluation (2022-23)

A descriptive report of the results for the 2022-23 Board of Trustees' Self-evaluation

Report prepared by:
FAMU DIVISION OF STRATEGIC PLANNING, ANALYSIS AND INSTITUTIONAL EFFECTIVENESS

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FAMU BOARD MAJOR ACCOMPLISHMENTS 2023

SUMMARY OF BOARD MAJOR ACCOMPLISHMENTS 2023



RESOURCES:

The Board successfully advocated to secure funding from the legislature; the University met targets for performance-based funding and exceeded the giving goals.

LICENSURE PASS RATE:

The Board guided and supported Nursing and Law Program improvement plan; and increased awareness of the College of Law challenges.

ORGANIZATIONAL DEVELOPMENT:

The Board established a data enabled key outcomes driven Talent and Culture Committee w/ a focus on accountability, human capital, customer service, campus security and establishment of COO position.

STRATEGIC/ MASTER PLAN:

Aligned strategic plan and improved operational efficiency and effectiveness achieved; established strategic planning process, adoption and launch of a five year Strategic and Master Plan with budget and construction oversight resulted in support of housing expansion via acquisition and investment and #1 rated HBCU University Housing.

COMPLIANCE/ GOVERNANCE

Audit compliance improved and University-wide compliance and governance overall performance improved.

ATHLETICS:

Collaborated with President on problem analysis, and corrective action plan to address; compliance and academic issues and on-campus housing move-in readiness and availability.

AVERAGE SELF-RATED PERFORMANCE BY SCORE

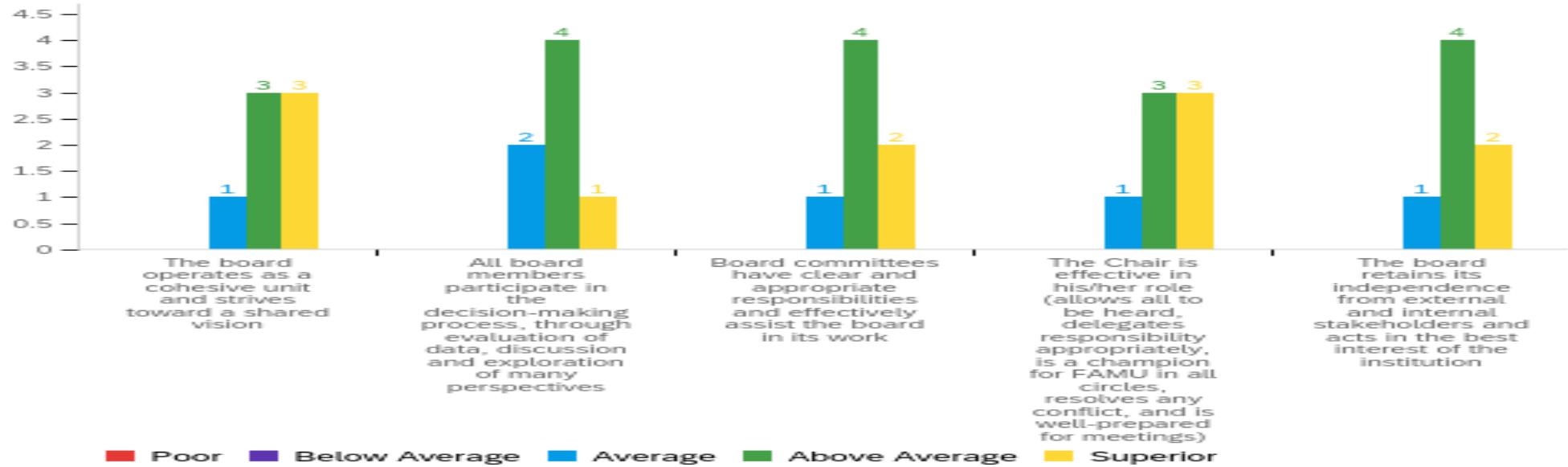


Summary Table	Section Average 2021	Section Average 2022	Section Average 2023*
Board Organization, Governance, and Leadership	4.5	4	4.1
Board Relations	4.3	4	4.0
Policy	4.1	3.9	3.9
University Operations and Performance	4.3	4.1	3.9
Institutional Sustainability	4.2	4	4.1
Board Education	3.9	3.5	3.3

Board Organization, Governance, and Leadership



Responses



2020-2021 Response Average	2021-22 Response Average	2022-23 Response Average	Board Organization, Governance and Leadership	Number of Responses by Level				
				Poor	Below Average	Average	Above Average	Superior
4.4	4.0	4.3	The board operates as a cohesive unit and strives toward a shared vision	0	0	1	3	3
4.4	4.0	3.9	All board members participate in the decision-making process, through evaluation of data, discussion and exploration of many perspectives	0	0	2	4	1
4.6	3.8	4.1	Board committees have clear and appropriate responsibilities and effectively assist the board in its work	0	0	1	4	2
4.6	4.3	4.3	The Chair is effective in his/her role (allows all to be heard, delegates responsibility appropriately, is a champion for FAMU in all circles, resolves any conflict, and is well-prepared for meetings)	0	0	1	3	3
4.6	4.0	4.1	The board retains its independence from external and internal stakeholders and acts in the best interest of the institution	0	0	1	4	2

TRUSTEE OBSERVATIONS



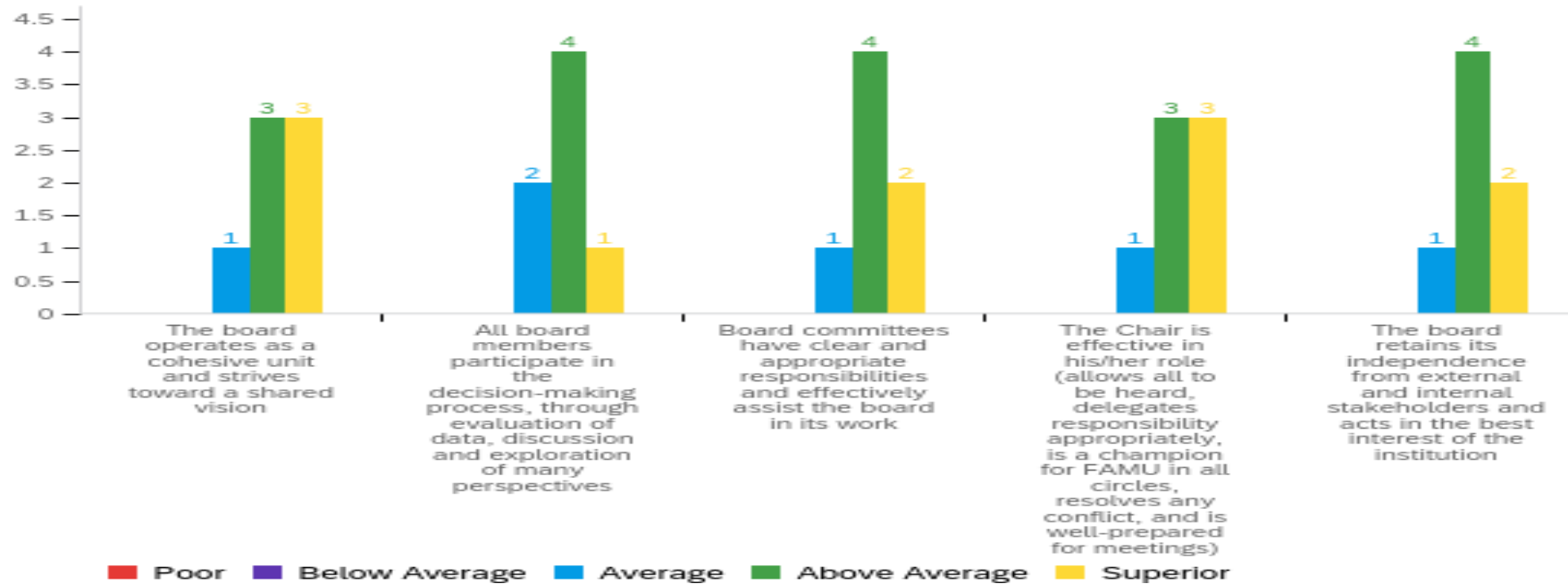
BOARD ORGANIZATION, GOVERNANCE, AND LEADERSHIP

- This board operates very well provided the restricted SUS Governing Rules for BOT members of State Institutions.
- The Board needs to get to know each other better as individuals. We need to as a board be better managers of time.
- I feel the board is high functioning and very engaged. Committees are well represented, and the mission is clear. An opportunity would be to revisit this on an annual basis and update as needed.
- We have learned each others talents and what each member brings to the board. The committees work well with the faculty in finding solutions to the problems and opportunities for improvement.

Board Organization, Governance, and Leadership



Responses

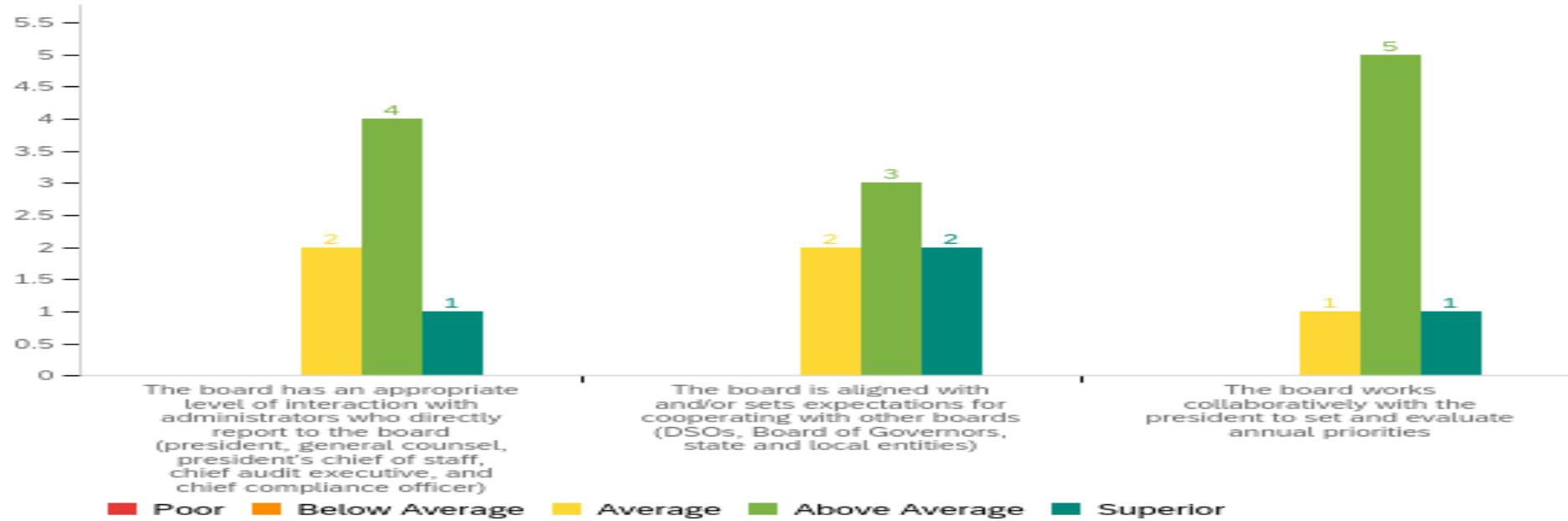


Over the past three years the Board has consistently maintained ratings of 4.6-4.0 on Board Organization, Governance, and Leadership. Concurrently, there has been a consistent decline in Board member participation in the decision-making process through evaluation of data, discussion, and exploration of multiple perspectives 4.4 – 3.9 . It is imperative that the Board develops initiatives to embed this in the FAMU Board’s DNA.



Board Relations

Responses



2020-2021 Response	2021-22 Response	2022-23 Response Average	Board Relations	Number of Responses by Level				
				Poor	Below Average	Average	Above Average	Superior
4.3	4.0	3.9	The board has an appropriate level of interaction with administrators who directly report to the board (president, general counsel, president's chief of staff, chief audit executive, and chief compliance officer)	0	0	2	4	1
4.1	4.0	4.0	The board is aligned with and/or sets expectations for cooperating with other boards (DSOs, Board of Governors, state and local entities)	0	0	2	3	2
4.6	4.1	4.0	The board works collaboratively with the president to set and evaluate annual priorities	0	0	1	5	1

TRUSTEE OBSERVATIONS



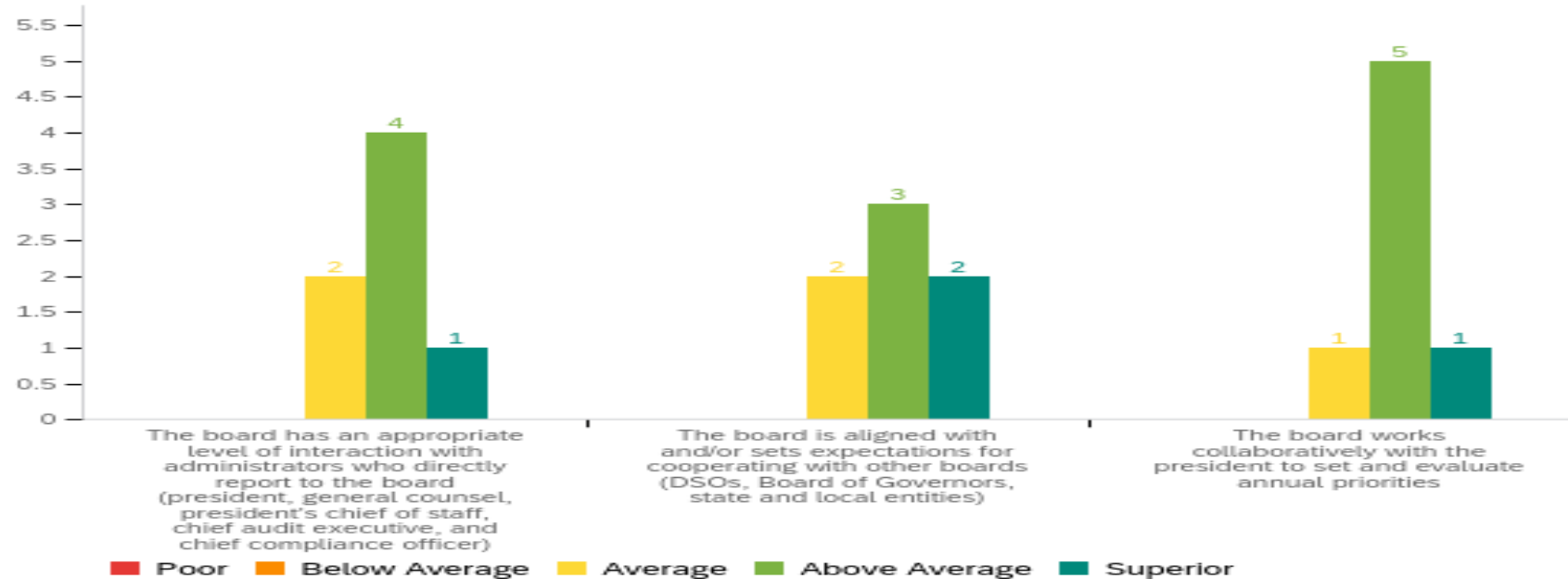
Board Relations

- It's important for board members to use 'a noses in fingers out' approach to balance our role in governance, and not day to day operations. Sometimes board members get immersed in operational details. We should remain focused on governance, strategy, and accountability.
- Same comments, this board performs very well provided the restrictive SUS Governing Rules in place for State Institutions.
- Board was integral in working with the President on the Universities strategic plan. Board also has full access to staff and others at the University to support initiatives and to collaborate on areas of interest of opportunities to the University.



Board Relations

Responses

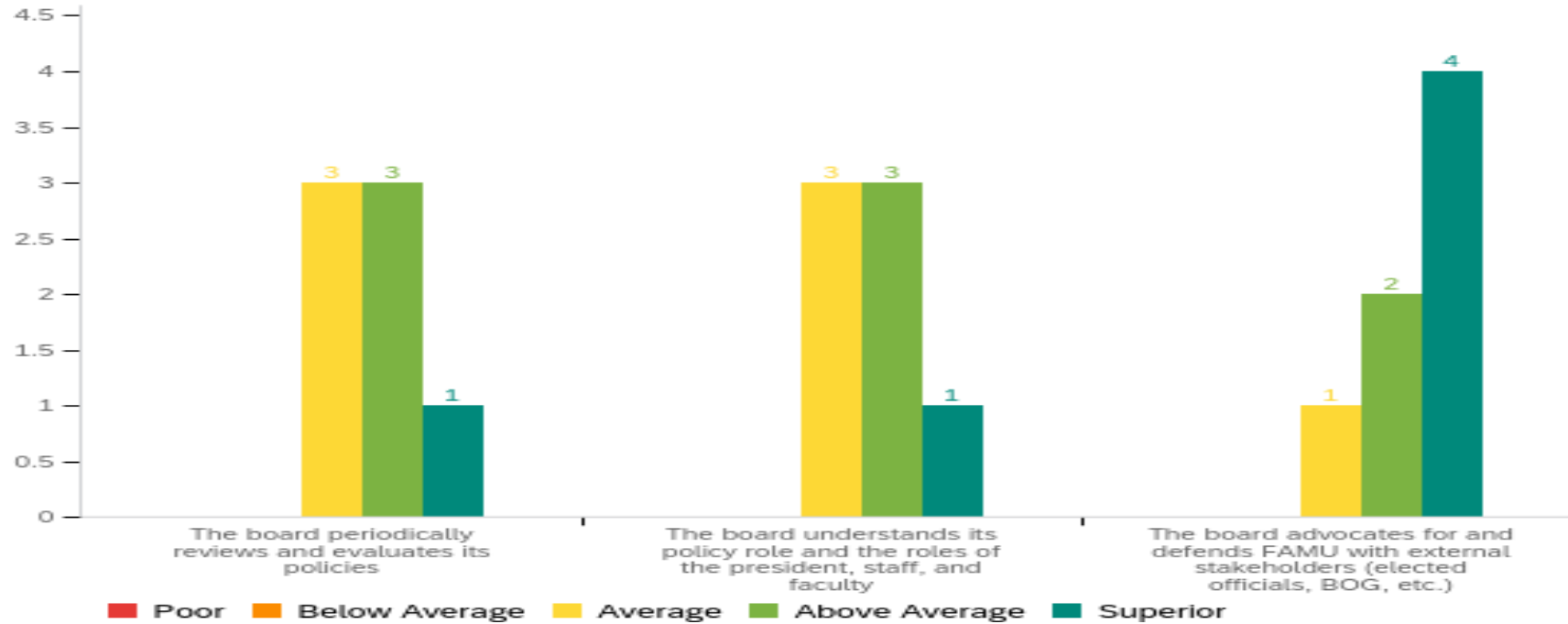


Over a three-year period, these ratings have declined while remaining in the 4.0 range. However, appropriate level of Board interaction with president's direct reports average rating is 3.9 down from 4.0 in 2022 and 4.3 in 2021. This suggest a downward trend. The Board should examine this and determine the implications.

POLICY



Responses



2020-2021 Response Average	2021-22 Response Average	2022-23 Response Average	Policy	Number of Responses by Level				
				Poor	Below Average	Average	Above Average	Superior
3.6	3.4	3.7	The board periodically reviews and evaluates its policies	0	0	3	3	1
4.3	4.1	3.7	The board understands its policy role and the roles of the president, staff, and faculty	0	0	3	3	1
4.5	4.3	4.4	The board advocates for and defends FAMU with external stakeholders (elected officials, BOG, etc.)	0	0	1	2	4

TRUSTEE OBSERVATIONS



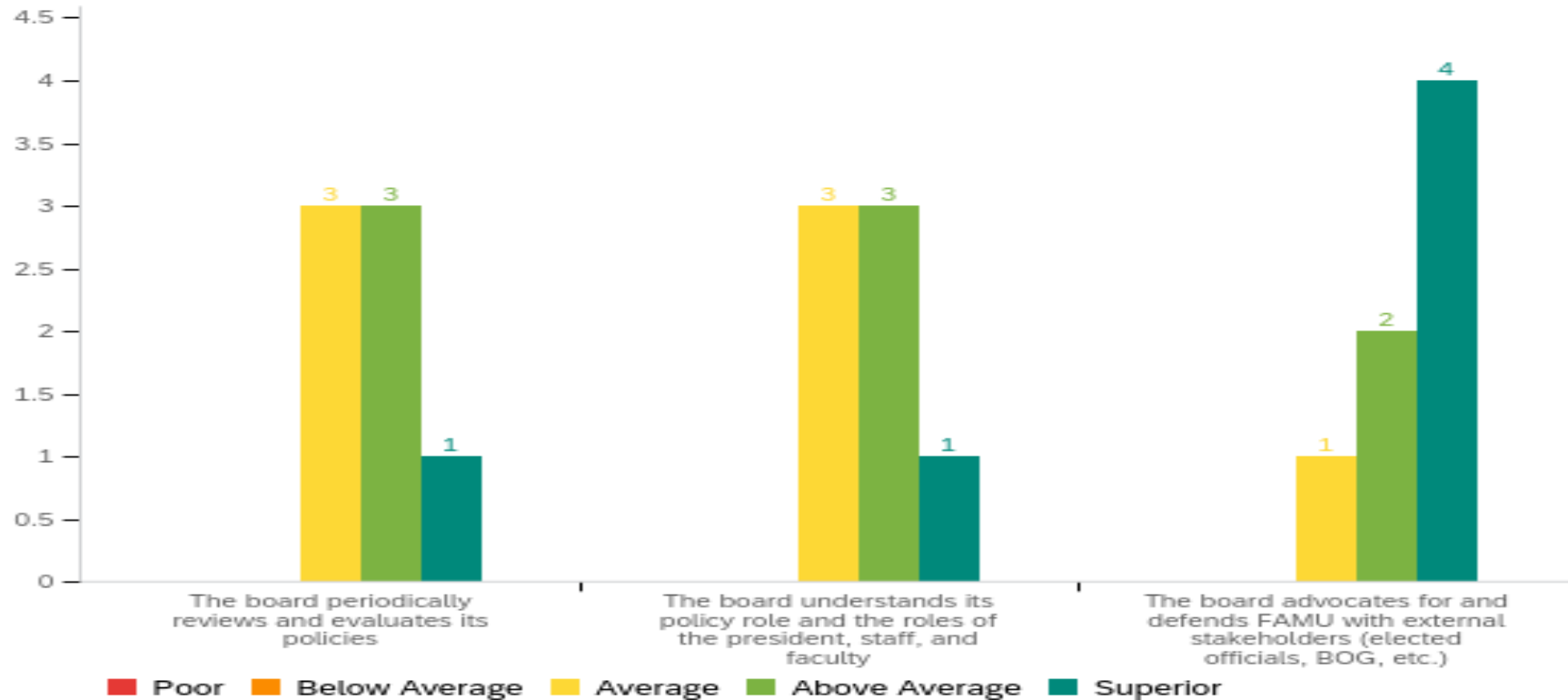
POLICY

- Same comments, this board performs very well provided the restrictive SUS Governing Rules in place for State Institutions.
- Board does an annual review of policy, governance and its remit at the annual retreat.
This is facilitated by an external consultant that has deep knowledge in this area and demonstrates an unbiased view of what good looks.
- We clearly understand policy verses operational roles. The President is our only employee and he is held accountable for the execution of the strategy and polices established by the board and board of Governors.

POLICY



Responses

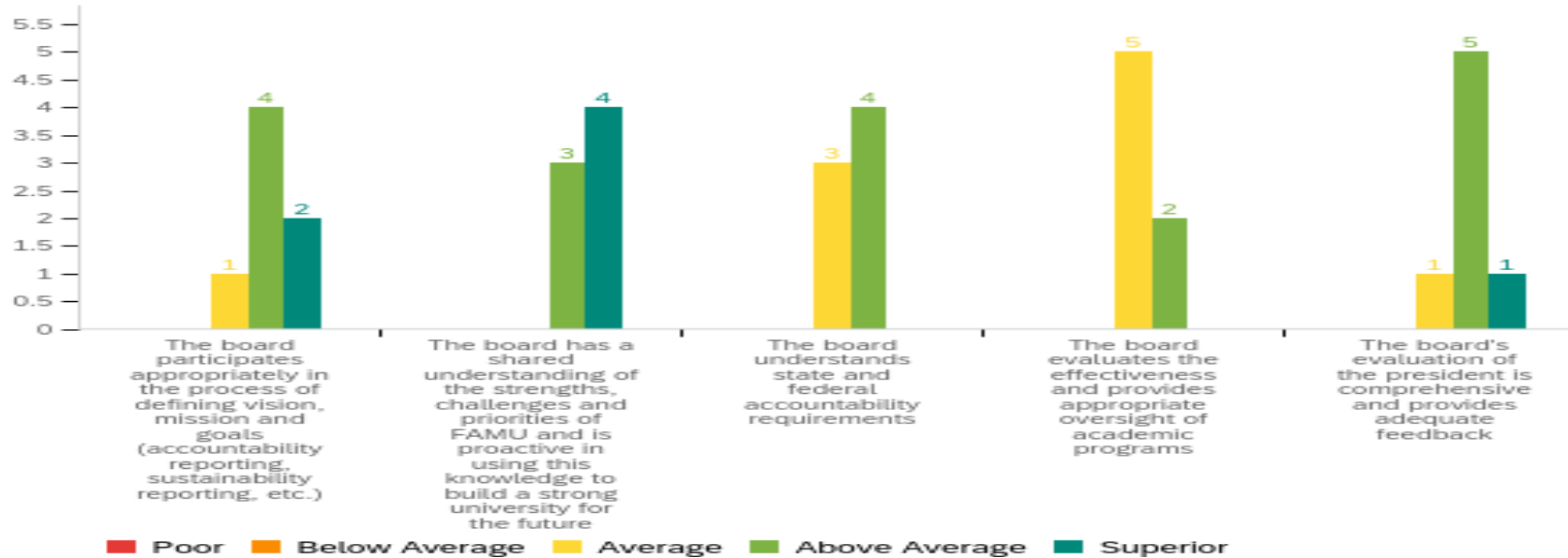


The average rating of 3.4 – 3.7 over a three-year period bears some attention given policy is a critical and principal role of the Board. The second factor has declined from 4.3 to 4.1 and now 3.7 relative to the board understanding its role, president, staff and faculty. Perhaps a systematic policy process review is implicated.



University Operations and Performance

Responses



2020-2021 Response Average	2021-22 Response Average	2022-23 Response Average	University Operations and Performance	Number of Responses by Level				
				Poor	Below Average	Average	Above Average	Superior
4.5	4.2	4.1	The board participates appropriately in the process of defining vision, mission and goals (accountability reporting, sustainability reporting, etc.)	0	0	1	4	2
4.6	4.2	4.6	The board has a shared understanding of the strengths, challenges and priorities of FAMU and is proactive in using this knowledge to build a strong university for the future	0	0	0	3	4
3.9	3.8	3.6	The board understands state and federal accountability requirements	0	0	3	4	0
4.3	4.3	3.3	The board evaluates the effectiveness and provides appropriate oversight of academic programs	0	0	5	2	0
4.4	4.0	4.0	The board's evaluation of the president is comprehensive and provides adequate feedback	0	0	1	5	1

TRUSTEE OBSERVATIONS



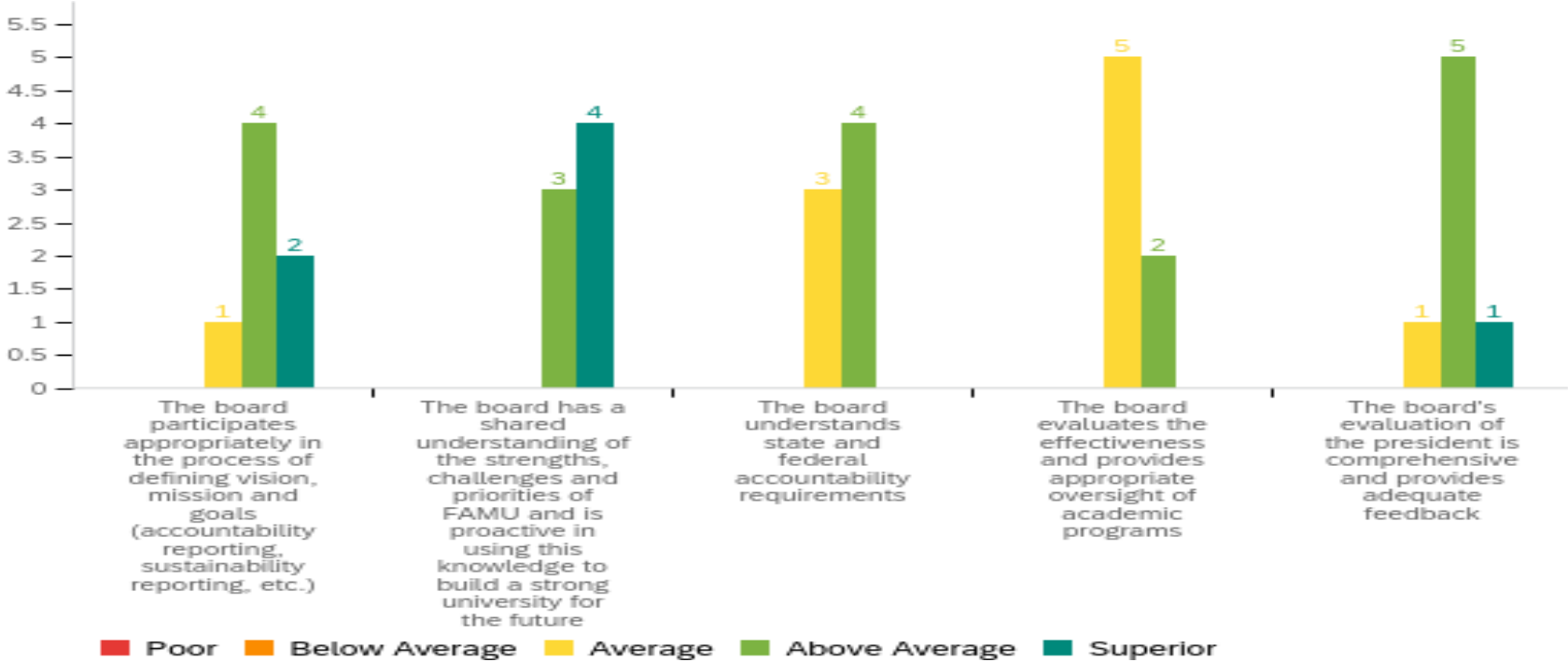
UNIVERSITY OPERATIONS AND PERFORMANCE

- Same comments, this board performs very well provided the restrictive SUS Governing Rules in place for State Institutions.
- As mentioned, the board was highly engaged in the strategic plan and this is a part of the annual planning retreat. This includes all areas of risk, compliance and governance. The board routinely targets hot spots in the organization for additional review to ensure we are supporting appropriately, such as the committee on Law, Athletics and Licensure programs. I do feel we have opportunities to go deeper in the other academic programs to support those that are doing good so that we could move them to great.
- I would like to see more engagement around the future market needs to help drive curriculum decisions to ensure our students are prepared for the jobs of the future.



University Operations and Performance

Responses



The average rating over a three-year period range from 4.6 – 3.3. The 2023 average rating of 3.6 on the state and federal accountability requirement and 3.3 on effectiveness of the Board in oversight of academic program warrants **SPECIAL FOCUS AND IMMEDIATE AND PERSISTENT ATTENTION.**



Practical Fiduciary Duties: CRITICAL BOARD RESPONSIBILITIES

Critical Board Responsibilities





FIDUCIARY DUTY: ACADEMIC QUALITY AND ACCREDITATION



EXERCISE: Ensuring Academic Quality

- Select a partner and share your answer(s) to this question.

As a Trustee responsible for ensuring academic quality, how does the Board know that graduates of FAMU have the competencies that their diploma represents?



Board's Role in Academic Quality

Board's role in academic quality:

- Governing boards broadly define the educational mission of the institution, determine generally the types of academic programs the institution shall offer to students, and are ultimately accountable for the quality of the learning experience.
- While academic administrators and faculty members are responsible for the execution, boards cannot delegate away their governance responsibility for educational quality.
- The board's responsibility is to recognize and support the faculty's leadership in continuously improving academic programs and outcomes, while also holding them – through institutional administrators – accountable for educational quality.



Board's Role in Academic Quality con't

- Educate yourself and ensure that policies and practices are in place to promote academic quality.
- Ensure student learning is assessed, reported, and acted upon.
- Ensure that financial resources are available to support academic quality.
- Understand the academic programs.



Governing Boards: Student Learning Outcomes...Assessment = STUDENT SUCCESS

- Although oversight of educational quality is a central component of governing board's fiduciary responsibility, boards must exercise restraint when acting in the realm of academic affairs.
- Notwithstanding restraints, boards need to be well informed on issues of educational quality, performance, assessment and the exercise of appropriate oversight.
- Boards encounter two challenges in fulfilling this fiduciary responsibility:
 - Unfamiliarity with curriculum and pedagogy; and
 - A lack of clarity surrounding appropriate board oversight of academic affairs.



Governing Boards and Student Learning Outcomes Assessment *(continued)*

- Through engaged oversight of educational quality and by monitoring evidence of student success, the board can make vital contributions to the health, well-being, and future vitality of the college.
- Boards have the ultimate responsibility for the institution's assets and activities, including its core values, strategic vision and academic mission.
- Although the faculty and academic leadership are operationally responsible, questions of student success – including learning, personal development and degree completion – are critical to mission attainment and are, therefore, central to the role and responsibilities of the boards.



Peter T. Ewell's "Making the Grade"

Ewell coaches boards on how to execute their assessment responsibilities. Ewell suggests a set of basic questions that can be asked about any "business":

- How good is our product (learning assessment)?
- How good are we at making our product (learning assessment)?
- Are our customers satisfied (surveys of students and employers)?
- Do we have the right mix of products (program review)?
- Do we, ultimately, make the grade (institutional accreditation)?



Ewell's Principles to Guide Boards in Assessment

- The **first principle** emphasizes a board posture of indirect engagement, with the board ensuring that an assessment is taken seriously and being mindful of the board's role “to remind faculty of their assessment responsibility.”
- The **second principle** admonishes board members to focus discussion of assessment results on strategic issues, such as maintaining and strengthening educational quality and approving new program initiatives.
- The **third principle** and most important principle is that the board should insist that the institution cultivate a “culture of evidence” in which anecdotes are minimized and assertions of learning outcomes are backed by actionable data.



EXERCISE: Culture Of Evidence

Select a partner, discuss the questions below, and prepare to share your discussion with the group.

- What questions should boards ask academic leaders to be assured that the campus is nurturing a culture of evidence that sustains continuous improvement?
- What are some documents you could review to help you determine that FAMU has a culture of evidence?



Board Challenges

- Boards underperform in the exercise of their fiduciary duty for assessment of academic performance because members do not feel competent to do so. A solution to fill the gap is for the board to periodically engage in direct contact with academic leadership and faculty members on academic and student affairs strategic and policy issues.
- **Enhanced relationships** will be an additional benefit because familiarity and interaction between board members and faculty members, **tend to diminish barriers and increase comfort levels.**
- However, **extreme caution must be utilized here to encourage the board's acting oversight and engagement while concurrently guiding the process by appropriate restraint and respect for the culture in higher education.**



PRINCIPLES TO SUPPORT THE BOARD'S OVERSIGHT OF EDUCATIONAL QUALITY



Principles to Advance Academic Quality

- The governing board should commit to developing its capacity for ensuring educational quality.
- The board should ensure that policies and practices are in place and effectively implemented to promote educational quality.
- The board is responsible for approving and monitoring the financial resources committed to supporting a high-quality educational experience.



Principles to Advance Quality *(continued)*

- The board should develop an understanding of the institution's academic programs.
- The board should ensure that the institution's programs and resources are focused on the total educational experience, not just traditional classroom activity.
- The board should develop a working knowledge of accreditation – what it is, what process it employs, and what role the board plays in that process.



President's Support of the Board

- Work with board leadership to ensure that educational quality and student-learning assessment are part of the agendas of the board and its appropriate committees, and that sufficient time is provided for discussion.
- Be sure that orientation programs for new board members include a conversation about educational goals and student-learning trends and challenges.
- Encourage the chief academic officer to foster full board engagement in discussions of matters related to educational quality; assist him or her in understanding board governance responsibilities.
- Working with the chief academic officer, establish goals related to educational quality and learning outcomes to serve as benchmarks for the institution and for the chief executive officer's performance.
- Include the board in the accreditation process in appropriate ways; be certain that the board remains informed as to current accreditations held by the institution as well as the status of anticipated accreditation reviews.
- Remain transparent with the board as to risks and opportunities facing the institution related to educational quality and outcomes, including the link between fiscal and educational decisions.
- Provide regular opportunities for discussion with the board on how the campus defines educational quality.



What Board Members Need To Do

- Become informed about the board’s responsibility for overseeing educational quality.
- Expect to receive strategic-level information and evidence on student-learning outcomes at least annually, including longitudinal data from the institution and, where appropriate, periodic comparisons with peer institutions.
- Exercise oversight over progress toward mutually agreed-upon goals for educational quality.
- Use information from the accreditation processes, program reviews, and the assessment of student learning to inform decision-making, including financial decisions.
- In meetings ask strategic questions related to educational quality—goals, processes, outcomes, improvements, trends, and any adjustments needed to improve results.
- Recognize that faculty members and academic administrators shape the approaches to assess the outcomes of student learning and that boards should not micromanage this work, but that the board is ultimately responsible for ensuring that assessment takes place and that results lead to action for improvement.
- Schedule opportunities for Board to discuss educational quality and learning outcomes.
- Ensure that academically related information for the board is clear, concise, free of jargon, and at a strategic level.



Academic Quality

- How does this institution define educational quality? In addition to measures of student learning, what is considered in answering questions about educational quality?
- Does the institution say what and how much students should learn? Where is this stated?
- What kinds of evidence does the institution collect about learning?
- Is the institution benchmarking performance against external standards as well as tracking institutional performance over time?

Questions the Boards Should Ask to Ensure Academic Quality



- How are assessment results used?
- What do students and alumni say about the quality of their educational experience?
- How do the institution's retention and graduation rates look over time, and how do they compare to those of other institutions?
- What does success look like for the types of students enrolled at this institution?
- Does the institution define college readiness, that is, the skills and knowledge that students must possess to be successful at the institution?
- How do faculty members and administrators keep abreast of innovative ideas for curriculum redesign and teaching?
- What progress has been made in addressing recommendations from the last accreditation review?
- What can the institution learn from its engagement with accreditation?

Questions the Boards Should Ask to Ensure Academic Quality



- Do financial allocations reinforce academic priorities as necessary and appropriate?
- In meeting its oversight responsibility for educational quality, is the board functioning at the policy level or trying to micromanage specific educational programs?
- What is the Board's responsibility for the oversight of educational quality?
- Does the institution define college readiness, that is, the skills and knowledge that students must possess to be successful at the institution?
- How do faculty members and administrators keep abreast of innovative ideas for curriculum redesign and teaching?
- What progress has been made in addressing recommendations from the last accreditation review?
- What can the institution learn from its engagement with accreditation?



Assessment: Overarching Board Duties

- Just as it is a violation of fiduciary responsibility for a board to tolerate inadequate financial controls and/or allow an institution to fail financially, it is a failure of board responsibility to ignore poor student academic performance.
- Boards clearly recognize their fiscal responsibility when they authorize and receive the results of a financial audit. The equivalent of a financial audit is an academic assessment in an accreditation review. When you proudly participate in the commencement ceremony, you symbolically certify your fulfillment of this critical academic fiduciary responsibility.
- The second duty concerning assessment is related to the board's obligation to ensure that academic and administrative leaders possess the skills and dispositions required to perform their respective responsibilities.
- With regard to assessment, the key issue is whether the president and other academic leaders effectively use student-learning outcomes as a management tool.

Assessment: Board Operational Responsibility

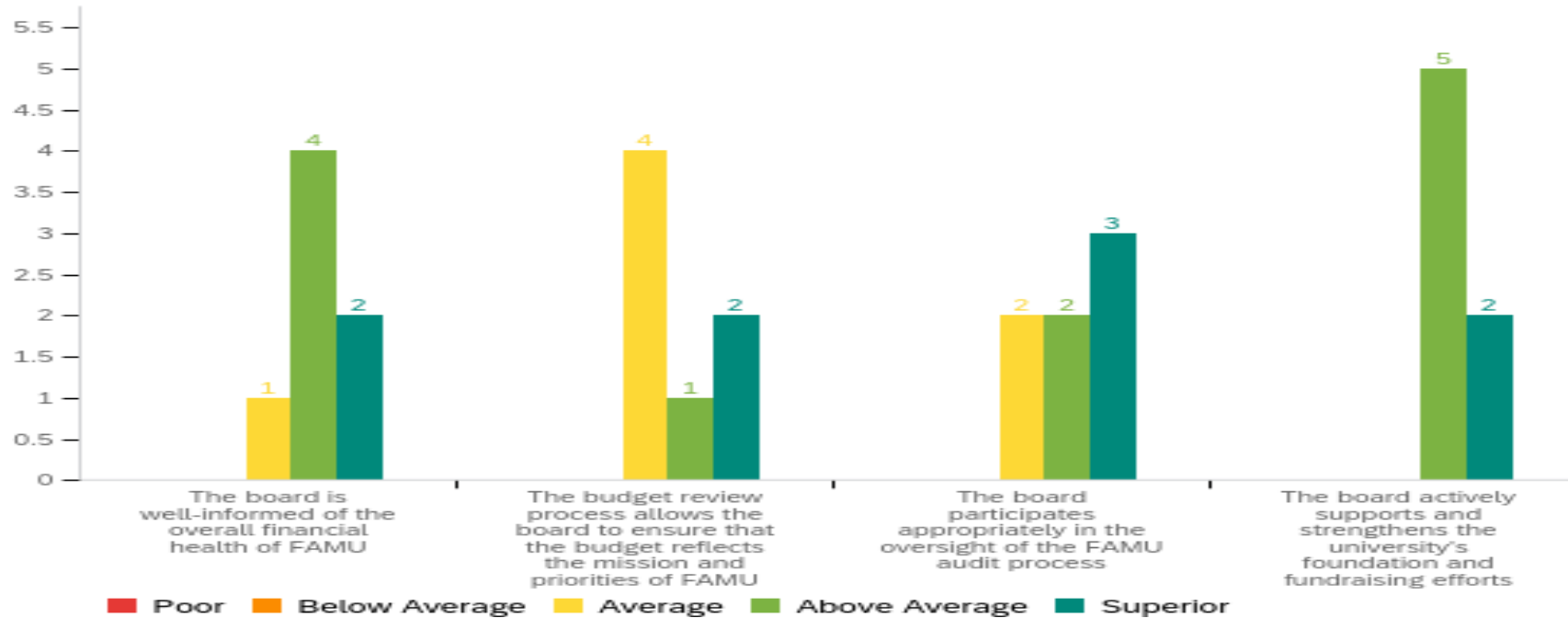


- The board's principal operational responsibilities in terms of assessment are:
 - To ensure that adequate assessment processes are in place; and
 - That institutional leaders actually use the evidence to monitor and improve the teaching and learning process.



Institutional Sustainability

Responses



2020-2021 Response Average	2021-22 Response Average	2022-23 Response Average	Institutional Sustainability	Number of Responses by Level				
				Poor	Below Average	Average	Above Average	Superior
4.3	4.2	4.1	The board is well-informed of the overall financial health of FAMU	0	0	1	4	2
4.4	3.9	3.7	The budget review process allows the board to ensure that the budget reflects the mission and priorities of FAMU	0	0	4	1	2
4.2	4.0	4.1	The board participates appropriately in the oversight of the FAMU audit process	0	0	2	2	3
3.8	3.2	4.3	The board actively supports and strengthens the university's foundation and fundraising efforts	0	0	0	5	2

TRUSTEE OBSERVATIONS



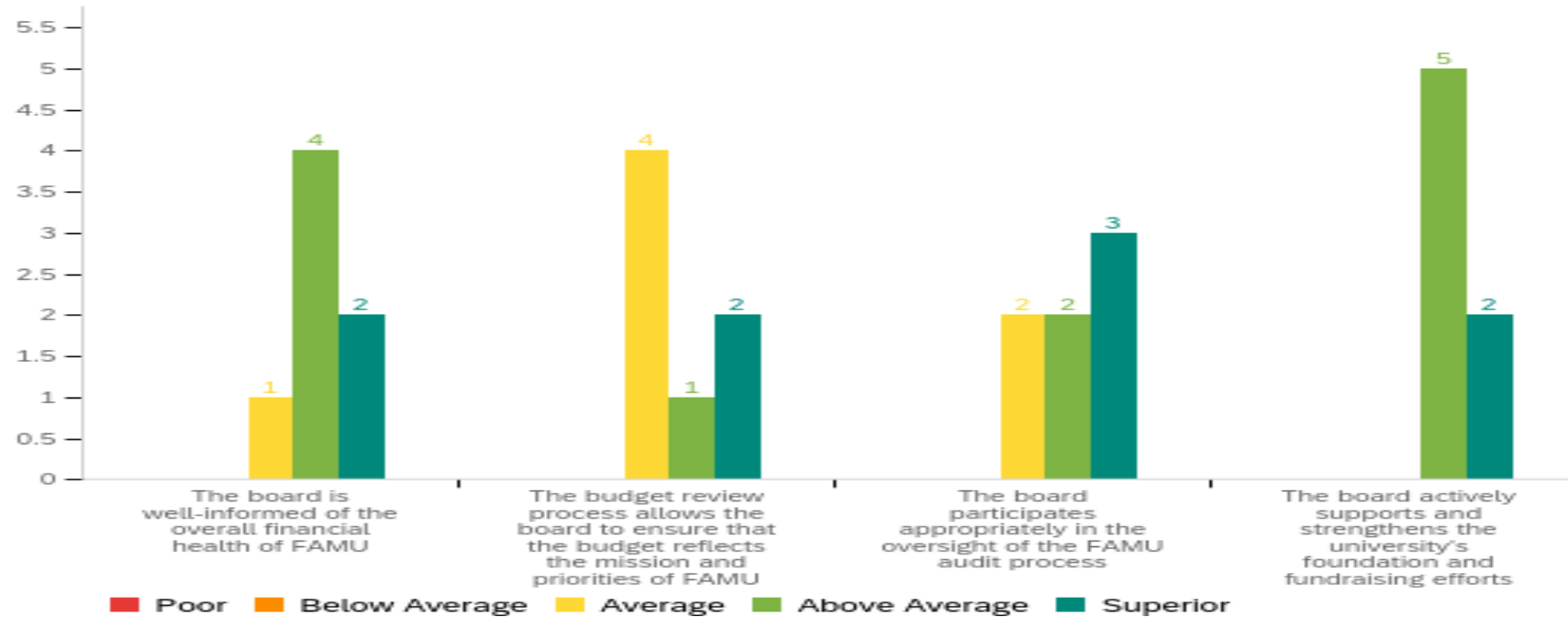
INSTITUTIONAL SUSTAINABILITY

- The integrity of the audit process at FAMU is second to none.
- The board should be reminded of the continuous debt repayment of the athletic department. I don't feel this is addressed often enough during the annual budget approval meeting.
- Board is highly engaged and ensures a tie to the areas of strategic importance/emphasis with all dollars spent. We will spend time at the annual retreat deep diving on the budget and financial process to ensure all have a deeper understanding of how this works. The board is active in the Universities fund raising goals and continue to set a high bar for achievement in this area.
- The financial governance has improved greatly from a management leadership point of view. Also our Foundation has evolved in a positive way even through the covid 19 timeframe due to leadership and focus. Expanding the Foundation day to day infrastructure will be key to growing in the future.



Institutional Sustainability

Responses

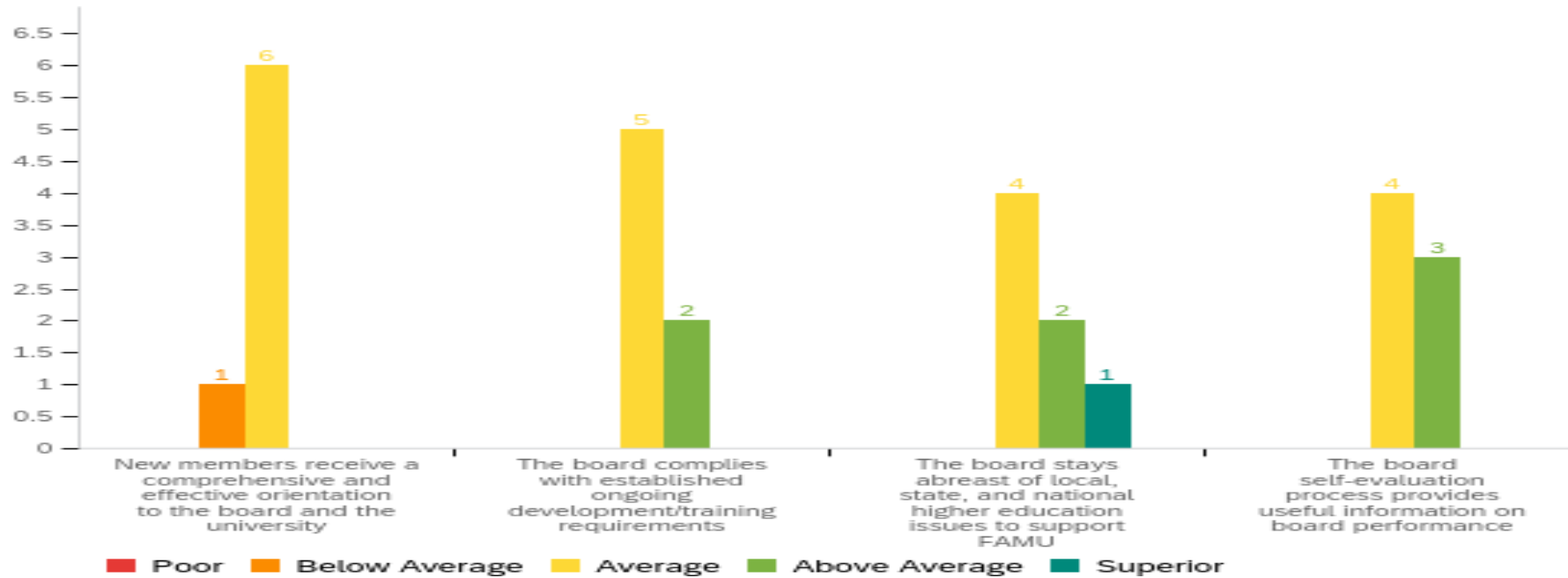


The average rating over a three-year period has ranged from 3.2 to 4.4. Of concern is the declining trend from 4.4 in (2021) to 3.9 in (2022) to this year's 3.7 average rating on the budget review process allows the Board to ensure that the budget reflects the mission and priorities of FAMU. Just as the strategic plan should tell the story on priorities, so should the University's budget.



Board Education

Responses



2020-2021 Response Average	2021-22 Response Average	2022-23 Response Average	Board Education	Number of Responses by Level				
				Poor	Below Average	Average	Above Average	Superior
3.6	3.3	2.9	New members receive a comprehensive and effective orientation to the board and the university	0	1	6	0	0
4.0	3.6	3.3	The board complies with established ongoing development/training requirements	0	0	5	2	0
3.8	3.8	3.6	The board stays abreast of local, state, and national higher education issues to support FAMU	0	0	4	2	1
4.1	3.6	3.4	The board self-evaluation process provides useful information on board performance	0	0	4	3	0



TRUSTEE OBSERVATIONS

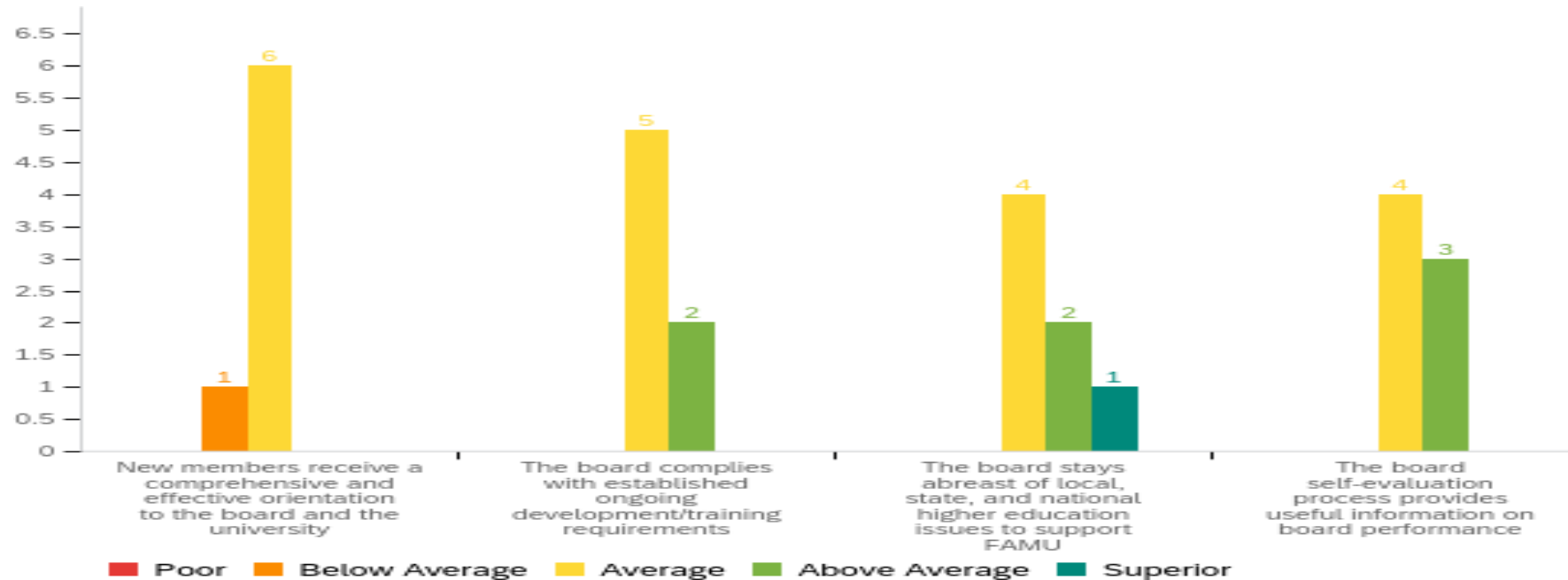
BOARD EDUCATION

- Same comments, this board performs very well provided the restrictive SUS Governing Rules in place for State Institutions.
- I believe the on boarding process could be improved for new members especially as it relates to the operating model of the board and the requirements of the SUS system. Board evaluation is good as it provides insight into areas of focus for the board to improve for the coming year.



Board Education

Responses



The Board education rating continues to consistently decline on all factors from a **high in 2020 of 4.1 to a low of 2.9 in 2023**. This is critically important. It is impossible to be effective fiduciaries if trustees are not versed in the institution, higher education and the environment within which FAMU is competing.



Trustee Recommended BOARD IMPROVEMENTS

- **Adopt a Governance Model**
 - The Board, while enhancing performance, does not share an agreed upon approach to governance.
- **Assessment and Accountability**
 - Deploy scorecard on standard method to assess status and progress toward strategic plan and critical objectives.
 - The Board should implement the “loving critic” oversight model. While commending achievement, the Board must concurrently delve into difficult conversations, identifying gaps and strategies to close the gaps.
- **Comprehensive Oversight of “ALL” of FAMU**
 - Enhancement of Board’s governance by deploying a systemic review of all campuses and programs.
- **Prioritize the Priorities**
 - The Board should focus on fewer and the most critical issues; while examining them in depth.
 - Focus board and committee agendas on FAMU’s imperatives i.e., highest priorities and goals
- **Oversight of Human Capital Management**
 - The Board needs a process to address FAMU staff compensation and campus infrastructure deficiencies relative to other SUS institutions.
 - The Board should ensure best practices in onboarding and retention of staff and key executives.



Trustee Recommended CHANGES IN BOARD OPERATIONS

- **Board Member Interaction and Engagement**

- Enhanced and consistent communication to trustees would improve Board performance and engagement.
- While virtual participation was a COVID era norm, physical presence advances trustee interaction, greater engagement, and eliminates technology distractions.

- **Training and Meetings**

- Enhance trustee orientation and education.
- Reinstigate pre-board meeting briefings to ensure deeper understanding of the agenda topic and broader knowledge of the institution.
- Continue focus on understanding FAMU challenges and opportunities.
- The Board should establish its annual focus areas, goals, and priorities.

- **FAMU Issues of Strategic Importance**

- Continue focus on FAMU's big rocks and set clear expectations for the President and the Executive Leadership team; and ensure reporting and assessment.



Consultant's Summary Observations

Board Enhancement List

- Agree on the “ Big Rocks” Remain Focused and Exercise Discipline
- Understand the Business of Higher Education and FAMU in the Context of its Competitors
- Lean In On Student Success
- Resource Development...NOT...Fundraising...the Pursuit is....SUSTAINABILITY
- Data Driven Assessment and Accountability
- Board Agenda Mirror the Strategic and Master Plans
- Leverage FAMU on National Scale
- Keep the Longview



Consultant's Board Summary Insights

- Drive Change and force the **CULTURE TRANSFORMATION** FAMU requires.
- To be strategic in the “things that matter most,” What are they? Big Rocks must drive everything – Board structure, focus, performance, and behavior.
- The Board must **“prioritize the priorities”** ...determine the top three to five issues of greatest consequence to FAMU and determine how the **BOARD ADDS VALUE** to FAMU’s “Big Rocks.”
- Enhance the Board’s impact via a focus on student success ...go to school on Student Success!
- Answer the question: How does the Board Ensure Academic Quality? Engage with Deans to answer this question.
- Review causals for licensure passage rate performance.
- Study and learn the higher education sector.



Consultant's Summary Insights *(con't)*

- Integrate strategic plan goals and metrics into regular board and committee reporting on goals and agendas.
- Expand new trustee orientation to at least a 12-month process.
- At least annually, convene the Board as a Committee of the Whole to discuss in-depth the alignment of the top strategic imperatives - strategy, budget, and academic priorities.
- Implement culture of assessment by conducting a brief assessment at the end of every committee and board meeting. If permissible, routinely include executive sessions for board and committee meetings.



Consultant's Summary Insights *(con't)*

- Discuss and agree upon definition of “sustainability” and the Board’s role in securing it for FAMU
- Work toward a thought partner relationship with the President; it is superior to collaboration.
- Engage with the President in dialogue and determination of information needed to govern, which will aid the Board in its assessment process.
- Build board and committee agenda around strategic questions and not committee reports. Spend time together in discussion, not reporting.
- After agreeing upon FAMU’s greatest issues of consequence; prioritize them and establish how the Board will contribute to addressing them.



What are the Board's 2024 Governance Strategies and Focus for the Things that Matter Most?





FAMU's THINGS THAT MATTER MOST ?

Proposed Board Big Rocks & Board 2024 Focus Areas

Board Enhancement	Board Big Rocks?
Student Success and Academic Excellence	Strategic and Master Plan Implementation
Enhance Knowledge of Challenges	Talent Management and Leadership
Define the Brand and Leverage the Brand	Sustainability and Development
Accountability and Succession Planning	Organizational Effectiveness/ Institutional Culture
Prioritize the Priorities & Discipline Agendas	Consequential Governance , Board Effectiveness and Education

EXERCISE: What are the 2024 Things That Matter Most?

A large, empty orange rectangular box with a slight gradient and a thin white border, intended for a response.A large, empty orange rectangular box with a slight gradient and a thin white border, intended for a response.A large, empty orange rectangular box with a slight gradient and a thin white border, intended for a response.A large, empty orange rectangular box with a slight gradient and a thin white border, intended for a response.A large, empty orange rectangular box with a slight gradient and a thin white border, intended for a response.A large, empty orange rectangular box with a slight gradient and a thin white border, intended for a response.

EXERCISE: Board and President Questions



Is FAMU capable of navigating through a comprehensive adaptive process; that positions it to prosper in the current/future, highly competitive, fast-changing higher education environments?

Is innovation in the FAMU vocabulary? What are the preconditions to fuel it?

What are the top three strategies that FAMU must execute to ensure the long-term success and sustainability of FAMU?

How will the Board add value in strategy, risk mitigation, assessment, and resource development in 2024?

How will the Board monitor implementation of the Strategic & Master Plan and ensure mid-course corrections as required?

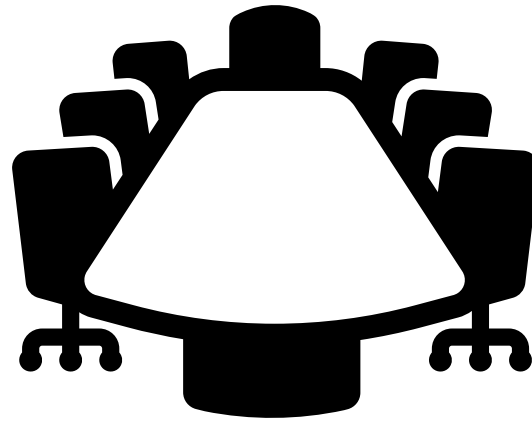
What are the best methods to deepen the Board competencies in and knowledge of FAMU and the higher education sector?

Who owns the Board-President relationship?



Determine the Governance Model for FAMU'S Board

What is the governance model that best positions FAMU to achieve its mission ... and facilitates the Board's fulfillment of their responsibilities?





Requirements for FAMU's Success

Consequential Board
+
Enterprise President

Enterprise Leadership

A President who exercises vigorous authority and influence in guiding FAMU through a **comprehensive adaptive process**; that positions the Rattlers to prosper in the current and future, **highly competitive, fast-changing higher education environments.**





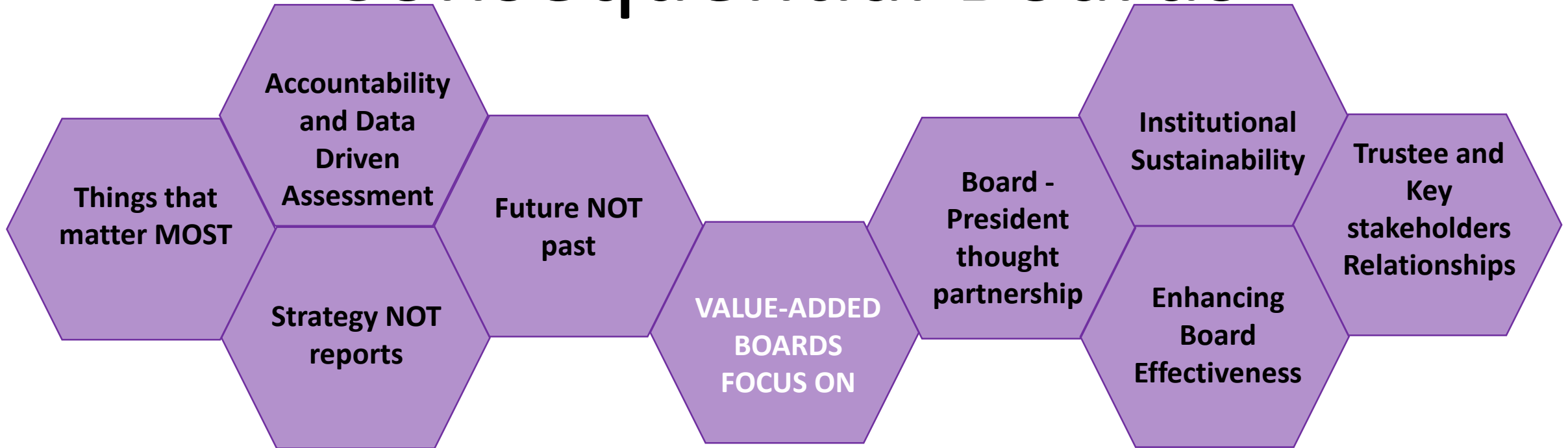
HOW: Consequential Governance

BEING A Consequential Board means:

- **Focusing on “Things That Matter Most”**
- **Organizing Consistent With The “Things That Matter Most”**
- **Adding Value**



Consequential Boards





ACTION PLANNING



EXERCISE: Action Planning Questions

- What do you believe are the top three strategies that FAMU must execute to achieve the Strategic Plan goals and the long-term sustainability of FAMU?
- How has the Board added value in strategy, risk mitigation, assessment, and resource development this year?
- How should the Board add value in strategy, risk mitigation, assessment, and resource development next year?
- What do you believe are the best methods to fully leverage each Board member's talent, experience, and insights?
- Who owns the Board-President relationship?

EXERCISE: Governance Effectiveness Action Planning



From the items discussed today, what are the top 2-3 strategies to enhance effectiveness and advance the University ?

What action(s) will you personally take?

EXERCISE: Levers to Enhance Board Effectiveness



Review the list and rank potential board enhancement priorities.

Setting Board Enhancement Priorities	Rank Priority
Assess whether the information and data the Board members receive is adequate and timely.	
Ensure the Board's capacity and functionality by appropriately articulating needed expertise of Board members.	
Strengthen effectiveness through the President and Board's partnering relationship.	
Increase FAMU's financial health and sustainability.	
Define, anticipate, and assure management of the College's risk.	
Increase Board's knowledge and understanding of the higher education sector.	
Increase Trustee's knowledge of Florida's Higher Education System.	
Improve Board's effectiveness including, policy and practices, decision processes, focus, relationships and culture.	
Fully digest and understand the Board's fiduciary duties, roles, responsibilities, and scope of authority.	
Strengthen commitment and engagement of Trustees.	

FAMU BOARD'S VALUE ADD

What is the FAMU Board's value add toward the University's challenges and aspirations?



Are you the Board to ensure FAMU's future?





WRAP UP

A circular photograph of a brick wall sign for Florida A&M University. The sign features a circular seal at the top with the text 'FLORIDA AGRICULTURAL MECHANICAL UNIVERSITY' and 'HEAD HEART HAND FIELD' around a central shield with '1887'. Below the seal, the words 'Florida A&M' are in large gold letters, followed by 'University' in smaller gold letters, and 'ESTABLISHED 1887' at the bottom. The background shows trees and a clear sky.

Florida A&M
University
ESTABLISHED 1887

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THANK YOU!



Artis G. Hampshire-Cowan, Esq.

Principal, Leveraged Leadership Group, LLC

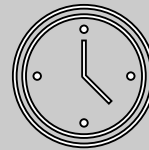
leveragedleadershipgroup@gmail.com



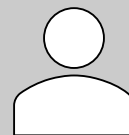
EXERCISE: FAMU'S BIG ROCKS: Prioritize the Priorities



What are the things of greatest consequence to achieve FAMU's goals?



How has the Board's time been allocated towards them?



How did the Board add value?