

Female Speaker: Welcome to the President's Board of Advisors on HBCU. Before we begin, please ensure that you've opened the chat panel by using the associated icon located at the bottom of your screen. The chat will be monitored, and comments may be submitted through the chat function. If you require technical assistance, please send a chat to the event producer. All audio lines have been muted at this time.

President Donald Trump: I'd like to welcome students, educators, and stakeholders to the annual conference of American's Historically Black Colleges and Universities. This is a very powerful and important group of people to me. I want to thank Secretary of Education, Betsy DeVos, and Executive Director of the White House initiative on HBCUs, Johnathan Holifield, great job. Thanks as well to the Chairman of the President's Board of Advisors on HBCUs, Johnny Taylor and every board member. For nearly two centuries, HBCUs have lifted our nation to greater heights of innovation, success, and justice, and equality for all Americans.

Today's HBCUs students are tomorrow's entrepreneurs, doctors, engineers, teachers, and trailblazers. One of the greatest honors of my presidency has been to advance fairness and opportunity for black communities that had long been forgotten, including our cherished HBCUs. We never forgot; we took care of you when other people wouldn't. Other people and other administrations had their chance and they decided not to do it. President Trump said, "I'm doing it. I'm going to take care of the situation. It's not fair what's happened." Since day one I've made protecting HBCUs an absolute top priority.

In my first five weeks at office, I signed an executive order to move the federal HBCU initiative to the White House, where it belongs. It's here right now. We secured record funding for HBCUs and I signed legislation that made HBCU funding permanent. As our nation in the world battle a once-in-a-century pandemic, I sent nearly \$1 billion to HBCUs, so they can continue providing a high-quality education to students. The job they've done over the years is incredible. Every day my administration is working with HBCUs to make sure that they have the resources they need to safely reopen.

This week, we're sending hundreds of thousands of rapid tests to HBCUs. America's Historically Black Colleges and Universities build up our communities, enrich our culture, strengthen our nation, and gives students the very best chance to achieve their American dream. My administration will continue to preserve, support, and advance our cherished HBCUs. You have done a wonderful job and I'd like to thank you on behalf of our nation. Thank you.

Johnny C. Taylor: Good morning, fellow members of the President's Board of Advisors on Historically Black Colleges and Universities. It's great to reconnect with you all. As I mentioned at the outset, I'm still having some video connectivity problems, but I'll join in a bit. Great to see you all, virtually at least, and see you on the screens, and I hope each person is well and safe. I would like to start the meeting with a Pledge of Allegiance. If you'd join me in reciting the Pledge of Allegiance. I pledge allegiance to the flag of the United States of America and to the republic for which it stands, one nation under God, indivisible, with liberty and justice for all. Thank you.

Sedika Franklin: Now we'll have the roll call. If you are present, please say present. Ensure that your phone is unmuted at this time. Chairman, Johnny C. Taylor.

Johnny C. Taylor: Present.

Sedika Franklin: Aminta H. Breaux.

Aminta H. Breaux: Present.

Sedika Franklin: James E. Clark.

James E. Clark: Present.

Sedika Franklin: Phyllis Dawkins.

Phyllis Dawkins: Present.

Sedika Franklin: Rodney A. Ellis, Rodney A. Ellis. Marshall C. Grigsby.

Marshall C. Grigsby: Present.

Sedika Franklin: Billy Hawkins.

Billy Hawkins: Present.

Sedika Franklin: Leonard L. Haynes III.

Leonard L. Haynes III: Present.

Sedika Franklin: Jerry M. Hunter.

Jerry M. Hunter: Present.

Sedika Franklin: Ronald A. Johnson, Ronald A. Johnson. Nickolas Justice.

Nickolas Justice: Present.

Sedika Franklin: Harold L. Martin Sr., Harold L. Martin Sr., Bernard J. Milano, Bernard J. Milano. Connie Rath.

Connie Rath: Present.

Sedika Franklin: Kevin Williams.

Kevin Williams: Present.

Sedika Franklin: Mr. Chairman, I'd like to announce that we do have a quorum and we may proceed with the meeting. First, I'd like to call and request for a motion to approve the previous meetings minute.

Aminta H. Breaux: I move that we accept the previous minutes. This is Aminta Breaux.

Billy Hawkins: This is Billy Hawkins, and I second that motion.

Sedika Franklin: Thank you, Dr. Breaux. Thank you, Dr. Hawkins. All in favor.

All Participants: Aye.

Marshall C. Grigsby: Miss Franklin, let me just... There needs to be some conformity with respect to the titles of people who are speaking. There's some lack of conformity in that as you put the final minutes together.

Sedika Franklin: Thank you for that, and that was?

Marshall C. Grigsby: Marshall Grigsby.

Sedika Franklin: Dr. Grigsby, thank you. Thank you, I will note that in the... in today's minute and make that adjustment. I now turn this call over to Chairman Johnny C. Taylor.

Johnny C. Taylor: Good morning again. I wanted to thank you. I think we figured it out the link that I received is the attendee link and I need to... the panelist will be... but we'll talk about that. Once my team... someone can send me that. That'll be great. I want to welcome everyone. We know that these have been some interesting times since our last in-person meeting, highly unusual, the combination of COVID, the social unrest and now, we're dealing... are in the act of throes of an election. One of the highlights, frankly, of everything that's going on culturally right now in our country is the nation's support of Historically Black Colleges and Universities.

That's the... to me, I don't know about you, but I just can't think of a time when there were... there was such support from public and private sector, from people who don't... who would otherwise not know about it. I was sharing with someone the other day that I had a landscaper come to my house and was giving... was talking about things and without me saying anything about my association or affiliation with HBCUs, white males started talking about HBCUs, and asked me if I knew about them, and I thought it was funny. Well yes,

I kind of heard of them every once in a while, but if there is a national conversation going on about the importance of these institutions and it's a wonderful thing, so my comments are really brief.

It means our work is even more important than it's ever been. It also means that the work that we started back in late 2018... here early in 2018 after being appointed, was actually working. That people... we wanted to raise and elevate the visibility of HBCUs so that... and our belief was always and make the strategic... to make the case for the strategic important to these institutions to America. We totally envisioned that if we did that, that the rest of the country would begin to understand fully the need... the need for investment, and so pleased to sit here in September, almost October of 2020, notwithstanding everything that's going around and to see the bright spot being the nation's focus on HBCUs, and so for that I want to thank each one of you for your contributions.

This is a very unique moment in history and the fact that we are making that history and have laid the groundwork for the long-term viability of HBCUs is quite a treat. With that, I'd like to turn my time over... some extra time over to Secretary DeVos.

DeVos Betsy:

Good morning. Thank you so much, Johnny. Thanks for that... those opening remarks and thank you, especially for leading this board and for your faithful commitment to HBCUs and its students. Again, good morning everyone. It's really great to gather this way. Though I know we'd much rather be together in person. But still we can get a lot done this way. It's another opportunity to learn from each other and to rededicate ourselves to all of the students that we serve and their futures. As you all know, the success of students at HBCUs and the success of all students is a priority for this administration, for President Trump and for me.

We value our partnership and this goal, and we're grateful to work with you to build a strong record of action for HBCU students every day. I want to thank you again for all you... your work alongside the administration and Congressional allies to get the Futures Act signed into law. The promise of consistent funding for HBCUs for years to come is encouraging, and we know many of them are facing significant challenges right now. I'm pleased we can also probably implement the Cares Act, so an additional billion dollars for HBCUs could help schools and their students get back on stable footing.

Now earlier in the administration, we also took action to resurrect the HBCU Capital Financing Board and the increased investments in HBCU program, and we ensured that this includes faith-based

colleges and universities which had previously been unconstitutionally excluded. We also expanded Pell Grant eligibility to allow students to attend classes year-round and increase the maximum student award. Importantly, we are continuing to review, rewrite, or remove onerous and burdensome regulations that are impediments to HBCUs and their missions. We are excited to celebrate HBCU week again this year, even though in a different season.

This annual event gives us the opportunity to celebrate all the remarkable things HBCUs contribute to our country every day. It also gives us the opportunity to honor the best and brightest HBCU students through our Competitiveness Scholars Program, our next generation of leaders. They are our country's most valuable asset. We applaud them and everything they bring to our nation and its future. At the same time, we celebrate these scholars, all institutions of higher education have come to learn that too many students receive their high school diploma. Yes, they arrived at college unprepared. Too many of them must repeat or take remedial classes before they can focus on their futures.

It's common knowledge for instance that only a fraction of young people today has a reasonable understanding of America's history and civics. Appallingly, more than half of high school seniors have what researchers call a below basic knowledge of American History. In the real world, that means our rising generation doesn't know what the Lincoln-Douglas debates were about, nor could many of them describe who those men were, nor the significance of that time in our history. Too many want to erase history, the history they don't like. Now, no one has the like history, but everyone has to learn from it in order to form a more perfect union.

Our constitutions words and original meaning are ripe for rediscovery because establishing our country was and is a process not an event. Together, we aspire and work to establish justice, ensure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity. As George Washington reminded us, the name of American belongs to each of us. Our constitution is not what divides us, it's what unites us, we the people. President Trump and I are fighting every day for parents to have more options, more opportunities, more education freedom for all American children.

We strongly support Senator Tim Scott bipartisan School Choice Now Act. It would provide scholarships to parents to choose the best educational setting for their child. I think you all know Senator

Scott. He's spoken eloquently about his experience as a student. He knows that students like him need access to more education opportunities, more options right now. HBCUs have an important role to play in students K-12 experiences. I know some of them have opened public charter schools on their campuses. Others have forged private-public partnerships to improve the experiences and achievements of students in the K-12 pipeline.

Kids need more partnerships like those. Thanks for joining today and thank you for your continued commitment. The president and I value your ideas, your advice, your service, and your input and we look forward to our continued collaboration. Thanks so much and I believe now, I will turn it over to Johnathan Holifield, and Johnathan thanks for your leadership of this initiative.

Johnathan Holifield:

Thank you, Secretary DeVos, it's a pleasure to work with you. I will take just a few minutes to describe our efforts to build a complementary narrative with action with our institutions. For so long, we have been noted as national treasures and we are that for sure. But we are also national competitive advantages. No other nation on the earth with our history... with our national history has produced the collection of enduring institution, anything like HBCU.

We are also national assets and evolving a complimentary narrative that celebrates our status as national treasures, but also describes us as investment worthy assets with material action on the part of the administration and our federal agency partners, I think is a meaningful step forward. By no means do we abandon anything from our past but building a complementary narrative that we are not only national treasures, we are national strategic competitive advantages.

We provide America a unique, impossible to replicate set of institutions that really help strengthen U.S competitiveness. It's been an honor to work with all of you. It's been an honor to work with our federal agency colleagues and the interagency working group, and with that I'll turn the mic back over to Chairman Taylor.

Johnny C. Taylor:

Thank you again, Secretary DeVos, and Director Holifield, really appreciate you all, the administration, and your individual support of HBCUs. I think now's the opportunity to invite someone we all have grown fond of and we just been quite a resource to our community. The Principal Deputy Under Secretary has been delegated to duties of Under Secretary, Diane Jones. Welcome, Diane.

Diane Jones:

Thanks, so much Chairman Taylor, and good morning everyone. It's so good to see you all and I think all of us are having the experience of our faculty and our students learning how to build our relationships in a new way, and to enjoy each other's company and learn from each other through distance learning. I will say that as we entered into the COVID-19 era, I think that we don't... we all feel that we maybe have lost something because we haven't continued our in-person connections. But on the other hand, I think we gained some things. I think that people are more forgiving of circumstances.

We've gotten used to dogs barking and babies popping up in video conferences. We've welcomed each other to our homes, and so I think despite all of the challenges, there are some new opportunities that we've been able to leverage and I think we're all making the best of a difficult situation. I don't know how many of you were on a... on the call on Monday, so I want to repeat how I started my remarks then which is to thank you. Your institution pivoted so quickly in March when coronavirus first became something that we were all aware of and concerned with. We, at the department, immediately issued some flexibility, some regulatory flexibilities.

These flexibilities allowed schools to pivot to online learning and it also enabled the creditors to allow their institutions to either embrace, start for the first time, or expand distance learning. We gave those flexibilities a frankly... when we give those flexibilities, there were people who questioned us and who said, "Cool, great. You're going to give the flexibility." But it takes years to build these programs. That's not what we saw. We gave the flexibilities and without skipping a beat, we saw institutions embrace those flexibilities, expand their online learning, and continue to serve students, almost without skipping a beat.

It was just extraordinary, but I want to thank all of you because it was your work and your dedication to students that allowed you to continue albeit sometimes in new ways. But sometimes, campuses had to help students find different housing or new online resources. But once again, you rose to the occasion, as you always, do and we are grateful, so I want to begin by thanking you for all that you do for your students.

As we implemented the Cares Act, we've worked really hard to get funding out as quickly as possible. We always have to balance between, do we take our time and make sure we have all arrived, dotted and our T's crossed before we put the first dollar out, or do

we try to get the money out quickly realizing that we might have some hiccups along the way.

We chose that pathway. We chose to try to get the money out as quickly as possible. Until many of you are aware that as we started to disperse our Cares Act funding, we had some hiccups. We had some system challenges and we deeply apologize for those challenges, and so that it made it more difficult for many of you to access funds, but hopefully we repaired those system failures quickly. Our staff has been available, and I hope that you have found us if you have questions, that people have been available to you and helpful to you.

In addition to serving your students, but you're anchors of your community, you are drivers of competitiveness, you are enablers of small business, and I've talked to precedence around the country, I've heard so many stories of campuses have opened up to small businesses in their community and have helped small businesses try to reopen. Especially small businesses that were dependent upon students as customers. As we develop some of the grant programs that we put into place with Cares Act funding, we spent a lot of time thinking about the conversations we have had with all of you, the needs that we were hearing from different communities, and we tried to wrap those into the funding opportunities that we made available.

Let me talk a little bit about the various Cares Act funding programs. I'm going to start with the reimagine workforce preparation. That is one of the competitive grant programs. We will be announcing the winners of that competition on Thursday. With that program, we had two absolute priorities. One was to provide funding to state based efforts to expand workforce preparation, and we gave competitive priority to those state that involved HBCUs and other MSI's in their efforts because you are so critical to your communities. One absolute priority was in workforce preparation.

The other was to develop campus-based or campus affiliated small business incubators. The ideas there was, at a time when we were hearing from schools that they were worried about enrollments declining, they were worried about potentially having faculty that wouldn't have students, they were worried about campus facilities that were maybe being underutilized. We thought the small business incubator and entrepreneurship absolute priority would solve some of those problems. First of all, it would give an opportunity for funding to be available to maybe use some of those campus resources differently to host small businesses and help

small businesses retool for the new economies, for the new challenges that COVID presents and to be more resilient to future challenges.

We also thought that by having those incubators on campus, it would create more opportunities for students to engage in entrepreneurship and to think of themselves as entrepreneurs. Finally, we thought it was an opportunity for institutions to develop a different kind of educational opportunity, may be continuing education and to expand non-credit courses, being there, engaging your faculty and students to help small business owners understand how do you engage in social media, how do you convert to a delivery service whereas you once have a retail outlet.

We'll be excited to announce those awards on Thursday. The other grant competition that is still open and I hope that you all consider applying for this is our Institutional Resilience and Expanded Postsecondary Opportunity grants program. This is a program funded through FIPSE. For those of you who are deputies of the Cares Act, this is under Section 18004(a)(3) funding. This is a program that also has two absolute priorities. One is focused on campus resilience.

Helping campuses get back up and running. Whatever that means whether it means inviting people back in on your campus, expanding your online opportunities, providing technology to students. This is about campus resilience and not only about helping campuses survive through this difficult time, but to develop new instructional model that will continue to build resilience in the institution. The other absolute priority focuses on dual enrollment. We know that in many districts across the country, high school students have not been able to return to their classrooms and many of their high schools are not well equipped to deliver distance learning, but you are.

The idea with dual enrollment is that there are so many students who could get a head start on their college education for dual enrollment opportunities at your institution, so therefore if their high school can't provide the opportunity and especially now that everybody's so reliant on distance, why not get those students enrolled in your institutions, get a head start on college, get those 16-year-old's into the pathway with mentors, in the community of support, and so the second absolute priority supports these dual enrollment opportunities. We know that one of the challenges with dual enrollment is those students typically expect to have free

tuition, and states have limitations, and so included in this absolute priority is money to cover that tuition.

It's not just about developing new programs, it's to subsidize the cost so that those students don't have to pay tuition, so that they can yet get involved with your institution. We think that this is an important program and this competition is still open and I hope that you will consider applying to participate in that competition. There's also formula funding money, so under Section 18004(a)(1) these included, 50% of that money went to emergency grants for students and we know that you took that money and forwarded it to students as quickly as possible, and the idea there was just to get cash in the hands of students.

We knew that they had challenges to pay their rent, to buy food. They may have been reliant on a meal plan and now all of a sudden, they had to start grocery shopping, and buying their own food. The 50% of that funding was quickly dispersed to institutions, and we know that you quickly dispersed it to students and continue to do so. The other 50% of that funding was for institutional relief and this was to enable schools to reimburse themselves in the event that they had to refund students for housing fees, for example.

If schools had to purchase PPE, if schools found themselves in a situation where they had to hire more faculty, we've heard from some institutions that by going to distance learning, they've actually had to hire more faculty because for the distance learning experience to be as good as it can be, some institutions felt like they needed smaller class sizes or more mentors, and so... but when additional faculty needed to be hired, these funds could then and continue to be available for that purpose.

We also had funding that was dispersed through the 18004(a)(2) buckets, and this included funding that was based on title three, title five programs. This has a broader use, so under this program, Congress authorized that these funds could be used to replace lost revenue. Whereas the first bucket of the funding has to be spent in ways that are directly related to the disruption of instruction, so that had to be related to changes in the campus. Under the (a)(2) bucket, the uses are much broader. They do not have to be tied to the disruption of education, and therefore you can use these towards your general fund, toward replacing lost revenue.

Then we have the 18004(a)(3) bucket, which was two programs. One was the formula funding program that for any institution that receives less than \$500,000 through the other Cares Act programs, we automatically gave them an award to bring them up to the

\$500,000 level. The second is the grant program that I just spoke about, the Institutional Resilience and Expanded Postsecondary Opportunities grant program. This is open to all institutions. The question came up on Monday whether that program is limited to schools that got less than \$500,000, no.

We took care of meeting our obligations to those institutions through formula funding to ensure that the grant program would be available to all institutions. I wanted to clarify that all institutions can compete in the IREPO competition. We've tried to create additional regulatory flexibilities. The Care Act created even more regulatory flexibilities including not have to return title for funds for students who withdraw directly because of COVID-19. We've allowed those creditors to conduct virtual accreditation site visits.

They do have to do an on-site visit subsequent to the virtual business, but that can be just one staff person that comes to campus for just the morning to do some double checking. The virtual visit does not have to be replicated by an on-site visit. We basically need somebody to go and kick the tires just to make sure that what they saw on video is real, and that is the campus... and sometimes these visits will be used to hold interviews with students and faculty that maybe couldn't be accomplished through the virtual site visit.

The other advantage that the Cares Act fund provides institutions... and this one is a little hard for us because online here we've launched the federal work-study experiment to provide more opportunity for schools to work with industry to have students work in off-campus jobs and to support their earnings through the federal work study program. Through this experiment, we also have allowed... we acknowledge that students don't just work 10 hours a week. They work 20 or 30 hours a week and it's best for them if they're working in a job related to their field. We've launched that experiment.

We appreciate those of you who have engaged, but we understand that that experiment started at a time when many employers are not bringing people back to work, so we know that on one hand we have this great opportunity and we appreciate that all of you who are participating in it are doing so. At the same time, I want to make sure that everybody is aware that under the Cares Act, federal work-study dollars that are not being used for federal work-study can be moved into SEOG campus-based aid. While we really want the federal work-study experiment to take off, we understand the current challenges and want to make sure schools understand that

you can move those funds to SEOG and use them to make grants to students.

The law doesn't require it, but we hope that you'll consider those students who had a federal work-study award, but cannot work in a work study job that maybe you'll help them out by using the SEOG and campus-based aid to replace some of those lost jobs. There are also been changes in student loan repayment. Many of you have probably heard that for add-on loan or in the zero percent interest status, no borrower is required to make payments. That is already ends at the end of this month.

But President Trump through his presidential memorandum has extend... extended those benefits so that the zero percent interest and the non-payment for those students who have add-on loans will continue through the end of the year. We think that this has provided necessary relief to students who are struggling in many ways and to borrowers who maybe have had a loss of employment. Interestingly, we have seen a fairly significant number of borrowers continue to make payments, even though they don't have to, and we realized that for those who continue to be employed, for those who have not had economic impact from COVID-19, they see this as an opportunity to pay their principal down quickly because there's zero interest.

We are seeing some continue to pay their loans and others benefit from the payment holidays. Then finally, I want to leave time for your questions. I just want to let you know that we've had a number of our regulations that I spoke about during our last meeting, they have now been fully implemented and went into effect on July 1, 2020. The first was our accreditation and state authorization, and again to remind you of the high points there. We no longer recognize the difference between regional and national accreditors. We recognize the difference only between institutional and programmatic accreditors. No accreditor owns a region anymore.

Any institution can work with any accrediting agency, and we think that this will be really helpful for institutions to find the accreditor that best support to students and the mission of the institution. These new regulations allow accreditors to have alternative standards, meaning different standards for different kinds of institutions because as we talked about last time, financial responsibility standards that are designed for large research institutions with huge endowment are not necessarily the right standards that should be used to evaluate small independent

schools, or schools that have a small endowment, or smaller enrollment.

We think this will provide great opportunity and of course we encourage you to reach out to your accrediting agency to encourage them to use these flexibilities. We have also finalized the teach grant and faith-based institutions regulation, and as the Secretary mentioned, this restores all of the right to faith-based institutions to participate fully in our programs with every other institution. On the teach grant side, we expanded the repayment opportunity to include elementary school teachers in areas where states have designated them as shortage areas.

We think that more of your students will be able to benefit from teach grants if they know that they can repay their service obligation by being an elementary school teacher. Our title nine regulations have gone into effect. We have finalized the free inquiry rule... free inquiry and religious freedom rule and that goes into effect, I believe, later this month or early next. Best to check on that date, but that is going into effect. This protects student organizations on campus, faith-based student club, again to protect faith-based institutions and it requires all institutions to live up to their promise to students about academic freedom and about the ability to speak freely.

It also gives the opportunity for faith-based institutions to adhere to their own principles. Institutions can have their own principles for expression. They just need to make sure students understand what they are and live up to them. Finally, we have final social distance learning regulation. This one does not officially go into effect until July 1, 2021, but we made much of that regulation available for voluntary early implementation, so that institutions that chose to could implement the advantages of that regulation more quickly, and this involves things like allowing you to start additional direct assessment programs without having to come back to us each time, giving more clarification to how to disperse title for funds for subscription based programs, and making it clear that accreditors and the department need to work together to provide safe spaces for innovation knowing that every innovation is not going to work.

We all just join hands and say this seems like a good idea, let's try it, and if it doesn't work, we all have to realize, "Okay. We need to move on," without trying to figure out who to blame. Not every experiment is going to work. We've been busy on the regulatory front and what we're working on now is thinking about the next kind of regulatory activity we would engage in. We really need to look at

our financial responsibility regulations, and so we're doing the background work so that in our next round of rulemaking, we can really get into this whole issue of composite scores and financial responsibility to update those to match current realities. I'll stop there and take any questions from the group.

Johnny C. Taylor:

Thank you, Deputy Under Secretary Diane Jones, for that briefing from the Department of Education. I'm going to ask in the interest of keeping us some time. Unless you have a specific question that needs to be answered, that you collect the questions that you have, and so at the end we can direct them. But I hope given that the two-hour time block is locked. I'm going to open the floor for just two minutes. If there are any questions before we proceed this that specifically need to be answered to... of the Undersecretary now.

Billy Hawkins:

Mr. Chairman, this is Billy Hawkins from Talladega. I just had one question for the Secretary and going back to talking about the dual enrollment. I just want to get just further clarification because we are a dual enrollment institution on the funding to support because that's always an issue of those high school students having the ability to pay. I just want to get... you indicated that there is funding that we can apply for?

Diane Jones:

Yes, sir. I'm under the IREPO, the Institutional Resilience and Expanded Postsecondary Opportunity grant program, which is posted on the Office of Postsecondary Education website. I can give that link to Sedika, and she can forward it to you. I'm sure, yes... whether you already have dual enrollment that you want to expand or whether you want to start them anew, these funds, this grant opportunity makes funding available, so that you can support these students without having to charge them tuition. In some cases, we'll be supplementing state funds, and in other cases it will be money that's brand new to the institution. Thanks for the work you do in dual enrollment. We know that critically important.

Billy Hawkins:

Thank you.

Johnny C. Taylor:

Thank you, and again... hello.

James Clark:

James Clark. Very quick question. Will clip-notes short version of the Secretary's note be sent out to us?

Diane Jones:

I can do that. Sadika, did my team send you the PowerPoint after our last meeting that outline the regulations? Did you get that from us? I thought this morning... I was... I was trying to remember if my team sent that. If they did, I will update it with these notes. If they

didn't, I will add it. You will get it, so we'll make sure that you get a PowerPoint or some document that help summarize these.

Johnny C. Taylor:

Guys, we'll get the notes out. I'm running behind some minutes. We got tight schedule. Thank you again, Diane Jones, and now we'd like to have Dr. Michael Crow, President of Arizona State University, co-chair of the National Commission and the university vice chair on Council on Competitiveness. Dr. Crow don't need any introduction, but I want to thank him very much for taking the time. He actually dialed in before most of us today, so Dr. Crow with that, I'd like to turn the stage over to you. Thank you.

Dr. Michael Crow:

Thank you. Mr. Chairman. It's nice have a chance to get together with the group. It's an honor that to have an opportunity to spend a few minutes talking about where we're headed and where we're going, and I thought what I would do is just put contextually whether this is a frontline group. The HBCUs and universities like ASU were on the frontline of social change, were on the frontline of transformation, and so let me start my conversation by basically saying we're 50 years into a terrible outcome in American higher public education, public higher education.

What I mean by that is that we're 50 years into the notion where we've decided that elitist separation and high levels of exclusivity is the coin of the realm and the success of the institution, and it's a terrible logic. I call it the elitist social transformation of public universities. The great universities are those that admit only students with A-averages from high school. The great universities are those that admits only students with A+ averages often. The faculty have the lowest teaching levels, the faculty are most heavily involved in research.

They look very much like private universities and private highly selective research universities and this elitist orientation, and we can spend some time talking about this, is something that is creating and has created in the last 50 years a massive under performance, and it's contributed to an under performance in the public university sector overall. This general lack of success by the public universities is actually accelerating. We're still from the lower quartile of family incomes where my family income was when I was growing up.

In 1970 when I was in high school, 7% of the kids from those families had a shot at getting a college degree. Today, 50 years later trillions of dollars of investments later, that's up all the way to 8%, and so we haven't had the social transformation impact that we have desired. This general lack of success, low graduation rates, low success rates, it's not just about investment in the institutions, it's

about this flaw in the design of the public university culture. This design flaw in my view and I can get you a lot that has been written on this by me and by others, it's not fixable.

It can't be fixed because it's built around the human tendency and desire to have a hierarchical social class with strictly demarcated areas of social standing, and so the design flaw is basically the notion that you can't have a fantastic scholarly driven group of faculty focused on academic excellence and at the same time be highly accessible and egalitarian. That those two things don't go together. For that of course is the fundamental premise of the HBCUs and it's the fundamental premise of the institution that I'm a part of the last 18 years as president at Arizona State University.

This design flaw then means that this is what I would urge all of us to become involved in is this notion of throwing off this notion that we need to be A or B or C. Forget A, B, or C, we need new designs, new institutions, new structures, new mechanisms, new ways of moving forward with the objective being the marrying together of excellence and access. If we find a way for all of our schools to be... our faculties to be scholarly active at a very high level to be unbelievably engaged at scale with the broadest cross-section of students, if we find a way to bring together excellence and access, well, that's what a public university is all about.

That's what a public university is for and HBCU, in particular, is about the marrying of excellence and access across its entire dimensionality. But the problem with that is that the entire weight of the system, the entire social structure of the system is the opposite of that. It's about one or the other and not both, and so what that has required us to do at ASU and which is why we've been able to become a much more impactful university across the spectrum of our... the entire spectrum of our society, we've been able to do a number of things including scale and work on issues related to competitiveness and so forth and so on, required us to have a new design, so we scrapped the notion of just being a generic public university and created a unique charter.

Our charter is built around three core principles. The first principle is one that we share with each of you and that is that we are to measure our success based on who we include and how they succeed, and not who we exclude. If you measure your success based on who you exclude, we got no time for you. We have nothing in common, and so we've got little to talk about because our job is to be inclusive to find pathways to success, to measure our self on the product, not on the selection process for admission.

Now you all know that, and we know that, but that's not... that logic and the overcoming of that logic was critical to us.

The second key element of our charter is to do research that measurably benefits in a measurable way the public themselves, not just the academic outcomes, and so we're not tremendously interested in academic outcomes is our principal reason for existence. We need that to gain endorsement and quality assessment for our faculty. But what we really need is to impact our communities to drive our local economies to measure the outcome of the university as a function of that, and then the third element of our charter and this would be something that each of you share also.

In our case we have... for our particular environment, we've made it unbelievably specific and that is that we at the third part of our charter are accountable for the outcomes of our community responsible. If we have underperforming K-12, we're responsible. If we have underperforming, we've done tremendous things to try to alter the K-12 trajectories here in Arizona, in California, in Utah, and other states that we're working in. Our charter then becomes our reason for existence and each of you have a special and historically unbelievably important reason for existence.

In our case, we have to make sure that our faculty understands that if you want to work at some other public university that's only interested in having fewer students, and admitting higher level students, and admitting only A-students, and teaching lesson so forth, well you should work there because that's not what we do. We take on the notion of understanding what a true public university is supposed to be, so beyond our charter, we have a series of what we call design aspirations as do each of you.

These design aspirations become the reasons and the mechanisms by which we separate ourselves from the pack. The last thing we want to look like is the University of California at Berkeley, or the University of Michigan where we measure our success based on exclusion, we measure our success only on how much research we do and stuff like. Now, we do a lot of research and I'll come back to that in a second. Of our design aspirations go into social embeddedness, the degree to which we are embedded in the community, that measure the social impact within the community, social transformation, economic competitiveness of the communities that were embedded in, workforce development, all these kinds of things.

While at the same time doing almost \$700 million dollars a year of research. Then I think the last thing I'll say is that our goals, our metrics lasting about our charter, and our design, our goals, and our metrics, and our aspiration are about social success, social transformation, and social success and social transformation for all elements of our community and all elements of our population. The sidebar in 1990, this was a largely white, middle class institution that we had a reputation of being the world's largest party school and we weren't heavily active in research.

We weren't a research one university. Here we are 30 years later, and I've been here 18 years and we are a totally transformed institution. Our student body is representative of the totality of socio-economic diversity. Our student body, majority of our incoming 14,000 freshmen are students of color. The institution is doing almost \$700 million a year of competitive research without a medical school. We graduated last year 26, 27,000 students from the broadest cross-sections of families imaginable. Just giving you this little hint.

We changed engineering from 6,000 students to 24,000 students, took freshman retention engineering up from 68% to 90%, increased the number of minority graduates coming out of engineering. For instance, using that as just one example of our 20 colleges by tenfold, 10X increase in minority graduation... minority graduates. How did all of that work and how did all of that happen? Our evolution at ASU is a function of understanding that we're not chasing the old model. We're done with the elitist model of public university success. We're done with the model that you're successful because of who you exclude.

We're done with the model of measuring only our inputs. We measure our inputs. We measure our learning outcomes and we measure all of our impacts of our institution on an ongoing and consistent basis. Our culture change has really been around moving away from a faculty-centric culture, moving to a student-centered culture. Moving away from the slow, tedious, cumbersome, unbelievably archaic clock speed of universities is notion of what is the semester spring break, summer break, this... whatever these things are all things countered to our actual success.

We empowered our faculty to be designers of their own intellectual futures, their own intellectual identities which then freed them to become unbelievably powerfully creative individuals, and everything that they do. We did away with the notion of academic bureaucracy and built the notion of academic enterprise. Then we embraced

technology in all things carefully and judiciously over the last 10 years. We've built relationships with 300 technology companies. We've built a learning platform that has helped us to raise our freshman retention rate to... with a very broad student body.

We have 42,000 Pell eligible students as undergraduates here with us on campus for example. Then we've doubled our four-year graduation rate up to the level of Michigan State or Purdue, which also admit A and B students. We've taken freshman retention up to about 90%. We've been able to do that by building adaptive learning platforms and adaptive learning courses, designing new ways of teaching and learning. Overcoming the math and science barrier. We now have 85 to 90% mastery of freshman math. We used to have 40% mastery of freshmen math. We've eliminated math as the principal reason that students drop out.

We've built adaptive learning curriculum in science. We've grown the number of Biology Majors for instance to 6,000. We've grown the number of STEM majors that we have to just under 40,000 STEM majors, and that's up from 10,000 STEM majors just to put that into perspective, so a four-fold increase in that. We've been able to use technology to help us in teaching, to help us in advising, to help us in assessment, to help us in communication, to help us in recruitment and retention. Node bots and chat bots and everything that I'm sure you all are using also but we've been able to build all these things and change our outcomes.

A little bit about that... we are an institution now, which is continuing to accelerate this week. We have about 75,000 students here in our full immersion environment with us. COVID complicated environment, obviously. We've built testing technology, deployed testing technology, we have 11,000 classes that are working in face to face mode with Zoom empowerment for people that can't be there. Another 5,000 courses for our on-campus students that are in either peer Zoom mode or online mode. Then in addition of those 75,000 students who do represent the totality of socio-economic diversity in the United States and in Arizona.

We have another 75,000 students who are in our online degree programs, 250-degree programs. Full ABET accredited engineering programs, science programs. A hundred or 250-degree programs, so we've got that going on all again with this notion of diversity with very high levels of transformed success. All of which then have huge impact on U.S. competitiveness. The country will not be successful unless we pull up and educate an order of magnitude more the number of people that we're educating now, we won't be successful

as a country at the level that we need to be competitively unless the bottom half of family incomes have equal access, equal opportunity, and equal outcomes.

We've set our goal. One of our goals is undifferentiated outcomes by family income. We have a completely diverse student body, but now undifferentiated outcomes. We're not quite there yet, but we've made huge progress towards that goal. We built an entity called ASU Prep digital which is a digital high school, digital assets for enhanced learning, 200 early college courses last semester. We had about 15,000 students as learners in that program. This semester we have 75,000 students in multiple states from that program.

All these things are a product of going back to this notion of... and the HBCUs that you all lead and their critical role in our society. It's about the same thing. It's about social transformation, it's about the success of the United States, and I guess what I'm here to say to you is that the model of us looking, smelling, or feeling like a classic standard university. It's not going to work. There's no way that we can have the kind of impact that we need to have at a social scale.

There's no way that we can have the kind of impact that we need to have at a community scale. There's no way in the African American community, and the Latin X community, and other communities... there's no way that we can have the impact that we want to have if we approach this in anything that looks like a normal modality. We need to transform everything, the role of the faculty, the structure of the institution, the design of the institution, the financial structure of the institution. We have very little public support in this institution. We operate as a public enterprise.

We've taken our revenue from \$700 million a year to \$3.5 billion a year and then we use almost all of our margin for financial aid, so that we can say that no student will be left out for financial reasons and that's literally the case with us. We also believe that we have to work together. That only through partnerships and innovation be accelerated, only through alliances can innovation be accelerated, only by us learning from you all, only by all of us finding ways to be something other than isolated... what I call cottage industries, isolated pockets of academic activity... only through sharing of assets, sharing of technology, sharing of learning, innovating together could any of us ever hope to get to where we are.

Our goals going forward are \$850 million a year of research without a medical school being equal to... in the MIT range. We're on target to hit that goal with our faculty 32 to 35,000 graduates per year.

Completely representative of socio-economic diversity. We are committed to economic transformation of our region and accelerated economic transformation of our country. We have, as our goal, undifferentiated outcomes based on family income. We're not there yet. We have native American students from over 220 native American tribes here.

There's only 23 tribes in Arizona. We do not have undifferentiated outcomes. We have very high levels of graduates from the native American community, but we still don't have undifferentiated outcomes. We can still predict a little bit of a student's outcome based on their parent's education and based on their family income. We want that to be eliminated as a predictive constraint, and so we're working on that in every possible way. I know personally I come from a working-class family, a working poor family. My siblings that didn't graduate from high school, those siblings who are now in their 60s lives have been markedly different than mine.

The same family, same upbringing, same experiences. I was able to be educated more formally, they weren't. Completely different outcomes and it's a dramatic thing, and so at least for us here and for ASU, what's happened is that we got off the track 50 years ago by this access versus excellence. Every HBCU in the country and every public... other public university in the country should be research-active, should be discovery-active.

Not that you aren't, you are but that should be a central part of excellence with access being your reason for existence, with unbelievable success and for us that has meant complete abandonment of the historical norms and historical models and the embracing of these kinds of cultural changes that I was talking about. Mr. Chairman, I'll stop there and hopefully we'll have enough time for comments and questions. I welcome your questions. I apologize for speaking so quickly.

I can get any of you more information on what we're doing or what we're up to and I can also say that we're ready to work as Johnathan knows, and the team knows. They're at the White House. We're ready to do partner, work with anyone that helps us to advance the success of the country. HBCUs are absolutely essential to the success of the United States. Hope we can work together. We look forward to it. Thank you.

Johnny C. Taylor:

Well, thank you. Dr. Crow. That was a treat and we thought it would be, and it was actually exceeded. Already high expectations. Thank you for being so transparent and committed to the country's efforts to educate all people. We actually... and thank you also. You finished

it on record amount of time, which is good, so we have about 10 extra minutes for members of the board to ask questions. We have Dr. Crow and if you're interested and you have questions, please chime in.

Phyllis Dawkins:

Dr. Crow, this is Phyllis Dawkins. How can we begin to collaborate with ASU?

Dr. Michael Crow:

Well, thank you for that question, Phyllis. The best way to begin collaboration would be to say, "Let's identify some mutual objectives that we have. Let's get our team's talking about what we can do together, and then let's see what we can get going." The way to collaborate is to basically say, "Let's work together and let's get something going." It could be in a research area. It could be in a technology area. It could be in a mutual problem-solving experience.

It could be us taking some of your courses and offering them here with us. For our students, it could be us working together in our online environment. It could be working together to use some of the platform technologies that we put together. We do have some things. For instance, we've built these adaptive learning courses in math, which we think is the big bugaboo. Those courses have changed everything for us. They have taken our freshman retention rate and altered it. We're bringing in kids now who... they got a good grade math in high school, but they can't do college algebra.

They can do college algebra with the systems that we put in place, so there may be ways that we could work together there. Joint efforts, all those things, Phyllis, I think would work, so we just start talking and working together.

Aminta H. Breaux:

This is a Aminta Breaux. My question is first of all, thank you for that outstanding presentation in record time. I've heard you speak in the past and I'm just amazed at how much content you are able to put in, in this record amount of time and thank you for being here once again. My question is about going back to a comment that you made with regard to changing the dynamics and doing things differently, and that's the essence of how you've been moving forward and leading ASU. However, we have a general public out there that tends to look at higher education in traditional ways including looking at the rankings of various assessments of how we're doing, and yet our HBCUs have done an outstanding job in taking students where they are, and having them move on to successful outcome, meaning getting jobs, contributing back to their communities, enriching their communities.

Can you speak to your views on the ways that our universities are assessed, and how do we balance and get the messaging out about the great value we already provide to our students, and their families, and communities? Yet, we continue to be put into the categories, and the parameters of these rankings sometimes can overlook and overshadow the great successes that are happening with our HBCUs.

Dr. Michael Crow:

Well, Aminta, you're on an exactly hard rock point for me. The system of rankings is basically a biased country club ranking of rich white people, sitting around determining that rankings a function of who you don't admit. Ranking is a function of how much you spend per student. Even the U.S. news & world report rankings are rankings based on resources per student. They're based on a number of things that are very private schoolish. What we do is what you say, so we basically worked to de minimize those and explain what those are, and then we look at our outcomes, and so we have substantial data as I'm sure you do also on the ROI for the graduates of our institution.

The Return on Investment based on their life outcome. We have an Office of the University Economist which measures these things. We work in research projects where you have the tax returns without knowing the names of all of our graduates, so we know how they've done out there in the economy, our 500,000+ graduates. We have the rankings of the quality of our graduates as do you. Your graduates are highly regarded in the workforce, and that's what we push, and then we say that if you want to feel better about your life and send your kid to some school that builds its reputation based on who they exclude, well then, you should do that.

Because that isn't us. Go ahead and do that. Here's what we do. We produce fantastic graduates who are completely engaged in understanding the actual complexities of the world. This is not a country club, this is a university that takes people from every family background and prepares them for a full and comprehensive life of contribution to the democracy, and to the economy, and that's the way we talk. We're not having any shortage of getting applicants. We're up in our enrollment 7.3% this semester over any semester previous in the institution.

We had 60,000 students in our summer school, and we have recruiters lined up around the block because I think the point is that you've got to work with families as you suggest and convince them that it's the product measurement not the input measurements that they need to work on, and it's just a function of getting that

information together and that's what we talk about. That's what we spend most of our time talking about and that's... what impact are we having. People that care about that stuff, that's what they listen to. Others that care about the elitist separation of their children will then... they'll probably be happier if they send their child to a school that admits almost no one and costs \$55,000 a year.

Aminta H. Breaux:

Thank you for that.

Johnny C. Taylor:

Dr. Crow, this Johnny Taylor, and one of the questions that I'd ask is funny. We have this love/hate relationship with rankings. On one hand, we all talk about the problems of rankings. But then on the other hand when we bump well and we've seen this in even the HBCU community, we will tout our rankings. What's your thought on either one has to be okay with rankings or not okay with rankings or challenge the rankings, be okay with rankings but challenge how they are arrived at or computed? But I do find that that's a real struggle for all of us. How do you all think about this? Given rankings do matter particularly the more expensive you point out the 50, \$60,000 a year school. They do matter. Parents buy that, the ones who can. What do you think about that?

Dr. Michael Crow:

Mr. Chairman. It's a tricky business, and so to my view, the frontline public's including HBCUs should not be about rankings, they should be about output. On my desk behind me I have the admission standards at the University of California in 1950. B average overall and a be at least in 15 different courses and your admitted and tuition is free. Where is that? That's gone. With the average weighted GPA, to be admitted in UC Berkeley right now is 4.3 on a 4.0 scale, so I'm really so sorry there.

You got to be on your transcript, your sophomore year of high school. You're not going to be admitted. Too bad. You're a loser. That just can't be the way the world works, and so what we need are more rankings. People want to rank, have some kind of rankings where there's a lot of selectivity-based and resource-based rankings and we don't do so well in there. That's okay. But let's look at the impact rate rankings. Let's look at the social transformation rankings. Let's look at the social mobility rankings. Let's look at who actually drives people into higher levels of social mobility.

Those things are all measurable. Those are things that we do, and it is a tricky business, and so we talked about... we were just ranked most innovative university in the country. Well, we're not sure that's a subjective output-oriented ranking. That's not a class-based, elitist-based, separatist ranking, and so I think that there should be rankings about social impact. There are some. Washingtonian

magazine has some of this, some others have some of this about impact and so forth.

We should be measuring our impact on social transformation, so every person that we graduate that moves up five social classes, that's an impact that we contributed. Every person that's out there contributing as a CEO of a company or something. That's an impact of your school, and so I just think that rankings should be about outcomes, and impacts, and once we get more schools looking at that, the other thing that we think is that this business of the way schools are classified. The frontline public universities that are into social transformation including the HBCUs and some of the rest of us, we should be clustered together.

We're the advancers of the democracy. We're not finishing schools. We advance the democracy to higher levels of success. We advance the economy to higher levels of success there. It's a different thing. It shouldn't... there're apples and oranges there. They're both fruits but they're not similar, and so we need to separate ourselves from the pack of worrying about that kind of stuff too much.

Johnathan Holifield:

Dr. Crow, this is Johnathan Holifield. Great presentation, excellent dialogue. Building on your version of separatism that I share, how can we build better, stronger, bridges from HBCU leadership in research, and social transformation? How can we build better bridges of those institutions to America's national dialogue around our economic and educational competitiveness? As you well know, you're at the center of many of those dialogues and our institutions are not at all at that table. They need to be. How would you recommend perhaps we pursue that course?

Dr. Michael Crow:

What's interesting, Johnathan, is that we have a lot of football leagues, and sports leagues, and I was a Division One athlete when I was in college, so we played against Colorado, and Nebraska, and Oklahoma. I went to Iowa State as an undergrad, but we don't have leagues for... let's say the future of some area of economic activity near Bowie State. We need leagues around economic futures, energy futures, education futures, high school success futures, and so what's happened to us is that we just all decided to emulate Harvard, so we have sports, and we have schools, and we have semesters, and we all want to gather in the fall and do all these things and so forth.

Some of that's fine and so forth and so on, but where are the leagues were working together to solve particular problems? What we need are more alliances, more leagues, leagues for more teams. Teams of schools working together to create economic opportunity,

to create economic... we talk about economic zones, we talk about all these things that the government puts in place sometimes but the universities for the most part just keep doing the same thing, hoping for more resources, hoping for a better allocation from the government, hoping for better appropriations.

Those are not the ways to create economic transformation. You create economic transformation by solving some problem, and I think what I'm saying, Johnathan, is that we need a lot more leagues. We should be a part of 25, 30, 50, a hundred different leagues where we're working on different things, and organizing different things, and groups of faculty working together as opposed to thinking of the universities as isolated island. They're not. They're connected and that's what we should be doing.

Johnathan Holifield: I think later today there's a discussion on HBCU consortium around those same concepts, so please thank you very much Dr. Crow.

Johnny C. Taylor: I'm sorry. We have time for one more question to go at the end of...

Leonard L. Haynes III: Dr. Crow I have a question. In your comment about developing leagues [01:15:13 inaudible], presentation. How would you characterize the land grant colleges and universities of America? The 1862 schools and the 1890s which are historical, but aren't they in a league of their own?

Dr. Michael Crow: Well, what was happening to the 1862's, I went to one of them I would say. Some of them just took off and just became elite research universities. I gave a talk on the 150th anniversary of the Morrill Act at the University of Illinois of all places, and in the talk that I gave I was the keynote speaker there. This is eight years ago, and I asked how many of them actually understood what the Morrill Act was. We then talked about the Morrill Act.

How many of them knew that it was intended to be basically a new school for the sons and daughters of farmers and mechanics, at the time white? But transformative a little bit later and how many of you then would believe that we should sign up for what the Morrill Act was intended to do today and stay focused on that meaning, be a different kind of institution? I couldn't get any takers. They basically said well we've morphed into something else, and so some of the land grants have stayed true to their mission by the broader admission standards and so forth and so on. Purdue, Iowa State, Oregon State, and then among the 1890's, yes.

They work together and some of the 1862's work together, but they're not a... they're not the force in my view that they could be.

They are a unique... both of them are unique manifestations of American culture, American history, American heritage, and I think that there's a lot of upside in bringing people together in these coalition's and alliances that are more about... are less about acquiring resources and more about solving problems, enhancing community outcomes, enhancing graduation rates, those kinds of things. Who asked that question? You didn't pop up on my screen.

Leonard L. Haynes III:

Leonard Haynes.

Dr. Michael Crow:

Hey, Leonard. Thank you. Nice to meet you.

Leonard L. Haynes III:

Thank you. I saw you at the World Bank a couple of years ago.

Dr. Michael Crow:

Yes. I remember that. Thank you.

Johnny C. Taylor:

Thank you again, Dr. Crow, for giving... being so generous with your time including being here. As I said much earlier than your presentation, I'm sure there will be follow-up from particularly the agency to the President who are members of the board of advisors, and again, we thank you for and congratulate you on the great work. When I heard about the strides, roughly \$800 million in revenue to 3.5 billion. That's an amazing trajectory. A lot for you to be proud of and your willingness to share it with us, so that we can have these sorts of conversations a decade or so from now is great, so thank you.

Dr. Michael Crow:

Thank you, Mr. Chairman, and it's almost 7:30 in the morning here, so I'll go up and buy some breakfast here somewhere.

Johnny C. Taylor:

God bless. Thank you. That's really... Dr. Holifield, I'll turn it on to you for a brief on the White House mission on HBCU.

Johnathan Holifield:

Absolutely. Chairman Taylor, may I ask you and the members of the board for an accommodation. If we can work this, can we have the broader board discussion first which provides some room for us to take care of a few back-office thing that may add to the meeting during my remarks?

Johnny C. Taylor:

Sure. Sedika is that... there's so many rules around what you can do. We probably...

Johnathan Holifield:

Exactly.

Johnny C. Taylor:

Is that okay? Let me check with our DFO.

Sedika Franklin:

Yes. We can go ahead to the board discussion and then we'll come back to Johnathan once we've resolved all those comments from the members.

Johnathan Holifield:

Thank you.

Johnny C. Taylor:

As we get ready to do that, keep in mind there is an obligation under federal law that we have public... allow the public to comment, so we have to be... I'm going to be real strict on time given that this is just a two-hour meeting. We have to have a period for public comment. We have about a hundred people, I understand, participating today, observing, so it's critical that we do that. Let's get into opening the floor up for our group discussion. The first issue was discussion for approval of the PBA report to the President required by the executive order. Let me address... thank you.

My office and Emily have done a wonderful job of preparing the document where there was a little confusion because your points were taken. We were preparing what we thought to be a 2018-19 report. If you recall, this panel... we weren't really a panel. I was appointed in the '18, but for the majority of 2018 there... it was myself and Johnathan doing the work between the White House Initiative, and so the way that we had initially envisioned it is that they're also now being a 1920 report, and that would go a lot more into the detail of the work of the PBA. But I take the points.

I've asked Emily to go back and work with our team in the White House Initiative to modify this, to really make it a 2018 through late '20 reports, so we'll be truly updating after all that we've achieved, so it's a two-year report. I need to clarify pursuant of executive order that that's okay because executive order does speak to the need for us to have, if I remember correctly, an annual report. Let's figure it out with the graph because technically post that one year and two years '18, '19... '19, '20, but if we can combine the two we'll take that amendment and make sure that it reflects everything from the WHI is working on at the White House Initiative as well as the PBA.

We'll take that under consideration and you're right; we'll need to bring that up for subsequent approval vote once we've solved the question of can... do we technically have the ability to combine the two. But if we can which is my hope, then we can make the modifications to reflect the will of the group. Any other discussions around that?

Sedika Franklin:

Chairman, this is Sedika Franklin. We do have the ability to do just that. We can extend and make it a two-year report to the President. We do however have to... any adjustments that we make to the current draft, we do need to reconvene as a board.

Johnny C. Taylor: Well, for sure. Frankly, you'd have to see it before you could approve it, so I've asked Emily to work with everyone and to work with our staff and we will get this done posthaste. Hopefully within the next week or two... definitely within 10 days. Give us time to work our staff of, the graphic design people to get this all right, so we can get it out to you for your consideration and advanced feedback and then we will pose... we will schedule a meeting of votes. We will do that quickly.

Bernard J. Milano: Johnny.

Johnny C. Taylor: Yes.

Bernard J. Milano: This is Bernard Milano.

Johnny C. Taylor: Hi, Bernard.

Bernard J. Milano: Very sorry I couldn't be on... my Zoom. Two things. One is the report is silent as to when we actually doctored and therefore formed, so to have a two-year report... when we were informed until I don't remember the date, but it was well after middle of '19, so it becomes little misleading. It's almost like a White House Initiative report as opposed to a present Board of Advisors report and that... somehow that has to... if the requirement under the executive order is for the PBA to have a report, then I don't think we can include all of the activities that occurred when in fact, there was no PBA in place.

I would also hope that on page six it says that President announced on September 21st, 2018 the intent to form the board. Well, that's interesting, but I think we have to somehow have in there when the board was actually formed so that it's very clear when the PBA was actually in existence.

Johnny C. Taylor: That's exactly it. Well, so there are two things. Technically, the PBA occurred when a chair was appointed, but we didn't appoint the rest of the advisors. I think we very much in the language can clarify that I was appointed on X date within... after... because we went through an exhaustive process of getting approvals because of what was happening at the time, and that we didn't have any meetings, although we were convened until we had... we were able to seat the rest of the advisors. But we'll do that in the language of the document, and I think just so that it doesn't appear to your point to be almost... but not overly focused on with the White House Initiative because those are very two different institutions.

White House Initiative and the President's Board of Advisors, we can incorporate some of that. Let us work with how to do this in a way

where it becomes really clear that the technical by appointment was the beginning of it, and then you have chair and then the chair appoints... working with the White House... the President actually your point, but recommends and works with others to get the... to impanel the rest of the board. Let us work on the technically right way to say that, so that we are not in any way misleading.

Bernard J. Milano:

Okay, thank you.

Johnny C. Taylor:

Any other questions about that? All right. I'm opening the floor to any other group discussion before we then go back to receive the briefing from Director Holifield.

Billy Hawkins:

This is Billy Hawkins. I just want to say that the Under Secretary... she gave a outstanding briefing and I look forward to receiving her presentation because clearly that can be very helpful to our HBCUs and more specifically that represents the 37 UNCF schools as the Chair of the President, so I look forward to receiving that. That was an outstanding report that can be very helpful to our schools.

Johnny C. Taylor:

Thank you. That will be noted. We'll make sure that you get that. I think as I started, again, what I'd like to just reinforce is, not only has this board made major strides in the strategic plan and other components working with the White House Initiative... the competitive strategy framework that that again will be discussed more in detail with Director Holifield, the great document HBCU week, but just truly elevating the visibility of HBCUs, and so each of you individually and as a group, we may not get a lot of credit and that's not why.

I do it and I'm sure that's not why you do it, but this is a very influential group. The White House listens and Congress listened and so much of the work that we are doing and on a day-to-day basis the work that's being done by the White House Initiative is what has led to the... a lot of the very high visibility opportunities that we're seeing and the giving from the private sector is just... someone wrote me a note the other day and said that this has been a boon to HBCUs in a way that none of us have done. It's a combination of the White House using its platform to talk about HBCUs.

Again, as a discussed people who otherwise weren't talking about it coupled with and acknowledging the environment that we sit in with the George Floyd murder, it's a combination of a whole bunch of factors, but none of us should walk away not appreciating how important the role that we have played in making this serious or, and reinforcing the seriousness of the White House. If we don't have any other discussions... I want to open it for just a few seconds and

then if not, turn it over to Director Holifield. Director Holifield, take it over.

Johnathan Holifield:

All right. Good morning. It's a pleasure to rejoin you and to provide a brief overview of the initiative. First off. I always like to give my staff appropriate recognition. Not my staff, my colleagues. This has been a quite an undertaking. The first national or virtual national HBCU week conference and we have about 2,400 registered attendees, multiple sessions, agency partners, private sector partners all have worked collaboratively to make this a good experience and so far, so good. Special shout out to our team. Our team consists of Dr. Arthur McMahan, Sedika Franklin, Elyse Jones and Tammi Fergusson.

We're also supported from time to time with interns and this year, Cameron Lewis and Nya Wheeler have supported our efforts as well. The conference is fully underway and by the messages, and texts, and emails that I did we think it's been a pretty darn good experience, so hats off to the initiative team as well as our agency and non-federal partners. Secondly, we are in the final stages of creating the first federal HBCU competitiveness strategy. We will have plans with quantitative metrics from 31 agencies focused on HBCU.

We did something different; we have 32 federal agencies and that's obviously a lot and trying to create a single centrally controlled strategy just wouldn't work. These agencies are huge. Imagine 32 different federal agencies all of substantial size with one strategy, so our approach was to create the framework into which the strategy must fit. In other words, we provide the process for guard rails, for the deployment of the individual agency mission and content and we think that will be successful. The goal of this strategy is to set the floor not the ceiling, the floor for federal HBCU activity. Four things to keep in mind.

We had moved from just an annual planning process to developing four-year HBCU plans. Those plans are lined with and connect to the agency planning process. All of our federal agencies as mandated by federal law and the government performance and results Act developed four-year... minimum four-year plan. We want our planning to align with broader agency plans. Secondly, all of the HBCU objectives are tied to, linked to, agency objectives as expressed in their four-year agency plan. We don't want our institutions and ancillary collateral roles or relegated to the coffin corner of agency opportunity.

We want to link and embed our objectives within broader agency objectives. Just a note to keep in mind. We and you had made the

catch, so our institutions can help agencies meet their objectives, and that's how we've approached this strategy development. Reporting will now go to the Office of Management and Budget. As great as the initiative is, we really have no capacity to receive quantitative metrics from 32 federal agencies, but the nation's bookkeeper does, and they have been wonderful partners in developing this framework.

The strategy further codified our notion of a federal HBCU competitiveness ecosystem, interconnection between our agency partners. The fact is Dr. Crow talked about leagues. I heard clusters, ecosystems, and the like, and so we've codified that, anchored, and facilitated by the initiative and continuing to work with our partners across the federal landscape. I'll conclude my remarks now and I'll alert the chairman that if we're able to get some back-office matters resolved, I'd like to come back to offer an announcement from the administration via video as well, so let me reserve whatever balance of time I have in case we're able to work that out. Thank you very much.

Sedika Franklin: Johnathan, we're ready.

Johnathan Holifield: We're ready?

Male Speaker 1: We're ready.

Male Speaker 2: We're ready to go at it right now.

Male Speaker 3: We are. Let's go.

Johnathan Holifield: All right. I'd like to introduce National Security Advisor, Robert O'Brien.

Robert O'Brien: Good morning. I'm delighted to be joining you today as we celebrate the Historically Black Colleges and Universities week. I want to extend my gratitude to Johnathan Holifield, members of The White House HBCU initiative including Ja'Ron Smith and all of you here today for making this week a success despite the ongoing challenges of COVID-19. I also want to recognize our NSC Senior Director for Africa, Erin Walsh and our ambassador to South Africa, Lana Marks for their efforts.

I'm pleased to announce President Trump's intent to establish the United States – Africa Institute for Epidemic Preparedness and Innovation which will serve as the Africa Regional Center for America's response to outbreaks. HBCUs will be the principal partners of the US government in this historic effort. The United States has made over a hundred and forty billion dollars in health

investments in Africa over the past 20 years. Today, the Institute has an opportunity to reaffirm the United States leadership on Public Health on the continent, and for HBCUs to lead the way forward.

The initiative we commenced today aligns the unique public health contributions of HBCUs at home and abroad with the administration's National Security Strategy. HBCUs will be at the forefront of our efforts to prevent, detect and respond to disease outbreaks including HIV and other health threats in Africa and beyond. The U.S - Africa Institute will build the leadership and capacity of African health professionals and support the next generation of African health leaders.

Establish a data hub to support the rapid detection and mitigation of pandemics and accelerate scale of innovation. President Trump believes that the U.S - Africa Institute for epidemic preparedness and innovation will support the U.S government and HBCUs as we play an important role in keeping Africa and the world safer from diseases such as the COVID-19 virus we are now facing. Thank you for your support of this key initiative. God bless you and may God bless the United States of America.

Johnathan Holifield:

Thank you, Mr. Chairman. I would just like to reiterate what we just heard. The Institute for Epidemic Preparedness and Innovation. The key for us is that HBCU will be principal partners, not ancillary, collateral, or tertiary. Principal partners. Our institution, the unique global strategic advantage that they provide the United States. Russia doesn't have HBCU, China doesn't have HBCU, America has HBCU and leveraging that unique asset class to meet America's National Security needs is what we mean by aligning institutions to America's competitiveness priority.

I want to thank Ambassador O'Brien for taking time out of his hugely busy schedule to address the PBA and the broader HBCU community. We appreciate President Trump's leadership to continue to embed our institutions in our national priorities, and we're excited about the possibilities for the future. Thank you, Chairman.

Johnny C. Taylor:

Thank you, and again I join you and that's an amazing announcement and now it's up to us to ensure that our schools particularly the medical schools, but not exclusively because all of us have... we... if you know anything about how they approach these public health issues, they draw from a number of different disciplines that our undergraduate students are involved in, and ultimately that might help people consider careers in research, in the applied and basic sciences.

This is really exciting, and it is a really... talking about a platform that showcases the relevancy of HBCUs in the 21st century. Historically, we know how significant these institutions are and what we've got to do is make the case that they continue to be relevant in the 21st century and this is a great statement by the White House and Act. Not just a statement, but an Act to create the center and have a fierce center... the leadership role... principles on this. Thank you again. I'd like to open the floor now for public comment. Do we have... Sedika, I'm sure you'll be announcing or reading any questions.

Sedika Franklin:

Yes. Thank you, Mr. Chair. Now is the time for public comment. The public comment that come in must pertain to the work of the President's Board of Advisors addressed in today's meeting. Your comments will be addressed first come, first serve as time permits and you may enter those comments in the chat at this time. I will read them. Any that we do not get to will also be included in the official transcript of this meeting. Mr. Chair, right now I'm not seeing any... we will hold for at least five minutes for public comments to come in through the chat.

Female Speaker:

As a reminder to submit a written question or comment, please select all panelists from the drop-down menu in the chat panel. Enter your question or comment in the message box provided and send.

Johnathan Holifield:

Now, Mr. Chairman, if we are able to conclude this meeting early, boy I tell you that would be something wouldn't it?

Johnny C. Taylor:

Well, that's my goal to give Dr. Crow, clock all of those folks their time back so they can go do the important work of... but in keeping with the commitment to ensure that the public has access to us and can ask questions, we're going to do it. I don't know Miss Franklin if we need to have five minutes. If we're not getting any...

Sedika Franklin:

I do have a few comments.

Johnny C. Taylor:

Okay, let's go.

Sedika Franklin:

Few comments, and please note again that these are public comments, not questions and answers. From Sonia Armstrong. I think this was a marvelous presentation. I am happy that I was able to be a part. A question was raised, and again, this is not Q&A, but I will add it to the record. What is the financial appropriation for this initiative? From Dr. Lawson. Is it possible to send the Under Secretary the reference PowerPoints for all HBCU President rather than just to the Board of Advisors?

Any information that's provided here during this meeting is made public. That's a note from the DFO. There are no others with the exception of Miss Sonia Armstrong saying that she would like to comment on Dr. Crow's presentation. From S. P. Freeman, S. P. Freeman at North Carolina Central. Many of us want to collaborate and to reach the HBCU initiative heads and we get something more structured to help us.

From Dr. Farmer. Thank you for this initiative, as an HBCU alum and the promoter to my students and their families, this initiative work is invaluable. From Jill Ki. Food and security is problematic for students. What aid is available for those who do not have enough money to cover these expenses? At this time, there are no more comment in the chat.

Johnny C. Taylor:

Thank you and thank you to all of you who have listened and who provided comments. We do take this work seriously, and I'm glad that you're there to witness and I hope you'd go out and tell others that there's a legitimate work being done by members. Not only of directly presidents of the HBCU community, but many of us who are major supporters and allies of HBCU community and that's what we're doing to ensure that the President... President of the United State is advised properly, at least from our perspective.

The diversity of our group provides a very interesting and I think balanced perspective to the White House, so with that there is simply... I do want to land this plane early. I thank you all for your continued work. I did receive the comments on the annual report. As I mentioned, my office will be working to incorporate the feedback, and if you have additional feedback, please get it to us because we will start working right away.

Our team of civil affairs people on the... incorporating your comments, but if we get them too late, we won't be able to incorporate them, so I'd ask all the members of the Board of Advisors to please get any feedback to Emily right away, and to thank you again for your commitment to HBCU. On behalf of the entire HBCU community as you know, I spent seven and a half years as president of the Thurgood Marshall College Fund representing the countries publicly supported HBCUs.

This work is invaluable, and so when we're seeing some of the outcomes of government focus on HBCUs and not just in financial aid as incredibly important as that is, but also programmatic operational giving support and recognizing HBCU is huge. With that, I think we can out retain a meeting to adjourn... a motion.

- James E. Clark:** Since what we do is all about students, then we can pass comments from a student's perspective just to see any competitive from HBCU is one of the nation's top priorities that was... it was an enriching and I didn't want that student comment to get lost because it came in at the very end. That was all.
- Johnny C. Taylor:** Thank you. Thank you very much, but have a meeting... a motion for adjourning the meeting.
- Aminta H. Breaux:** I move to adjourn the meeting. This is Aminta Breaux.
- Johnny C. Taylor:** Okay. Well, unless you disagree. Anyone against this? I'm going to assume not hearing any nays that we have unanimous agreement to adjourn the meeting at 10:52 a.m. Thank you all.
- Sedika Franklin:** Thank you, Mr. Chair. **[01:45:42 Crosstalk]**.
- Female Speaker:** Thank you for using Event Services. You all may disconnect.