

WHITE HOUSE INITIATIVE ON HISTORICALLY BLACK
COLLEGES & UNIVERSITIES

U.S. DEPARTMENT OF EDUCATION

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PRESIDENT'S BOARD OF ADVISORS ON HISTORICALLY
BLACK COLLEGES AND UNIVERSITIES

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TUESDAY
MAY 24, 2022

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The President's Board of Advisors met
in the Barnard Auditorium at 400 Maryland Avenue
SW, Washington, D.C., at 11:00 a.m., Tony Allen,
Chairman, presiding.

PRESENT

ANTOINE ALLEN, Chairman*
GLENDA BASKIN GLOVER, Vice Chair
MAKOLA M. ABDULLAH
JAVAUNE ADAMS-GASTON
PAIGE BLAKE
THASUNDA BROWN DUCKETT
PATRICK COKLEY
WILLIE A. DEESE
MONICA GOLDSON
BRETT J. HART
BEVERLY WADE HOGAN
LISA P. JACKSON
SHEVRIN D. JONES
WALTER KIMBROUGH
WILLIAM F.L. MOSES
QUINTON T. ROSS, JR.
RUTH J. SIMMONS*

JANEEN UZZELL

ALSO PRESENT

MIGUEL CARDONA, Secretary, U.S. Department of
Education

JAMES KVALL, Under Secretary, U.S. Department of
Education

SEDIKA FRANKLIN, Designated Federal Official

DIETRA TRENT, Executive Director, White House
Initiative on HBCUs

*Participating virtually

C-O-N-T-E-N-T-S

Call to Order. 4

Roll Call. 5

Welcoming Remarks. 7

Review of the Charter. 17

Discussion of Strategic Priorities 44

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Concluding Remarks 211

Adjournment

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

2 11:02 a.m.

3 CHAIRMAN ALLEN: Thank you and good
4 morning. As the Chair of the President's Board
5 of Advisors on Historically Black Colleges and
6 Universities, I'll now call this meeting to
7 order. At this time, we will have the roll call
8 by Ms. Sedika Franklin, our Designated Federal
9 Officer.

10 MS. FRANKLIN: Good morning again. My
11 name is Sedika Franklin, Associate Director with
12 the White House Initiative on HBCUs. I will
13 serve as the Designated Federal Official to the
14 President's Board of Advisors on HBCUs.

15 Before we begin today, I want to note
16 for the audience that this meeting is being
17 recorded and livestreamed. Members and
18 presenters, please use your table mics to ensure
19 that your comments are captured for the record.
20 Today virtually we'll be joined by Chairman Dr.
21 Allen, Dr. Simmons, and Mr. Paul.

22 As they begin to speak, they will

1 unmute and share their comments at that time.
2 And then please go back on mute. The same is
3 true for those members here at the table. To
4 ensure that your comments are recorded, please
5 press to talk and then remute yourself
6 afterwards. We also ask members of the audience
7 to mute your mobile devices. And those joining
8 us on Webex, you are in listen only mode.

9 Later, there will be an opportunity
10 for public comment. For those who registered at
11 the desk, you will be submitting a public comment
12 card which is found at the sign-in table. And
13 public comments will be limited to one to three
14 minutes as time allows.

15 So now as the Chairman advised, I will
16 take roll. For members when you hear your name,
17 please indicate your presence by stating here or
18 present. Antoine Allen, Chair.

19 CHAIRMAN ALLEN: Present.

20 MS. FRANKLIN: Glenda Baskin Glover,
21 Vice Chair.

22 VICE CHAIR GLOVER: Present.

1 MS. FRANKLIN: Makola M. Abdullah.
2 MEMBER ABDULLAH: Present.
3 MS. FRANKLIN: Javaune Adams-Gaston.
4 MEMBER ADAMS-GASTON: Present.
5 MS. FRANKLIN: Paige Blake.
6 MEMBER BLAKE: Present.
7 MS. FRANKLIN: Thasunda Brown Duckett.
8 MEMBER DUCKETT: Present.
9 MS. FRANKLIN: Patrick Cokley.
10 MEMBER COKLEY: Present.
11 MS. FRANKLIN: Willie A. Deese.
12 MEMBER DEESE: Present.
13 MS. FRANKLIN: Monica Goldson.
14 MEMBER GOLDSON: Present.
15 MS. FRANKLIN: Brett J. Hart.
16 MEMBER HART: Present.
17 MS. FRANKLIN: Taraji P. Henson.
18 Taraji P. Henson.
19 (No audible response.)
20 MS. FRANKLIN: Beverly Wade Hogan.
21 MEMBER HOGAN: Present.
22 MS. FRANKLIN: Lisa P. Jackson.

1 MEMBER JACKSON: Present.

2 MS. FRANKLIN: Shevrin D. Jones.

3 MEMBER JONES: Present.

4 MS. FRANKLIN: Walter Kimbrough.

5 MEMBER KIMBROUGH: Here.

6 MS. FRANKLIN: William F.L. Moses.

7 MEMBER MOSES: Present.

8 MS. FRANKLIN: Christopher E. Paul.

9 (No audible response.)

10 MS. FRANKLIN: Quinton T. Ross, Jr.

11 MEMBER ROSS: Present.

12 MS. FRANKLIN: Ruth J. Simmons.

13 MEMBER SIMMONS: Present.

14 MS. FRANKLIN: Janeen Uzzell.

15 MEMBER UZZELL: Present.

16 MS. FRANKLIN: Mr. Chair, we do have

17 a quorum. You may proceed with the meeting and

18 votes are permitted.

19 CHAIRMAN ALLEN: Thank you, Ms.

20 Franklin, for all of your hard work. And thank

21 you to all of the members for this very first and

22 important meeting with respect to the President's

1 Board of Advisors. As you noted, my name is Tony
2 Allen. I am quite proud to be the chairman but
3 more importantly be working with all of you on
4 this important initiative.

5 I would just talk a little bit with
6 President Simmons about the moment that has
7 happened for HBCUs over the last couple of years
8 and our capacity and ability to take advantage of
9 that so that we can set the table for the future
10 for our many proud alum and most importantly our
11 students. This is not the only opportunity for
12 us to do that. But it is an important one and
13 one we need to take very seriously as we move
14 forward.

15 I am also quite proud to have as our
16 Vice Chair Dr. Glenda Glover who has been a
17 stalwart supporter of HBCUs, both as the
18 President of Tennessee State University but also
19 as the international President of Alpha Kappa
20 Alpha Sorority, Incorporated and how they have
21 specifically laid focus on the HBCU community as
22 well. We do have a tight agenda under the great

1 leadership of Dr. Dietra Trent who you'll hear
2 from in a moment. The idea is to make sure that
3 we level set everyone on our initiatives, our
4 charter, and our work ahead and did have a bit of
5 a longer discussion relative to some strategic
6 priorities we've laid for consideration, but even
7 more important, to have a discussion around what
8 other priorities there may be and if we are all
9 aligned as we move forward here.

10 I encourage you all to continue to be
11 candid with respect to the real focus we need to
12 attend to. Keep in mind that we serve at the
13 pleasure of the President. And our time together
14 is often specific to ideas that we think will
15 drive the agenda forward. So we have to use our
16 time wisely and judiciously as we move forward
17 here.

18 So with that, there are a couple
19 dignitaries also joined us, most notably the
20 Secretary Education, Miguel Cardona, who has been
21 a stalwart supporter with respect to the HBCU
22 community. And I think he's doing an exceptional

1 job as the Secretary of Education. But let me
2 yield my time now to my Vice Chairwoman, Dr.
3 Glenda Glover.

4 VICE CHAIR GLOVER: Thank you, Mr.
5 Chairman. I just want to say how honored I am to
6 serve as Vice Chair of this important Board. And
7 it's just a pleasure to greet you today as we
8 continue to elevate the status and our focus on
9 HBCUs and ways to advance and enhance HBCUs.
10 Thank you all for agreeing to serve on this Board
11 in this capacity.

12 Some may have served on prior
13 commissions. But I tell you this is going to be
14 taken to a new level. So we're looking forward
15 to your assistance.

16 So it's just an opportunity to serve.
17 We serve HBCUs. We serve our students. We serve
18 the faculty, staff, the alumni, the community.
19 So I'm just happy that we'll be able to come up
20 with some ideas and methodologies that will
21 continue to elevate HBCUs. Thank you.

22 CHAIRMAN ALLEN: Thank you, Madam Vice

1 Chair. We will now, I believe, have remarks by
2 the United States Department of Education
3 Secretary, the Honorable Miguel Cardona, who will
4 be followed by his Under Secretary, Dr. James
5 Kvaal, and then our executive director, Dr.
6 Dietra Trent.

7 MR. KVAAL: Thank you, Dr. Allen.

8 This is James Kvaal. Since the Secretary is
9 running just a couple minutes late, maybe I'll
10 fill the void here. And I want to say thank you
11 to you, Dr. Allen, to you, Dr. Glover, for your
12 leadership of this commission.

13 Both of you were very gracious in
14 hosting me on your campus. And I want to say
15 thank you to all the members who I know are very
16 busy people. And I really appreciate your taking
17 the time to advise us on this work.

18 And thank you also to Dr. Trent and
19 her team for making today happen. For the Biden
20 Harris administration, the President and the
21 Secretary are big believers in the power of
22 higher education to promote equitable opportunity

1 and to promote upward mobility in our country,
2 two things we desperately need. And it is hard
3 to think about how we have that system without
4 investing in HBCUs and elevating the work of
5 HBCUs which were founded with that mission and
6 reflect that mission and everything that they do.

7 And so that's why I suspect you'll
8 hear the Secretary say what he says often that
9 the success of HBCUs is really foundational to
10 the success of our higher education system and to
11 our country. So the administration has been
12 working very hard to invest in HBCUs through the
13 American Rescue Plan and the President's budget
14 proposals. I know you will see that continue.

15 Just this week, we issued guidance on
16 the use of American Rescue Plan funds for
17 infrastructure projects on campus. And I think
18 the work of this initiative in guiding what we
19 can do without Congress is also really very
20 important because we can -- hopefully the people
21 at the other end of the street will see the
22 wisdom in our budget proposals. But there's also

1 quite a bit we can do working with our peers
2 across government to invest more and reflect
3 those priorities.

4 So your help defining those priorities
5 and carrying out those priorities is really very
6 important to us. I did want to mention just one
7 issue of personal importance to me and that is
8 student loans. And I don't know to what extent
9 you all have time to get into this issue.

10 But we are doing whatever we can
11 within our existing authority to help people who
12 have student loans that can't afford get out of
13 those debts. Not strictly speaking an HBCU
14 issue, of course. But it is one that
15 disproportionately affects borrowers of color and
16 Black borrowers.

17 And we have forgiven so far 750,000
18 debts in their entirety. These are people who
19 became totally disabled, who were cheated by a
20 for profit college, or who were in public
21 service. And that might be an area that we can
22 talk about collaborating more is making sure that

1 people who are eligible for public service loan
2 forgiveness are getting that benefit.

3 We've done quite a bit to make that
4 program work better. And if there's time today
5 or at a later point, we have a very talented
6 woman who is the point person on that named
7 Ashley Harrington. I know she's planning to come
8 by for some of this meeting, and that might be a
9 topic for further collaboration.

10 So thank you for giving me a couple of
11 minutes. I think it's much more important for me
12 to listen than to talk. And so I'm going to be
13 dropping in a little bit later this afternoon to
14 listen as you talk about some of your goal
15 setting and other ways that we can be supportive
16 of your work. So thank you.

17 CHAIRMAN ALLEN: Thank you, Mr. Under
18 Secretary. Appreciate your comments. I'm going
19 to turn it over to Dr. Trent who I know is in the
20 room.

21 DR. TRENT: I'm here, Mr. Chair. I
22 want to join my colleagues in extending heartfelt

1 thank you, gratitude, and welcome you to the
2 Board. Really appreciate you and your service.

3 I will tell you that I have been in
4 this role about six weeks longer than you have
5 been appointed. And I can honestly say that it's
6 been the most rewarding, the most exciting
7 opportunity that I've ever had. This is that job
8 for me that I would do even if I wasn't getting
9 paid to do it. It is just that special to me and
10 just that important.

11 I would just echo a little of what the
12 Chairman said and that is basically it's our
13 time, right? It's time for HBCUs. I can think
14 of no other time in the history of HBCUs where we
15 have received well deserved and positive
16 attention that we're receiving right now.

17 I can't think of any other time in our
18 history where we are receiving well deserved and
19 overdue opportunity and resources than we are
20 receiving right now. And most importantly, I
21 can't think of any other time in our history
22 where we have received the support and commitment

1 of an administration more than the Biden Harris
2 administration has. There has not been a -- this
3 administration has done more for HBCUs in the
4 last year, not even a year and a half, a year and
5 five months than all of the other administration
6 together.

7 And so I'm just really honored to be
8 here. I'm honored to serve in this capacity.
9 And I look very much forward to working with you.
10 You all bring unique talents. You bring unique
11 experiences.

12 And I think together we have an
13 opportunity to make a real difference for our
14 HBCUs. So again, I just want to say thank you.
15 And I look so very much forward to working with
16 you.

17 CHAIRMAN ALLEN: All right. Thank
18 you, Dr. Trent. Thank you for all your work to
19 date. I'm not sure if the Secretary has arrived
20 at the moment.

21 MS. FRANKLIN: He has not arrived yet.

22 CHAIRMAN ALLEN: So I guess --

1 MS. FRANKLIN: We'll queue you when he
2 comes on.

3 CHAIRMAN ALLEN: Would you like to
4 move on to the review of the charter?

5 MS. FRANKLIN: We can keep chugging
6 along.

7 CHAIRMAN ALLEN: Okay.

8 MS. FRANKLIN: Okay. So all the
9 members should have a copy of the charter in your
10 folder. And we'll just walk through it. It's
11 not that long of a document. But I will pause
12 along the way to take any questions that you may
13 have that I can answer today and others we'll get
14 back to you on.

15 But we'll start with authority. So
16 the President's Board of Advisors is established
17 under two pieces of authorization. First the
18 Public Law 116-270, HBCU PARTNERS Act signed by
19 Congress and Executive Order 14041 signed
20 September 3rd of 2021 by President Joseph R.
21 Biden and continued through Executive Order 14048
22 signed September 30th, 2021, this Board is

1 governed under a number of provisions named the
2 Federal Advisory Committee Act.

3 So you'll hear more about my role and
4 the things that are required by FACA for us to
5 complete along the way. So when we talk about
6 objectives and the scope of the work, the purpose
7 of the Board is generally to advise the President
8 through the White House Initiative on Advancing
9 Educational Equity, Excellence, and Economic
10 Opportunity Through HBCUs or the Initiative. So
11 that's through Executive Director Dietra Trent
12 and advising on all matters pertaining to the
13 strengthening of educational capacity for HBCUs.

14 Your duties are outlined here. So
15 these are general duties of the Board. One,
16 improve the identity, visibility, distinctive
17 capabilities, and overall competitiveness of
18 HBCUs. Engage the philanthropic business,
19 government, military, homeland security, and
20 education communities in a national dialogue
21 regarding HBCU programs and initiatives.

22 Improve the ability of HBCUs to remain

1 fiscally secure institutions that can assist the
2 nation in achieving its educational goals and
3 advancing the interest of all Americans. Elevate
4 the public awareness of and foster appreciation
5 of HBCUs. Encourage public-private investments
6 in HBCUs.

7 And improve government-wide strategic
8 planning related to HBCU competitiveness to align
9 federal resources and provide the context for
10 decisions about HBCU partnerships, investments,
11 performance goals, priorities, human capital
12 development, and budget planning. So the Board
13 is required each year annually to report to the
14 President on the progress of carrying out those
15 duties that I just mentioned. The President is
16 responsible for ensuring that we are reporting as
17 required per FACA.

18 You are supported by the U.S.
19 Department of Education, hence our location
20 today. The Department of Education will provide
21 funding. So you will learn in a moment your
22 operating budget for the year and administrative

1 support for the Board which is why you've seen a
2 number of Initiative staff running around here.

3 So your estimated annual operating
4 costs for the Board, including travel per diem
5 and other operating expenses for members is
6 57,000 dollars. The estimated annual person
7 years of staff support is one-tenth of full time
8 equivalent. So that's one-tenth what I make in a
9 year.

10 As Designated Federal Official, so
11 that's who I am to you, the Secretary has
12 designated me a full time employee to serve as
13 our Designated Federal Official for the Board.
14 And my duties include but are not limited to
15 calling and approving the Board meetings,
16 attending each Board meeting. So without me, you
17 cannot convene. Okay?

18 I have the authority to adjourn the
19 meeting when I deem it is in the public interest.
20 I maintain all your federal records, the costs,
21 and memberships, ensure effective operations,
22 maintain records for availability to the public,

1 chair the Board meetings when directed by the
2 Secretary, and provide copies of your reports to
3 the Department's committee management officer for
4 forward to the Library of Congress. So I'm going
5 to stop here because the recordkeeping is a major
6 sticking point, right?

7 So as we are -- you may have heard
8 this in your ethics briefing, the official
9 remarks, notes, any meetings that we have of two
10 or more people have to be recorded. Everything
11 that we do throughout the remainder of this
12 administration and if we move on to a second
13 administration, at the end of that term, it will
14 all go over to the Library of Congress, the
15 National Archives. So everything you do from
16 this moment on is history.

17 Okay. People can look back at it.
18 People can request that I give them access to all
19 the records from the Board. Okay. Now when we
20 talk about operating budgets and things like
21 that, that 57k that I mentioned, you can use that
22 to contract someone to help you produce the

1 reports. Okay. So one thing you also heard in
2 your ethics briefing, if not, is that you
3 shouldn't be using your staff members to help you
4 with the work of the Board.

5 Those are functions that are produced
6 through the Department of Education as your
7 support element. Now I don't have any say on
8 what your report says. I can't tell you, you
9 need to take that out, you should put this in,
10 neither will Dietra. This is your report to the
11 President.

12 So moving on here is something fun for
13 you all to weigh in on. This is the frequency of
14 our meetings. Okay. So we're here today. We
15 worked with the Board Chair to identify today's
16 date and the location.

17 The Chair will consult with the
18 Executive Director through me, your Designated
19 Federal Official, regarding the time, location of
20 your Board meetings which shall take place at
21 least every six months. Okay. So at a minimum,
22 we need to meet biannually. Board meetings are

1 open to the public, which is why we have some
2 audience members today, except where it is
3 determined otherwise through the general counsel
4 here at the Department in accordance with the 41
5 CFR 102.

6 So we have to have a quorum, a
7 majority of members in order to actually convene
8 and vote. And luckily today we have a quorum.
9 So we can, Mr. Chair -- I'd like to call for
10 comments from the members on if we should
11 maintain a biannual, just two, the bare minimum,
12 or if we can exceed our meetings throughout this
13 fiscal year.

14 So if you have comments, you can press
15 to talk and share those at this time. Frequency
16 of meetings, and if you would prefer to have
17 your meetings here in D.C. or others have also
18 said that maybe going to an HBCU, being on an
19 HBCU campus would be of interest. So I'd like to
20 open the floor for that.

21 MEMBER HART: So you have been through
22 this before, correct?

1 MS. FRANKLIN: Yes, I have.

2 MEMBER HART: Okay. What is your
3 perspective on -- I mean, obviously, we want to
4 produce a report that is substantive and has an
5 impact. Is it possible to do that only meeting
6 twice in a year? I have my own perspective on
7 that. But can you give us a bit of guidance
8 since you've seen this before and just some
9 perspective on that?

10 MS. FRANKLIN: Absolutely, and thank
11 you for that. So some boards have had the
12 opportunity to use just their two times meeting
13 and produce a report. But it's really dependent
14 upon what you choose to pursue.

15 So we'll have a conversation later on
16 about strategic priorities and all the things
17 that we want to accomplish over the course of the
18 next two and a half years. Be careful what I
19 say. But my recommendation would be if at a
20 minimum you meet in person twice a year, I would
21 recommend having some virtual meetings where you
22 can join virtually. You can accomplish what you

1 need to in order to produce the best report to
2 the President as possible. Has that answered it?

3 MEMBER ADAMS-GASTON: So on the issue
4 of on campus versus in D.C., Norfolk State
5 University and Virginia State University are
6 willing to work together to have folks on our
7 campus if you so choose.

8 MS. FRANKLIN: Thank you for that.

9 MEMBER ADAMS-GASTON: And we're very
10 close proximity. We're less than 30 minutes
11 away.

12 MEMBER ROSS: I'd like to take you a
13 little further and bring you to the great state -
14 -

15 (Laughter.)

16 MEMBER ROSS: -- bring you to the
17 great state of Alabama. And Alabama State
18 University would love to host you. And you would
19 be able to visit the world known lynching
20 memorial. But I do think that the -- given the
21 task of this Board, it is important for those who
22 are members to experience and touch and feel that

1 which they represent. So thank you.

2 MS. FRANKLIN: Appreciate that
3 comment.

4 MEMBER HOGAN: This is Beverly Hogan.
5 I too agree that having more than two meetings
6 will probably aid the work. But I'll also want
7 to speak in favor of having some meetings on the
8 college campuses. It's very informative and it
9 really will aid your work and bring more meaning
10 to the focus of what we're doing here today.

11 MEMBER BLAKE: This is Paige Blake.
12 I'm your student. Hi. I think it would be more
13 useful for us to meet a little bit more than two
14 years because a lot can -- well, two times a
15 year. Excuse me. I think it would be more
16 useful to meet more than twice a year.

17 And it would be better to meet in
18 person, like, at HBCU. Like, as I believe it was
19 Dr. Ross -- thank you. As you said, it would be
20 better for us to touch and feel and actually see
21 what's going on.

22 MEMBER COKLEY: This is Patrick

1 Cokley. I also would suggest that we consider
2 meeting more than twice a year and let us also
3 consider making use of technology in any way that
4 we can. Let me also echo I would love to visit
5 as many HBCUs as possible. But let's also
6 consider if we can use Zoom or other technologies
7 to maintain our engagement and make sure that we
8 can keep our processes moving forward.

9 MEMBER GOLDSON: Good morning, Monica
10 Goldson. I'd like to recommend that we move from
11 now talking about more than one -- more than
12 twice a year to a frequency conversation around
13 possibly four times a year, three in person, and
14 one virtually to take into account the winter
15 when it may be difficult for some of us to
16 travel.

17 MS. FRANKLIN: And with that motion,
18 can we have a second?

19 MEMBER ADAMS-GASTON: Second.

20 MS. FRANKLIN: And for the record,
21 that was Dr. Adams-Gaston.

22 MEMBER ADAMS-GASTON: Dr. Adams-

1 Gaston.

2 CHAIRMAN ALLEN: It's been properly
3 moved and second. All in favor?

4 MS. FRANKLIN: Okay. So all in favor?
5 (Chorus of aye.)

6 MEMBER UZZELL: This is Janeen.
7 Monica, I do support -- I definitely like the
8 idea of the once a year virtual because of travel
9 and possibly weather. And I was going to also
10 propose that we do a quarterly frequency.

11 And also, in terms of on campus, I
12 think there's another value there in the students
13 seeing us.

14 MS. FRANKLIN: Appreciate that. Okay.
15 With that --

16 MEMBER DEESE: I would add one other
17 comment. It's not only them seeing us but
18 hearing their voices.

19 MS. FRANKLIN: Absolutely. Duly
20 noted. Okay. So we have quickly moved through
21 that motion and approved that, Mr. Chair. Mr.
22 Chair, we elected for quarterly meetings with at

1 least two being virtual.

2 CHAIRMAN ALLEN: Excellent.

3 MS. FRANKLIN: Oh, let me be clear.

4 Three meetings -- three in person and on virtual.

5 Okay. For the record, hopefully that was clear.

6 Okay. Moving on with the charter, we are at the

7 termination -- let me back up -- duration. We

8 are a continuing Board. Okay.

9 So as the President, we serve all at

10 the pleasure of the President. And through

11 executive order, he can choose to continue your

12 duties and actions through executive order. I'm

13 going to pause here.

14 MEMBER DUCKETT: I just have a

15 question. Given the change to frequency, is

16 there any concern regarding the budget given that

17 the budget was designed based on the

18 recommendation of the two meetings? Just wanted

19 to confirm that you don't see any concern.

20 MS. FRANKLIN: From my perspective, I

21 do manage your budget, and there's no concern

22 there. The budget is reevaluated each fiscal

1 year. So we will be replenished, if you will,
2 full air quotes, replenished October 1.

3 MEMBER DUCKETT: Thank you.

4 MS. FRANKLIN: Okay. And regards to
5 termination, unless otherwise continued by an
6 appropriate action by the President. The charter
7 for this Board, so the document that we're
8 reviewing today expires two years from the date
9 it was filed. This charter was filed on April
10 8th, 2022.

11 So we have an active charter through
12 April 8th, 2024. Your membership which is
13 something that was shared through the ethics
14 briefing today, the Board shall consist of not
15 more than 21 members appointed by the President.
16 The Secretary and the Executive Director of the
17 Initiative or other designees serve as ex officio
18 members.

19 In addition, the Board shall include
20 sitting Presidents as well as leaders from a
21 variety of sectors including education,
22 philanthropy, business, finance,

1 entrepreneurship, innovation, science, and
2 technology and private foundations, hence why you
3 are around the table. Thank you all for being
4 here. Members will serve with compensation and
5 may receive travel expenses including per diem in
6 lieu of substance as authorized by law for
7 persons serving intermittently in the government
8 service.

9 The President shall designate one
10 member of the Board to serve as Chair, Dr. Allen,
11 shall help to direct the Board's work in
12 consultation with Secretary Cardona and in
13 consultation with Executive Director of the
14 Initiative, Dietra Trent. The President may
15 designate another member of the Board to serve as
16 Vice Chair, Dr. Glenda Baskin Glover. The
17 members of the Board are appointed by the
18 President again and serve as members.

19 You do not provide your own personal
20 and independent advice based on your own
21 individual experience or expertise. But rather
22 you gather and synthesize information and the

1 views of the stakeholders in which you represent.
2 So I'm going to skip down a little bit to
3 subcommittee.

4 So this is an opportunity for Mr.
5 Chair, and you do not have to make this decision
6 now nor do we have to vote but sharing it for the
7 entire Board here. The Board with Department
8 approval may establish subcommittees as it deems
9 necessary to carry out its duties. Such
10 subcommittees must report their recommendations
11 and advice to the full Board for full
12 deliberation and discussion.

13 So I'm going to pause there because
14 if, Mr. Chair, we do set up committees, that
15 means that the subcommittees can meet on their
16 own. Their work would be presented to the full
17 Board. You would then vote on whether the work
18 of that committee moves forward. Okay?

19 CHAIRMAN ALLEN: And those are not
20 public meetings, correct?

21 MS. FRANKLIN: Those are not public
22 meetings. The work of the subcommittees are not

1 public meetings. And as DFO, I will keep the
2 committee management officer informed of the
3 subcommittee structure including the membership
4 functions and the frequency of those subcommittee
5 meetings.

6 And recordkeeping federal records as
7 deemed in 44 USC created and received by the
8 Board shall be preserved in the National Archives
9 for the general records. And those records shall
10 be made public for public inspection as I
11 mentioned before. And right on time, this
12 document was signed by Secretary Miguel Cardona.
13 Thank you for joining us, sir. And at this time,
14 Mr. Chair, I'll yield back to you.

15 CHAIRMAN ALLEN: Thank you, Sedika.
16 Mr. Secretary, thank you for being here. Sorry I
17 could not be with you and the rest of the members
18 in person. I'm in health and safety protocols as
19 they say.

20 But I'm happy to have you here. To
21 the members, I've the great fortune of spending
22 time with Secretary Cardona as many around that

1 table have. I can tell you he has a passion
2 generally for all things education but
3 specifically with regard to HBCUs.

4 I won't put words in his mouth, but I
5 know he feels as I do that they are the best
6 return on investment in higher ed. And he and
7 the administration are doing everything that they
8 can to ensure that we are taking our rightful
9 place of usefulness and honor in the world,
10 particularly at this moment. So with that, Mr.
11 Secretary, I give you the President's Board of
12 Advisors on HBCUs.

13 SECRETARY CARDONA: Well, welcome,
14 everyone. So glad to see you here. And I really
15 look forward to our partnership and to your
16 input. I want to start off by thanking Chairman
17 Dr. Allen.

18 I look forward to having you back
19 here. You've been here -- I'm looking at the
20 camera now or the TV. I love seeing you here and
21 I look forward to your partnership and the great
22 work you're going to do as Chair.

1 And Madam Vice Chair, Dr. Glover,
2 great to see you again. I visited you at
3 Tennessee State. And I remember that visit very
4 well because we met with students around the
5 table, and the students were telling us about
6 their experience.

7 It was the king and queen of the
8 school, right? And then on my way out, I said,
9 there's no question who the real queen is of
10 Tennessee State. It was a great visit, and I'm
11 so thrilled that you're Vice Chair of this work
12 and Dr. Trent.

13 February, she came on board. And let
14 me tell you, I'm so thrilled. I'm learning a lot
15 from Dr. Trent. And I appreciate her leadership
16 style and what she brings to the table and where
17 we're going under her leadership.

18 I want to thank you all for accepting
19 the call. And it's important work, but it's more
20 important work now. We're still in the pandemic.
21 Our students need us now more than at any other
22 point in our careers, right?

1 And as much as we can talk about -- as
2 much as we can talk about the challenges, we have
3 opportunities that others have never had. And I
4 want to make sure we take full advantage of this
5 moment in our country's history to do right by
6 our students. And with your advisory input, with
7 your collective experiences, I'm really confident
8 that we are going to be doing that moving
9 forward.

10 I don't have to tell you all. HBCUs
11 punch above their weight. And it's really time
12 that we continue to let that be the leading
13 message in our work across the country.

14 I recently had dinner with a colleague
15 and friend, Arne Duncan. And we were talking a
16 little bit about the first year. And we focused
17 part of the conversation on the work that we're
18 doing with our HBCUs. And he smiled.

19 He said, Miguel, in one year, in one
20 year you've been able to do more than most
21 administrations in a full eight years or four
22 years that they're there. And for me, I feel

1 like we're just warming up. I really do feel
2 that way.

3 And I want to have that mentality. I
4 wants us to maintain a level of urgency around
5 addressing inequities that have been cemented in
6 our country's history and that have been
7 normalized by so many people. So let's continue
8 with that sense of urgency, right?

9 The last two years, we battled and we
10 feared COVID. Let's fear and battle complacency
11 for the next two years. Let's do that together.

12 I want to thank you. I remember when
13 I visited Howard, my first months here walking in
14 and seeing the students in their programs, they
15 have, like, five different programs who
16 volunteered to provide vaccines for the
17 community. If you recall at that time, there was
18 a lot of hesitancy.

19 But the students of Howard and Howard
20 stood up, like many of you have in your
21 communities, to have their students available to
22 provide life saving vaccinations in a community

1 that felt a little bit of trepidation. And I
2 remember that feeling that I had that day, that
3 morning. Just like the Black excellence in this
4 room was palpable.

5 And I felt like we need to show this
6 more. We need to celebrate this more. The fact
7 that the community was coming to that university
8 because they felt comfortable and they felt like
9 that community will provide them the life saving
10 vaccination, they could trust that community,
11 that spoke volumes to me.

12 And I really want you to know that.
13 When I felt that Black excellence there and I
14 felt it in the universities that I visited, the
15 HBCUs I visited, it's something that is producing
16 Black doctors. You're delivering Black judges,
17 as I said before, punching above your weight.

18 So we are focused on not only
19 supporting through the pandemic but also looking
20 at the inequities that, as I said before, have
21 been normalized, right? What are the state
22 contributions to the HBCUs? Is it time to start

1 talking about what should be happening but isn't
2 happening?

3 And we've kind of not focused on that.
4 Let's increase our level of urgency, our
5 partnership. We have a moment. And the
6 President always says out of crisis comes
7 opportunity.

8 This is our opportunity to have
9 impactful and long lasting change in our country.
10 And I'm thrilled to join you here today. I look
11 forward to your input and partnership with Dr.
12 Trent, making sure that we continue to grow our
13 HBCUs, see them for what they are in this
14 country, and lift them up every opportunity we
15 have.

16 Thank you for letting me interrupt
17 your meeting for a little bit. It looks pretty
18 official here. But I just want to say thank you.
19 I know you're all busy. I know this is -- while
20 it's exciting, this is another thing that you're
21 doing at a time when we're asking you to do so
22 much.

1 So I want to say thank you for that
2 commitment. Thank you for the contribution, not
3 only of yourselves but your teams because your
4 teams have to step up in you're here. And I
5 appreciate that. So I wish you success, and I
6 look forward to our continued partnership. Thank
7 you.

8 (Applause.)

9 CHAIRMAN ALLEN: Mr. Secretary, thank
10 you for those warm remarks. We appreciate it and
11 continue to appreciate your partnership and your
12 leadership here. I'm going to actually turn it
13 back over to Sedika to continue with the review
14 of the charter.

15 MS. FRANKLIN: Thank you, Mr. Chair.
16 At this time, I'm going to pause here for a short
17 break. Will the members follow Mrs. Hook here in
18 the blue shirt out this door to the right?

19 (Whereupon, the above-entitled matter
20 went off the record at 11:44 a.m. and resumed at
21 11:55 a.m.)

22 MS. FRANKLIN: Mr. Chair, the floor is

1 yours.

2 CHAIRMAN ALLEN: Thank you, Sedika.
3 I think you were going to conclude with respect
4 to the review of the charter if there are any
5 other outstanding questions or comments from the
6 Board. And then I think we're going to go right
7 into our discussion as it relates to our
8 strategic priorities which will begin with a
9 presentation from Dr. Trent.

10 MS. FRANKLIN: So --

11 DR. TRENT: Oh, I'm sorry.

12 MS. FRANKLIN: So I'll just follow up
13 here, if there were any last minute comments
14 about the charter, any last minute questions
15 about the charter. And I know I ended on a quick
16 note regarding the most important piece,
17 recordkeeping. So again, we will be transferring
18 records at the end of our time together to the
19 National Archives as well as the Library of
20 Congress.

21 And the general public at any time can
22 request to see the public records for this Board.

1 So it is my duty after each Board meeting to post
2 the minutes from today's meeting online. So you
3 will see that on ed.gov/whhbcu. You will also
4 see the agenda, the minutes, the charter there as
5 well.

6 Any documents that we produce will be
7 archived on that site and made public through
8 those meetings. As we convene each of our Board
9 meetings, I will place them in the Federal
10 Register which is our, if you will, news outlet
11 to inform the general public that we are meeting
12 and they are welcome to attend and welcome to
13 provide public comment towards the end of your
14 meetings. Any questions about the charter,
15 anything that I've addressed so far, anything
16 that you wanted to raise to your fellow members?
17 Mr. Chair?

18 CHAIRMAN ALLEN: Sedika, one more
19 question, particularly about subcommittees. I
20 know we haven't established them yet. But I want
21 to make sure that we're following the appropriate
22 protocols when we do. Are you expected to be at

1 those subcommittee meetings? And what is the
2 protocol relative to communication via email and
3 the like?

4 MS. FRANKLIN: So when you establish
5 the subcommittees, the Board itself will vote on
6 the establishment of each subcommittee. So you
7 can have deliberations and then call for a vote.
8 And then once that is established, I will inform
9 the committee management officer her at the
10 Department of Education of said committees.
11 Because these meetings are not public meetings
12 but still have to be recorded in some way, I will
13 be present at those meetings just to provide
14 guidance and to advise on whether or not we are
15 moving into a vein that would require for us to
16 have an open meeting.

17 CHAIRMAN ALLEN: Great, thank you.
18 Other questions or comments?

19 MS. FRANKLIN: Okay. At this time --

20 CHAIRMAN ALLEN: All right.

21 (Simultaneous speaking.)

22 MS. FRANKLIN: Mr. Chair.

1 CHAIRMAN ALLEN: Dr. Trent.

2 DR. TRENT: Thank you, Mr. Chair.
3 Appreciate this opportunity. As the Chair said,
4 I will provide a high level overview of the
5 Initiative -- I'm sorry. We'll just hold one
6 minute for the AV team. Can we place the slides
7 back? There we go.

8 So as I was saying, I'm going to
9 provide a pretty high level overview of the White
10 House Initiative on Advancing Educational Equity,
11 Excellence, and Economic Opportunity through
12 HBCUs. The Chair mentioned that we're just going
13 to kind of level set. A lot of this information
14 will already be familiar to you. Some might be
15 new. But just want to make sure that we all
16 start out on the same page.

17 So what is an HBCU? I know that's
18 pretty basic we all know. It's we were
19 established after -- or before the Civil Rights
20 Act of 1964, originally founded to educate
21 African Americans. Most of this was founded
22 after the Civil War. Cheyney obviously was the

1 first founded in 1837, and there are 101 HBCUs
2 today. Next page, please.

3 So this is the mission of the White
4 House Initiative on HBCUs. I'm going to use the
5 old name since it's a little easier to roll off
6 the tongue. Our primary job is to eliminate
7 barriers that HBCUs face in order to strengthen
8 their ability to equitably participate in federal
9 programs.

10 We do this through facilitating
11 partnerships with federal agencies, with
12 corporations, with nonprofits. And we additional
13 have as a goal to ensure that these institutions
14 remain viable and have the resources that they
15 need to remain viable for generations to come.
16 Next slide. The Initiative have both political
17 and career staff.

18 I am a political appointee. Our
19 career staff is four. We are lean but we are
20 mean. Get a lot done. We have Dr. Mc who is not
21 with us today. You all have met Sedika who wears
22 many, many hats in this organization.

1 Tammi Ferguson is the
2 intergovernmental relations coordinator. Where
3 are you, Tammi? Elyse Jones is all things
4 students. She manages all of our students'
5 activities.

6 I also just want to acknowledge Dr.
7 Michelle Cooper who is the acting assistant
8 secretary. Many of you may know Michelle.
9 Michelle has really carried the weight of HBCUs
10 through. I'll tell you. I got here one day. I
11 think three days later, she was testifying before
12 Congress on HBCUs and the bomb threat. So she
13 has really been carrying the water a lot. We've
14 been great partners and I appreciate her
15 partnership. Next slide, please.

16 This is kind of the historical
17 landscape of the White House Initiative. Every
18 president since Jimmy Carter has signed an
19 executive order. We've been around for now 42
20 years.

21 You can actually see through this
22 timeline that there's been not a lot of change.

1 President Clinton actually made some changes in
2 that he had individuals assigned at the agencies
3 to really oversee the work of the Initiative.
4 President Bush moved the Initiative out of the
5 Office of Post Secondary to report to the
6 Secretary.

7 But during, there's been a lot more
8 movement in the Biden administration. I would
9 definitely say again as I've said before, this
10 administration has really leaned in for HBCUs,
11 starting with the name change which really
12 encompasses greater reliability on HBCUs to do
13 what we've been doing all along and that is
14 really to enhance opportunities for African
15 Americans and throughout the country actually. I
16 think the other things is that this
17 administration and their executive order, and
18 it's Executive Order 14041, starts out with a
19 very, very bold statement talking about the
20 mission of the administration.

21 So they make it very clear and you can
22 see they make it very clear that it is the

1 mission of this administration to support HBCUs.
2 And then beyond just strengthening and increasing
3 opportunities, the Biden Harris administration
4 rally put their priority on the federal
5 government's accountability to HBCUs, right? So
6 if you look at the language, they really dig
7 their heels into the administration, the federal
8 government's duty and responsibility to HBCUs.

9 So there's a slight change in how they
10 are looking at HBCUs and our contributions to the
11 overall economy and to the overall innovation and
12 talent of this country. The other thing is that
13 initiative has been elevated under this
14 administration. In previous administrations,
15 this initiative reported to the Secretary.

16 I report now to the Secretary, and I
17 also have a reporting line to the White House.
18 We meet regularly. They are very engaged in this
19 initiative and weigh in on a -- there's no doubt
20 that they support this and this is a very
21 important initiative to us. And then finally,
22 this initiative builds on the PARTNERS Act, and

1 I'll talk about that in a little bit. Next
2 slide, Sedika.

3 So this is kind of how we do our work.
4 This is our mandate. We are dedicated to a
5 government-wide policy making effort to eliminate
6 barriers as we talked about earlier. We do this
7 through policy. We do this through projects, and
8 we do this through programs which we'll get into
9 a little bit later. Next slide.

10 And then this is our authority. We
11 actually -- we as you the Board and as me the
12 Executive Director -- have three pretty powerful
13 tools at our disposal to do the job that is
14 before us. One is the PARTNERS Act.

15 It was signed into law in 2020. The
16 PARTNERS Act really lays out -- requires all
17 federal agencies to submit annual plans to the
18 Secretary and to Congress on how they will
19 provide greater opportunity for HBCUs. And so
20 you can kind of see what are the criteria, what's
21 laid out in the PARTNERS Act.

22 And then Executive Order 14041 really

1 builds on that, on the strength of the PARTNERS
2 Act. And so right now, we are meeting
3 individually with our federal agencies. We are
4 going through their plans.

5 We are working with them to ensure
6 that they are providing greater opportunity.
7 They have goals. They have metrics. Making sure
8 that we are working with them to ensure that they
9 are providing realistic goals because we want
10 them to be successful and we want to continue to
11 increase opportunities for our HBCUs.

12 So that's where we are with that. And
13 then the third item, the third tool that we have
14 in our tool box is the budget. And I'm going to
15 talk about that in a little bit. Next slide.

16 So this is the initiative structure.
17 You saw how lean and mean my staff is. But we
18 also have the interagency working group. These
19 are about 35 individuals from each of the federal
20 agencies. And we come together on a monthly
21 basis.

22 And we really coordinate opportunities

1 across the federal government for HBCUs, right?
2 These are also people who are responsible for
3 making sure that their agencies get their plans
4 in on time and are meeting the goals and the
5 objectives of not only the executive order but
6 also the PARTNERS Act. And then also we have
7 clusters. And these clusters are like agencies
8 working together. Go to the next slide.

9 So these are the clusters that we have
10 right now. And so I'm going to try and explain
11 it to you. So for instance, you see that we have
12 campus safety and resilience cluster. And this
13 is the Department of Justice and the Department
14 of Homeland Security.

15 And this is the cluster that we pulled
16 together when the HBCUs were experiencing the
17 bomb threats. And they came together, and they
18 were really the ones who were kind of on the
19 front line saying how we're going to support our
20 HBCUs during this time. As a result of that, we
21 are working with that cluster.

22 We will start -- I think it is June

1 15th or 14th. I'm looking at Makola because
2 we're going to be at Virginia State to kick off a
3 series of training with campus security, campus
4 police to make sure that they are -- we have
5 provided them with significant resources and
6 significant training in case there is another
7 threat on their campuses. And I think we have,
8 Sedika, five of those, four or five, I think.

9 MS. FRANKLIN: There are five total.

10 DR. TRENT: Across the country. Next
11 slide. And can I just say -- I'm sorry. I
12 should've said this earlier. This is our time
13 for discussion. So please feel free to stop me
14 and ask questions and offer suggestions. So I
15 just wanted to make sure you -- yes, thank you.

16 MEMBER UZZELL: Dr. Trent, could you
17 -- same way you just kind of talked through some
18 of the campus and resilience, can you talk a
19 little bit about the STEM initiative?

20 DR. TRENT: I'm not sure that I can
21 talk about it, but Tammi or Elyse. Elyse Jones
22 serves as the Initiative's lead for the STEM

1 cluster.

2 MEMBER UZZELL: Oh, got it. Okay.

3 I'm still learning. Sorry.

4 DR. TRENT: Elyse, can you just talk
5 a little bit about the STEM cluster and how that
6 works and who's a part of it?

7 MS. JONES: Sure. Hi, everyone. So
8 I am the liaison for the STEM cluster. Right
9 now, we have about 11 interagency working group
10 members who are a part of it. They consist of
11 Department of Energy, NSF, HUD, the Department of
12 Education, and probably a lot of others that I'm
13 unable to relay right now.

14 We meet every month. And during our
15 monthly meetings, the cluster just talks about
16 what they're doing in the STEM space. And then
17 we figure out ways of how we can maximize our
18 resources together and do conduct outreach and
19 provide opportunities to HBCUs.

20 DR. TRENT: Are there any other
21 questions on that? Yes?

22 MEMBER DUCKETT: Just a quick

1 question. On the campus safety and resilience, I
2 was curious about cyber. Is that incorporated?
3 Does understanding this state of where we are,
4 ransomware, how expensive it is as we think about
5 the viability of the balance sheet of HBCUs. How
6 are we exploring or tackling one of the biggest
7 threats that businesses and education and all
8 systems are facing?

9 DR. TRENT: That's a great question.
10 I'm going to let Sedika --

11 MS. FRANKLIN: Thank you for that
12 question. We are taking that into consideration.
13 The Department of Homeland Security and the
14 Department of Justice have been great partners in
15 allowing us to think through all the aspects that
16 may be threats to our institutions and provide
17 such training grants and contract opportunities
18 to them.

19 This initial programming that we'll
20 roll out on June 8th at Virginia State will be
21 focused primarily on reacting to the bomb threats
22 that we've received in February and March. But

1 we have certainly had conversations about
2 providing programing regarding cybersecurity
3 threats to our institutions. So thank you for
4 raising that. We know that it's important, and
5 we'll continue to press forward.

6 MEMBER ROSS: As a follow-up, Dr.
7 Trent, you mentioned that there were going to be
8 several of these meetings across the country. Is
9 New Orleans one of the locations?

10 PARTICIPANT: Yes.

11 MEMBER ROSS: Okay. Because my
12 Director of Public Safety has been dispatched to
13 that one. And of course, we have interaction
14 with our fusion center through the Federal Bureau
15 of Investigation. And following up to that, the
16 Justice Department, all of them are working
17 collective. Is that correct?

18 MS. FRANKLIN: So the Justice
19 Department serves as a member of the cluster --

20 MEMBER ROSS: Okay.

21 MS. FRANKLIN: -- right? The
22 trainings that we've put together will be

1 facilitated through the Department of Homeland
2 Security's premier training provider. It's LSU's
3 counterterrorism education group. That's not the
4 official name, but yes.

5 So these five regional convening, so
6 it's not just for Virginia State, right? It's
7 for all HBCUs in the D.C. Metropolitan,
8 Pennsylvania, West Virginia region. They will
9 all -- they have all been invited to participate
10 in the meeting that will take place at Virginia
11 State.

12 We're doing the same thing in North
13 Carolina A&T, at Dillard. Thank you, Dr.
14 Kimbrough. We are also going to be at Philander
15 Smith later in June, and then we'll be in Atlanta
16 at Clark Atlanta July 13th.

17 So those are our aspects of it. And
18 again, we are continuing to engage with
19 Department of Justice in all matters. So if
20 there's something specifically that you want us
21 to address, we're open to that.

22 DR. TRENT: Any more questions? Okay.

1 Then we can go to the next slide. I said in my
2 opening comments that there's not been a more
3 supportive administration to HBCUs than this
4 administration, the Biden Harris administration.

5 These are just a few of the highlights
6 of this administration commitment to HBCUs. As I
7 mentioned, this initiative has been elevated
8 under t his administration. We have had historic
9 investments in HBCUs.

10 I believe James said it earlier, 5.8
11 billion cumulative investment. 3.7 of that was
12 from the American Rescue Plan, and another 1.68
13 billion for capital finance debt relief. The
14 President's FY 23 budget is transformative.

15 It is bold in how it addresses
16 opportunity gaps and achievement gaps. You can
17 see some of the highlights here. He has proposed
18 increasing Pell by 2,175, bringing the maximum
19 award up to 8,670. And this is extremely
20 important for HBCUs because we know that between
21 75, 80 percent of our students are eligible for
22 Pell Grants.

1 He's providing or proposing 450
2 million in transformative investment to enhance
3 research capacity at our HBCUs, our MSIs, and our
4 Tribal colleges. The FY 23 budget proposes an
5 additional 282 million to enhance institutional
6 capacity at our HBCUs, MSIs, and TCCs. It
7 proposes 200 million increase in our TRIO
8 programs which are first generation low income
9 students going to college.

10 It provides an additional 40 million
11 in GEAR UP. These are programs for, again, low
12 income students, high school students. It
13 provides 20 million dollars -- and additional 20
14 million dollars for teacher prep programs. And
15 everybody around here knows how important that
16 is, particularly in the schools that we serve.
17 Yes, sir, Mr. Senator.

18 MEMBER JONES: Thank you so much, Dr.
19 Trent. And I appreciate you for sharing the
20 investments. Has there been any conversations
21 when it comes to HBCUs and the aging buildings
22 that are on HBCUs and the federal government

1 providing some support infrastructure dollars to
2 HBCUs? Coming from Florida, we look at our PWIs
3 who so often within the state legislature, they
4 receive these dollars for infrastructure where
5 our HBCUs don't often receive those. Has any of
6 those conversations happened or will they happen?

7 DR. TRENT: We are having extensive
8 conversations about that now I'm looking at Lezli
9 Baskerville and David and Lodriguez from the
10 UNCF. We are constantly in conversations about
11 how to continue to support our HBCUs. I'm going
12 to ask Michelle if she can give us an update on
13 HEERF dollars because she has worked really hard
14 on that.

15 DR. COOPER: Yes, thank you. That's
16 a priority for us. We are always thinking about
17 infrastructure. And as you know, President Biden
18 put infrastructure dollars as a part of the Build
19 Back Better framework and then it came out.

20 But we have been trying to think
21 creatively about how to get it back in. And one
22 of the ways that we have been able to support

1 HBCUs is through some of the HEERF funds. And
2 just yesterday, guidance came out which will
3 allow for institutions that receive the special
4 allocation under A2 which would include HBCUs to
5 use those funds for infrastructure support.

6 So that guidance just came out
7 yesterday. And we will be providing a webinar to
8 walk institutions and institutional leaders
9 through how to fill out the forms to make sure
10 that you're in compliance with the statute. Now
11 that is just a small piece of the infrastructure
12 dollars that we know that you need.

13 And so we're going to continue to do
14 our part to support infrastructure. And we do
15 have the HBCU capital financing work. As you
16 know, we forgave 1.6 billion dollars earlier and
17 the administration to support HBCUs who had been
18 already a part of that program. But we are well
19 aware of the infrastructure need, and that will
20 continue to be a priority.

21 MEMBER COKLEY: This is Patrick
22 Cokley. Just as a follow-up, has there been any

1 additional conversation in talking about these
2 capital improvements and the ways that they can
3 either address accommodations of HBCUs or bring
4 again the aging buildings that we've talked about
5 up to standard for accessibility?

6 DR. COOPER: Yes, all of that is a
7 part of the infrastructure conversations that
8 we're having. We recognize that the -- we just
9 recognize that there is a tremendous need. In
10 the HBCU community, we've been working with your
11 association leaders from NAFEO, Thurgood
12 Marshall, and UNCF on this. And it will continue
13 to be something we press forward on. And
14 hopefully maybe at the next meeting, we can give
15 you an update on where we stand.

16 MEMBER ROSS: If I may, I'd like to go
17 on the record first of all thanking the
18 Department for the work that you all have been
19 doing toward infrastructure as well as UNCF and
20 Thurgood Marshall College Fund. However, I think
21 that it's important for us to -- as this Board to
22 go on record ensuring that we will stand for

1 direct infrastructure dollars. I understand that
2 there's been some question about how we would get
3 those dollars in terms of competitive bidding.

4 But I think there should be a direct
5 line, direct funding to the institutions for it.
6 But I also would ask that you keep in mind that
7 there are some state legislatures, and Senator
8 Jones, thank you for bringing that to the
9 forefront, that will use this aid that is being
10 received through the federal government aid that
11 we have never received as ways to decrease state
12 budgets to our institutions. And so I think we
13 have to be mindful of that, the administration,
14 and whatever we can do to prohibit that from
15 happening.

16 DR. COOPER: Yes. Thank you for
17 saying that because that has been on our mind as
18 well. One of the things that we have been
19 working on with Dietra and her team as well as
20 with the association leaders is we're doing a
21 study literally right now looking at the
22 historical funding support that states have not

1 provided to HBCUs. We are doing that analysis.

2 And we plan to make sure that as we
3 move forward in talking about these things that
4 we're actually showing that states have not
5 always kept up to their end of the commitment.
6 And some states are doing more. We want to be
7 able to celebrate and give them a shout out.

8 But we also want to call out those who
9 need to be doing better and show them that there
10 are other states just like theirs. And it's not
11 a political issue because some are red and some
12 are blue that are doing this work and supporting
13 the HBCU land-grant, the 1890 institutions within
14 their state. And so that's going to be an
15 analysis that we hope to be releasing in upcoming
16 months.

17 DR. TRENT: Okay. So we've lost our
18 clicker. So I'm going to -- I'm just going to
19 raise a few issues. I'm going to ask Michelle to
20 stay at the table because these are all issues
21 that she has worked diligently on. Oh, great.
22 There we go.

1 So these are a few items that have
2 been in the news that I wanted to just give you
3 an update on. I know that you all are aware of
4 the bomb threats that happened on many of your
5 campuses. About one-third of the HBCU receive
6 these threats, mostly in the month of February.

7 The message that I want to say today
8 is that just because they're not still in the
9 news as frequently as they were early on, we
10 remain focused on these issues. We remain
11 focused on providing our HBCUs that have received
12 threats or have been impacted with resources that
13 they need to ensure that their campuses are safe
14 and secure and conducive to learning. You may
15 recall that the Vice President announced mid-
16 March that we made available -- the
17 administration made available Project SERV
18 grants.

19 This administration, the department,
20 Michelle and our team have been working closely
21 with HBCUs to ensure that those who have been
22 impacted that working with them on their

1 applications to receive those grants. And I
2 believe that most, if not all, have been reached
3 out to in their conversations between those
4 universities and the administration. Student
5 loan debt cancellation is another thing I think
6 you've heard a lot about in the news.

7 One of the things that I will say is
8 that since day one, the goal of this
9 administration has been to reduce debt and to
10 make higher education more affordable for all
11 students. And so you'll see a lot coming out.
12 In terms of debt cancellation itself, so far we
13 have provided approximately 17 billion in
14 discharge.

15 I think it's more than that now. Is
16 it how much? Eighteen billion. So see, she has
17 all the updated numbers. And 750,000 borrowers
18 plus that have benefitted from debt relief.

19 So again, we continue to look for ways
20 to just provide this relief to our students and
21 to our borrowers. But more importantly, we
22 continue to look for ways to make sure that

1 higher education is more affordable. The other
2 one is the Public Service Student Loan
3 Forgiveness program.

4 James talked a lot about that. I
5 think the only thing that I can add to what he
6 said -- Michelle, please weigh in -- is the
7 importance of getting the message out to
8 individuals to ensure that they know that they
9 have an October 31, 2022 deadline. We are able
10 to provide you with a one-pager.

11 We ask particularly, the President is
12 here, if you would get it out to your alumni, to
13 your students, and to your staff. This is an
14 incredible opportunity, again, a great
15 opportunity. The President is very committed to
16 this. And so in need your help to make sure that
17 we get it out as soon as possible.

18 CHAIRMAN ALLEN: I just want to
19 emphasize -- I just want to overemphasize this
20 point because it is low hanging fruit I believe
21 for this Board. But it's time sensitive as well
22 but gives us the opportunity to begin talking

1 about student loan debt generally speaking but
2 also with a near term solution. So to all the
3 Board, obviously including the President, but
4 everyone, this is an opportunity I think whether
5 it's students, staff, faculty, alum, employees in
6 your respective organization, this would be very
7 helpful effort for the Board of Advisors to take
8 on.

9 MEMBER DUCKETT: And I was just going
10 to ask given the demographic profile, Pell Grant
11 eligibility, et cetera, as we think about this
12 program, is it the easiest program to work
13 through, meaning as you all are communicating out
14 to your alumni base, sometimes it's the friction,
15 not the awareness that has the opt out because
16 it's very complex, the level of information
17 that's required. And so I would just encourage
18 as we think about some of these programs the
19 simplicity given the base of who we're trying to
20 help, taking a look at that as well to make sure
21 that people can get through it with a high level
22 of confidence and not have a lot of false rates

1 because they can't complete something that's
2 intended to help.

3 DR. TRENT: I think that is an
4 excellent point. And I'm going to ask Ashley
5 Harrington who is -- Ashley, yeah. Ashley has
6 been working really hard on these issues. And so
7 I'm going to let her address that.

8 MS. HARRINGTON: Thanks so much. Hi,
9 everyone. You're absolutely right. There's so
10 much we can do to make a lot of our programs
11 easier. And we're actually working on that on
12 PSLF.

13 But I just want to flag that for PSLF,
14 we have already made great strides. It is not as
15 hard as other things. What people don't realize
16 for PSLF is all we want to know is who you worked
17 for and that it was a public service
18 organization.

19 You have to get it signed. You can
20 generate it in the app on the PSLF help tool.
21 You'll generate a form. You'll get it signed.
22 You'll send it right in.

1 We're not asking people anything else.
2 We don't ask them how many loans they have. We
3 don't ask them what their debt is. We don't even
4 want to know what exactly they do with their
5 employer.

6 We just want to know who their
7 employer is, that they work there. And when they
8 get to 120, their loans will get forgiven,
9 whatever is left over. So it is actually easier
10 than ever.

11 We're also working on ways to automate
12 it for federal and state employees, for military
13 members. We would love to work with an
14 institution like yours to make it automatic. But
15 it has never been easier than ever. And everyone
16 should be doing this right now because this
17 waiver is a game changer.

18 The biggest thing that we're facing on
19 PSLF is not just the complexity. It's the fact
20 that people don't believe in it because for so
21 long it wasn't working and we know that. But the
22 changes that we are implementing are real.

1 Over 127,000 people have gotten debt
2 cancellation through this waiver. Before this
3 waiver was in place, only 6,000 people had gotten
4 forgiveness. Rest of the folks have gotten at
5 least a year's worth of extra payments towards
6 their 120.

7 So that's people at your schools. All
8 of your staff are eligible. That's plenty of
9 people in your alumni networks, everything like
10 that. And we just want everyone to take
11 advantage of this while they can even if they're
12 not going to be at their ten years. They should
13 be submitting their paperwork so they can get on
14 track.

15 DR. TRENT: Prior to this
16 administration, 98 percent of the people who
17 applied for PSLF were denied, 98 percent.

18 MEMBER ROSS: If you forgive me --

19 VICE CHAIR GLOVER: I want to add to

20 --

21 MEMBER ROSS: Oh, madam. I yield to
22 you.

1 VICE CHAIR GLOVER: I want to add to
2 it that part two of that is to make sure we
3 explain that they'll get a different payment plan
4 to stay current to bring their -- so they can
5 improve their credit. To wipe out debt and to do
6 that is excellent. But we want to make sure it
7 doesn't recur in the future.

8 DR. COOPER: Yes, and I will say we
9 recognize that the issue of student loan debt is
10 -- college affordability is a multi-prong
11 comprehensive strategy that involves the federal
12 government, the states, and the institutions.
13 But for our part, we're doing the work that
14 Ashley and her colleagues in the federal student
15 aid officer are working. But in my office and I
16 also have CJ Powell from my office who's here as
17 well, we're looking at regulations and we can do
18 through the regulatory agenda to make sure that
19 what's available -- what the tools available to
20 us on the federal side that we are executing on
21 them to make sure that some of these changes are
22 sustainable in terms of the affordability front.

1 But we recognize that will not be enough without
2 the states involved and the institution. So it
3 is a multi-prong comprehensive strategy that we
4 have to think about here.

5 MEMBER ROSS: Well, again, I ask that
6 you all forgive me for being so thankful. But I
7 want to say thank you to the department for what
8 you've done as a sitting beneficiary of this
9 process. And thank you for raising the issue
10 about the complexity but definitely has gotten
11 easier.

12 But I guess I wrote down because the
13 cycle continues. And so within the department,
14 us as presidents that sit at our institutions,
15 you have the education, the loan education
16 process that you have to go through. But I
17 really would like some thought to be given on how
18 we cut this cycle out before they get there
19 because we're forgiving loans now, right?

20 But we have students that are
21 continuing to get loans. And it just becomes --
22 it's this vicious cycle. So what is kind of the

1 backstop to prevent this as we move forward? So
2 just thoughts.

3 DR. TRENT: Yeah, I think again what
4 you will see is this is an administration that
5 continuously worked to make education more
6 affordable and make it more accessible, so
7 through the PSLF and the work that Michelle and
8 Ashley have done through the student loan
9 forgiveness. And then I'm going to ask Ashley,
10 put her on the spot again and talk a little bit
11 about fresh start which is the newest program
12 that's out there that also speaks to the efforts
13 that they're making to make sure that education
14 is more affordable.

15 MEMBER ADAMS-GASTON: And if I can
16 just offer as we're thinking about the question
17 that you asked which is really germane, I love
18 that what we're doing here, Dr. Trent, is saying
19 we need the federal, state, and institution. And
20 part of what I think we are doing as institutions
21 is beginning to help our students be engaged in
22 financial wellness so that they are not crippled

1 by this excessive debt. And they know -- they're
2 not the only students who don't know how much
3 loan debt they have when they get ready to
4 graduate. But it should not be that way.

5 So how can we help them understand
6 better what the financial wellness is in
7 connection with what you're doing to relieve some
8 of this debt? This is really crippling our
9 community. And if we don't stop this, it just is
10 a never ending spiral down.

11 MEMBER UZZELL: If I could ask in our
12 roles on this Board, what are the practices or
13 the process of how we can share this information
14 and help make people aware? I mean, I think of
15 NSBE alone and at least two-thirds of our
16 students who are at HBCUs and that's about 50,000
17 just in our database and then hundreds of
18 thousands. So what is the proper practice of how
19 to do this?

20 MS. HARRINGTON: So we have tool kits
21 on PSLF. If there's other items you need, we can
22 give you sample emails, social media graphics.

1 We want to make it easy for you to get the
2 information to your networks, to your staff, to
3 your students, to your alumni.

4 So we have put those items together.
5 All you have to do is trade out the places where
6 your student information goes and send that out.
7 But we would love your help with this, and we
8 have those toolkits ready. I can email them to
9 whoever you want.

10 MS. FRANKLIN: And to go one step
11 forward --

12 DR. TRENT: I want to make sure we get
13 up to you. Sedika can make sure she gets it to
14 all the members of the Board.

15 MS. FRANKLIN: Right. And to go one
16 step forward, if there are opportunity for us to
17 hold programming through NSBE at Alabama State
18 through support through Kresge, we are happy to
19 coordinate that effort at the initiative and
20 invite colleagues like Ashley and Michelle to the
21 table.

22 MS. HARRINGTON: Yeah, we would love

1 to do a webinar. We did a great webinar and
2 partnership with NAACP earlier this year on PSLF,
3 well attended. We're happy to do things like
4 that. Yes, sir?

5 MEMBER MOSES: I just was going to add
6 the Education Writers Association has its annual
7 conference in Orlando in July. And a classic
8 story is the back to school story. But if you
9 were able to highlight the public loan
10 forgiveness at that conference, you'd probably
11 generate a fair number of stories that would be
12 hitting just the right moment. And it does seem
13 that throughout the higher education system
14 getting the colleges to do orientation with that
15 clearly in mind. So when students are showing up
16 in September, they know that this is a deadline
17 they have to meet just about the time their
18 midterms are ready.

19 MS. HARRINGTON: I think that's a
20 great idea. I just want to clarify to make sure
21 everyone understands. The October 31st deadline
22 is not the deadline every year. That's the

1 deadline right now for this thing we have called
2 the limited waiver where we have waived a lot of
3 the normal requirements for PSLF.

4 So previously people who had FFEL
5 loans or Perkins loans couldn't get access to
6 PSLF. They had to consolidate and they would
7 lose all their credit. That is not the case
8 right now. You can consolidate and still get
9 credit for that time prior to consolidation.

10 And so the October 31st deadline is
11 for borrowers who need to consolidate and submit
12 a PSLF form so they can effectively raise their
13 hand for the program. And so that's why we're on
14 this major push because if you do it after that
15 date, you don't get these extra flexibilities
16 that we're offering right now. And this is a big
17 deal. That's how we got to the 130,000 people
18 with forgiveness.

19 DR. COOPER: And just to add, one of
20 the things that we have been trying to get a good
21 handle on is the number of people who work in
22 public service. We've made some back of the

1 envelope estimates and that suggests that there
2 might be upwards of, like, 12 million. And when
3 you do the math and you talk about the numbers
4 that Ashley just quoted going through the program
5 versus 12 million, that's only a very small
6 fraction of who we think would be eligible to
7 receive this total loan forgiveness.

8 And so that's why it's really critical
9 to get the word out to your communities. Like we
10 said before, everyone who works at HBCU would
11 qualify for public service loan forgiveness if
12 they have student loan debt. Many of your alumni
13 who work in the public service sector will
14 qualify, people in your communities.

15 And so we're just really trying to get
16 the word out so that we don't leave people behind
17 because it's an excellent benefit. We get phone
18 calls in my office on a weekly basis from people
19 who are in tears, not because they're sad but
20 because they're so happy that that is the only
21 way that they can express their joy of seeing
22 12,000, 50,000, 125,000 dollars forgiven. And so

1 we just really ask that you all help us get the
2 word out.

3 But that's not the only good program
4 we have going on. Ashley has got a lot of good
5 programs going on. And so maybe you should talk
6 about fresh start because I love fresh start.

7 MS. HARRINGTON: Happy to. So fresh
8 start is really exciting. You may have heard
9 that we are basically putting every single
10 borrower who is in default into good standing
11 come out of this payment pause. So there are
12 about 7 million borrowers who were in default
13 prior to the payment pause or entered default
14 during the payment pause.

15 We are putting them in good standing.
16 What does that mean? When they come out of the
17 payment pause and we're doing something starting
18 in May, we're going to remove it from their
19 credit reports.

20 We're going to take them out of our
21 CAIVRS system so they can apply for mortgages and
22 federal jobs and things like that. We're going

1 to make it so they can have Title IV eligibility
2 again. I'm sure you all know that one of the
3 biggest reasons people default is they don't
4 finish, and then they can't go back because
5 they're in default.

6 So we are restoring Title IV
7 eligibility. They can go back to school, finish
8 their degree, and then hopefully stay on track
9 with their loans. It's not going to count as
10 their one-time rehabilitation.

11 We're making it so that they'll get
12 out of default. They can then opt into getting a
13 real rehabilitation, go to a loan service, or get
14 on an IBR plan, an income-based repayment plan,
15 so that hopefully they stay on track forever. So
16 this is an opportunity they have up to a year.
17 They'll automatically get the normal benefits.
18 And they'll have up to a year to also opt in to
19 that full rehabilitation, go to a loan service,
20 get on IBR, and get their life on track and stay
21 on track hopefully.

22 So this is a really big deal that's

1 going to help folks. Just the idea that you can
2 get an FHA loan, you can get an SBA loan. People
3 have been in default for years. Even if it's not
4 on your credit report, it's still showing up in
5 other ways in your life. And we're taking those
6 issues away so that people have this opportunity.

7 MEMBER DEESE: Ashley, as I've heard
8 you describe these programs -- they're phenomenal
9 -- what is the mechanism for ensuring that HBCUs
10 are fully aware of these programs?

11 MS. HARRINGTON: I will let Michelle
12 talk about most of that. It's things like this,
13 we want to get you all the information that you
14 need, but --

15 DR. COOPER: Yeah, it's things like
16 this, we are working with the association
17 leaders, we travel to HBCUs, it's in every
18 talking point that anybody from this
19 administration speaks on.

20 We're just trying to do our absolute
21 best to get the word out. If you have
22 suggestions about audiences that you want us to

1 target, we can work with Dietra, Sedika, and
2 others.

3 My team and the Office of
4 Postsecondary Education and Federal Student Aid,
5 we're willing to do whatever we can to make sure
6 that all communities are aware of this because we
7 recognize that it's life changing, it's game
8 changing, it's sort of once in a lifetime kind of
9 opportunities and we don't want people to miss
10 out on these crucial deadlines because when you
11 miss the deadline -- this October 31 deadline is
12 real -- and I know some people have seen us
13 extend this deadline, extend that deadline, that
14 deadline will not be extended.

15 PARTICIPANT: It's a hard stop.

16 DR. COOPER: It's a hard stop. And
17 so, we don't want folks to wake up on September 1
18 and say oh, let me start getting my paperwork
19 together.

20 No, I want folks to take a half a day
21 tomorrow and get their paperwork in tomorrow
22 because it's really, when you're talking about

1 for some people who we've been in conversation
2 with, you know, we're talking about upwards of
3 \$100,000 in debt, we're talking about folks
4 who've defaulted and can't get a good job.

5 It's worth taking two hours off to get
6 the paperwork done, to get this stuff in process,
7 and we will do webinars. Ashley's already been
8 doing a lot of webinars, presentations. We do
9 one-on-one phone calls when off.

10 There's a lot of inquiries, and so
11 we've been trying to do our best to get to people
12 as quickly as we can, but certainly want to
13 welcome your thoughts about other audiences to
14 target to get the word out.

15 VICE CHAIR GLOVER: I have one more
16 question. In some parts of our population,
17 students have defaulted and then they have taken
18 advantage of others who called them, agencies,
19 entities to refinance their default, then they
20 defaulted a second time on that because they just
21 couldn't afford it.

22 So does the program address only the

1 initial default or does it go into the secondary
2 level?

3 MS. HARRINGTON: So if they've
4 actually refinanced and went into a private
5 student loan, it won't apply to them. But if
6 they are still in the federal program and they
7 consolidated because, you know, we only have a
8 couple ways out of default in the federal
9 program.

10 You can consolidate or you can
11 rehabilitate, and you can only do that one time
12 per loan, so that's why this is also really
13 exciting, because this is an extra chance for
14 people who have capped out of that.

15 But if they are no longer in the
16 federal system, it won't do anything for them,
17 but if it's a loan that they've defaulted more
18 than once, this program is definitely still for
19 them because we know there are a lot of people
20 like that. They are still going to get this
21 opportunity.

22 VICE CHAIR GLOVER: Thank you.

1 MEMBER ADAMS-GASTON: So I have a
2 question about access to the webinars, because I
3 think that is key, and if we could get it out to
4 our students and others.

5 How do we get access to that, is it
6 short, is it something they can, you know, step
7 by step really understand? And I'm guessing it
8 is because you guys created it, but how do we get
9 that out to folks?

10 MS. HARRINGTON: So we have some
11 recordings of webinars that we've done, but
12 basically we will just do the webinar, so if you
13 say we would love you to do a webinar, here's the
14 date, come, we will do it.

15 MEMBER ADAMS-GASTON: Awesome.

16 MS. HARRINGTON: That is not hard. I
17 feel like half my job is doing webinars about
18 PSLF these days, and that's okay. That's fine.
19 So, I just need you all to like, help us have
20 that platform, bring the folks, and we will bring
21 the content.

22 MEMBER ADAMS-GASTON: Thank you.

1 DR. COOPER: The last thing I'll say
2 to this is, you know, I'm looking at Dr. Glover,
3 I know you're also the president of Alpha Kappa
4 Alpha, but sororities, fraternities, like very
5 captive audiences.

6 Many of them are having conventions,
7 whether it's national conventions, regional
8 conventions, you know, these folks often have
9 student loan debt or they know someone who has.

10 VICE CHAIR GLOVER: The Divine Nine.

11 (Simultaneous speaking.)

12 DR. COOPER: Yeah. The Divine Nine,
13 the churches, whether that's, you know, church
14 conventions.

15 Like we're willing to go grassroots to
16 help, so please send us your suggestions and
17 Ashley -- we'll be working with Ashley to do
18 whatever we can.

19 DR. TRENT: Okay, any more questions
20 in the news? Oh, I'm sorry. Dr. Allen, you want
21 to talk about Delaware State, the Women's
22 Lacrosse Team?

1 CHAIRMAN ALLEN: Sure. Just briefly
2 only because it made some national news.

3 On April 20, my lacrosse team was
4 coming back from a match in Florida on a roadway
5 in Georgia, the southern part of Georgia, Liberty
6 County, and they were pulled over by Liberty
7 County officers, for driving in the wrong lane,
8 at least that's what the pretext was.

9 They were then asked if they were
10 carrying any drugs or drug paraphernalia, and
11 effectively their personal belongings were
12 searched. It caused quote a stir for them. I
13 should say that for the original reason for the
14 stop, there was not even a warning given to the
15 then-bus driver.

16 About 75 percent of my lacrosse team
17 is African American and the bus driver himself
18 was African American, as well. They reported it
19 directly to us, as is our standard practice. We
20 had been investigating for some time, and then
21 one of the lacrosse players also served as a
22 reporter in our student newspaper and published

1 the article of that experience.

2 That experience went fairly viral
3 fairly over the last ten days. I've been pretty
4 proud of the Delaware State Women's Lacrosse Team
5 for them putting the story in their voice, so my
6 coach and about three members of the lacrosse
7 team were the spokespersons for this incident,
8 which is quite unfortunate.

9 I've had the opportunity to speak with
10 the Liberty County sheriff. It was a cordial
11 enough conversation, but we disagree on the fact
12 pattern significantly. There's a number of
13 videos out there that we believe make the case
14 for us.

15 Last week I filed a complaint with the
16 Office of Civil Rights Department of Justice, and
17 we expect that one or more of our lacrosse
18 players actually will be filing their own legal
19 suits, as well.

20 I wanted to raise it, and as I said in
21 the beginning, as I was talking to Dr. Simmons,
22 the profile of HBCUs have never been more

1 apparent, but it also puts some targets on our
2 backs as well. You saw that with the HBCU bomb
3 threats, obviously. You see it here.

4 I can say that I'm proud of how the
5 university community, particularly my students
6 and coaches, have reacted. I'm certainly proud
7 of all the support I've received. Many of you
8 have offered your own support for this particular
9 incident, but I wanted to raise it here as we
10 think about our broader priorities.

11 Some of the things that come to mind
12 are trauma that was inflicted on those student
13 athletes and what that means as they are still
14 going through a pandemic and the mental health
15 support you need in that regard.

16 The safety of student athletes at
17 large. As I know many universities travel around
18 the country, and are exposed to this kind of
19 unfortunate behavior. I saw some of this happen
20 with Howard's lacrosse team just a few months
21 ago, as well.

22 So I wanted to raise it here as we

1 think about the work of the board of advisors.
2 Lots of what I think we need to pay attention to
3 are the disproportionate effects of these kinds
4 of things on our population of students, and make
5 sure that we are thinking thoughtfully around how
6 we get the right supports to those students so
7 that they can have a successful matriculation
8 process without fear of these kinds of things
9 happening regularly to them.

10 MEMBER ABDULLAH: Mr. Chair? If I
11 could, I wanted to tell you that your colleagues,
12 and of course the folks at Virginia State
13 University, we stand with you in anger and
14 sadness over the incident, and we are very
15 disturbed that your young people had to go
16 through an incident like this.

17 And all of ours. I know that in many
18 different cases that all of us have seen this
19 happen to our students, and it's never justified
20 and it's never appropriate.

21 And thank you for standing -- you and
22 your institution standing in the way that you are

1 to make sure that it gets resolved in the most
2 appropriate manner.

3 I also had some comments on some of
4 the other issues, if I could? Or I actually
5 think my colleagues wanted to cover that, you
6 know what I mean?

7 MEMBER ADAMS-GASTON: I would only say
8 that I thank Dr. Allen very much for the stand
9 that he took with immediacy and with really a
10 sense of great purpose.

11 These incidents are not small and
12 they're not ancillary. They are critical to our
13 students and to our population, and being able to
14 take that stand, Dr. Allen, I think we all stand
15 with you, but you're out front, and we appreciate
16 it.

17 These incidences are meant to distract
18 and disrupt our institutions and the individuals
19 in them, and that mental health component is so
20 critical.

21 We've had four bomb threats at Norfolk
22 State University, and I can tell you that it is

1 so painful and so scary to the community, and so
2 trying to get the safety numbers up is really
3 important, but it is equally as important to say
4 what are we doing about the mental health of our
5 individuals who are being traumatized on
6 campuses?

7 MEMBER ROSS: And Mr. Chairman, I echo
8 the sentiment of my colleagues, our colleagues,
9 but I'll take it a step further because I think
10 as we talk about the heightened awareness of
11 what's taking place across this country, when we
12 look at the unfortunate incident that happened in
13 Buffalo at a supermarket, it could've been a bus
14 that was traveling from a lacrosse team game.

15 And so I think it's very important
16 that we take it, you know, extremely serious as
17 we begin to look at interfacing with our national
18 agency's Homeland Security because it is a true
19 proposition.

20 And so again, I stand with you and
21 thank you for your leadership. But on a broader
22 scale, we have to really raise that level of

1 awareness on our campuses because of that. Thank
2 you.

3 MEMBER ABDULLAH: If I -- because I
4 was going to mention the bomb threats also.

5 I think my colleagues would agree with
6 me that while this has been a bomb threat season
7 -- and Virginia State University has luckily been
8 spared from that, though my colleague from
9 Norfolk State has had four -- that all of us
10 throughout our tenure over the past four or five
11 years have had numerous bomb threats.

12 So it's been more publicized recently,
13 but we've had three or four on our campus over
14 the past few years, so I just wanted to make sure
15 that the community knew and understood that, that
16 there are many who want to terrorize our
17 communities in ways that discourage young people
18 from getting an education.

19 And I find that to be deplorable, and
20 I think it's something that we have to
21 continually keep our minds and energy on.

22 Second, though it was a little

1 different, I was really pleased by the comment
2 raised by Ms. Duckett regarding our process, and
3 I know that the Department of Education -- and
4 I'll echo my colleague from Alabama State, that
5 we want to thank them for everything that they've
6 done, and I think the FAFSA has gotten easier
7 over the past couple of years.

8 But whatever we can do to continue to
9 make that even easier, so that more young people
10 can get through school, that would be fantastic.

11 And last but certainly not least, Mr.
12 Chair, Virginia State University has officially
13 started a men's and women's lacrosse team, and
14 so, you know, we look forward to meeting you all
15 somewhere sometime.

16 CHAIRMAN ALLEN: We're just waiting
17 for you to come to the MAAC.

18 MEMBER DUCKETT: Just one quick
19 question, on the inter-agency working groups or
20 other advisory councils that the White House has
21 initiated, are there any thoughts about
22 partnering this amazing benefit to some of the

1 corporations like the owners of LinkedIn,
2 Microsoft, or others that are part of an advisory
3 board, as we think about the ability to scale the
4 awareness using data with being able to
5 personalize those that were trying to help?

6 Because we know they're on social. So
7 that was just a question at scale in addition to
8 the great work with sororities, fraternities,
9 UNCF, NSBE, et cetera.

10 Are there any digital engagements
11 given the partnership to help get this word out
12 with this important deadline through entities
13 that people can trust in the way in which you all
14 would deliver it?

15 MS. HARRINGTON: It's definitely
16 things that we have thought about. If you have
17 specific ideas and connections that you could
18 help us make, we would love that. I think like
19 one of the initiatives mentioned that we have a
20 connection maybe with AT&T.

21 Can we get AT&T to send a mass text to
22 all of their subscribers to say hey, do you have

1 federal student loans? Check out this PSLF
2 waiver, right?

3 So if we could do things like that,
4 that would be amazing, but, you know, we are the
5 Department of Education, but we still don't have
6 all the contacts that we need, so if you could
7 help connect us with those and give us those
8 types of ideas, that would be great.

9 DR. TRENT: But I think you raise a
10 really good point.

11 Maybe raising this, Tammi, with our
12 interagency working groups to see if we can come
13 up with some collective ideas about how we can
14 further get the news out using the federal
15 resources to get the news out about PSLF. I
16 think that's a great idea.

17 MEMBER HOGAN: If we could go back
18 just a minute, I want to make a comment about the
19 passion I've heard and the concern by sitting
20 presidents about the bomb threats and the violent
21 assault on students.

22 Is it possible or appropriate that

1 this board of advisors could issue a statement
2 that's saying an assault against our students are
3 assault against all students, not just because
4 you haven't been affected, your time just hasn't
5 come yet. And I know that.

6 And in addition to that, I do think
7 that we should put greater focus on the
8 cybersecurity piece.

9 I think most of us know. I'm not
10 telling you anything that's new, that our
11 colleges and universities today are prime targets
12 for ransomware because they think that the
13 infrastructure there, the technological
14 infrastructure is weak. So we need to be looking
15 at some things like that as well.

16 DR. TRENT: I'm going to ask, James,
17 do you want to address that in terms of what is
18 appropriate? I personally think it would be
19 wonderful, but I'm going to let you address that
20 as the under secretary.

21 MR. KVAAL: Oh. I think it's a really
22 powerful idea. I definitely think we should take

1 back and look at the question of whether we can
2 make a statement or something like that.

3 I definitely see the value of that.
4 So I'm not sure what the process is, but we'll
5 definitely take that back and talk about it.

6 MEMBER HOGAN: Because, you know,
7 quite frankly I think we know this, when one
8 group is affected, all of our groups are
9 affected. And it's just about of time.

10 DR. TRENT: Well, if there are no more
11 questions, I think I'm going to go ahead and end
12 my presentation -- well, before I end, I just
13 want to just talk about two signature programs
14 that are coming up. We could hope that you will
15 be able to be a part of it.

16 I'm going to let Sedika talk about the
17 National HBCU Week Conference. She's doing a
18 phenomenal job planning that, and then we're
19 going to have Elyse come up and talk about the
20 scholars, after which I think we will turn it
21 back over to the chair.

22 MS. FRANKLIN: So happy to talk about

1 annual and national HBCU Week Conference. It is
2 personally my baby, under my guidance. It's
3 about ten years old, but this conference has been
4 around for upwards of 40 years as a signature
5 program for the White House initiative on HBCUs.

6 So, this year we will be back
7 in-person. I am so happy to say that out loud.
8 We will be bringing 1,500 individuals into D.C.
9 at the Washington Hilton.

10 Also happy to be sharing that
11 information with this group as the first public
12 audience that knows that we will be at the
13 Washington Hilton September 20 through the 23.
14 Even my coworkers weren't aware of that.

15 So our intention is to advance
16 educational equity excellence and economic
17 opportunity through three days of programming.
18 We are engaging with our federal and private
19 partners, so each of you we want to think through
20 how we can have you personally engaged, either as
21 speakers or convening sessions of importance to
22 the HBCU community.

1 We will have students, HBCU
2 presidents, chancellors, student advisors,
3 academic advisors, congressional members.
4 Members of the administration will be on-hand to
5 continue to network with this vital community,
6 but in a way that we haven't done it before.

7 So again, this will be our first time
8 in three years that we'll be in-person and it is
9 a welcome back because we all know that these
10 HBCUs, these institutions are vital to the
11 nation, and people need to understand why.

12 So we're not only going to invite the
13 HBCU community, but those who are thinking about
14 they want to partner and they have some
15 initiatives in mind, and we want you to be very
16 straightforward with them on what is needed, what
17 we need on our HBCU campuses, what you need for
18 the industry partners that are here, what you
19 need from us to ensure that we can have these
20 sustainable partnerships that last not months,
21 not years, but decades, right?

22 But we're also engaging with those

1 same industry partners to say, how are we making
2 this mutually beneficial? We aren't just pulling
3 away from the institutions, we want to give back.
4 So those conversations will be had.

5 The schedule, the detailed schedule
6 will be shared, registration will go live next
7 month. And so we want to make sure that you all
8 register to attend.

9 Typically -- and this goes back to Mr.
10 Hart's comments earlier about frequency and where
11 we have meetings -- I generally would ask the
12 chair to convene again in September at the
13 National Conference.

14 Not only is it an opportunity for you
15 to engage with all the representatives there, but
16 because they are a captive audience, they will be
17 able to hear what you are working on, what the
18 priorities are in-person, and they will be able
19 to provide public comment at that time.

20 So I just wanted to share that
21 publicly that that will be a conversation that
22 will be had with the chair about dates and

1 locations for at least the next in-person.

2 DR. TRENT: So I hope you guys will
3 mark your calendars and plan to be here.

4 PARTICIPANT: Yep.

5 DR. TRENT: Elyse Jones is going to
6 talk about our scholars.

7 MS. JONES: Back again. The HBCU
8 Scholar Program is the initiative's premier
9 student program. It started in 2014. The sole
10 purpose is to elevate the HBCU student and give
11 them greater access and expose them to
12 opportunities and networks housed in both the
13 public and the private sector.

14 We do this recognition annually. This
15 year we have 86 scholars that represent 54 of our
16 nation's HBCUs. During the course of one
17 academic school year, which typically begins in
18 the fall, we will be doing professional and
19 personal development.

20 The scholars will also come to
21 Washington, D.C. to participate in the National
22 Annual HBCU Week Conference, and then we'll also

1 host various master classes with the initiative
2 staff and our partners -- hopefully maybe even
3 some of you -- with the HBCU scholars.

4 I'm trying to think what else did I
5 mention? Also, one of our partners is NASA so
6 the students will be doing some prep work with
7 NASA during the month -- for about three months
8 before the conference, they will create IPs for
9 NASA, and then they will do a pitch competition
10 at the HBCU Week Conference.

11 The top three winners will be awarded
12 a token from NASA and get I guess a free pass to
13 participate in NASA's larger MITTIC competition
14 with other schools and HBCUs so they can develop
15 their team. All the IPs that the students
16 develop can be theirs to create their own patents
17 or property, or they can use it for something
18 else.

19 Happy to engage and speak with any of
20 you offline about how I can utilize you as a
21 resource to pour back into our HBCU students.
22 Thank you.

1 DR. TRENT: And we have 84 scholars
2 this year, and 50 --

3 MS. JONES: Eighty six.

4 DR. TRENT: Eighty six?

5 MS. JONES: Yes.

6 DR. TRENT: And 52 schools?

7 MS. JONES: Fifty four.

8 DR. TRENT: Okay, sorry. So I just
9 want to again thank you all. I'm going to
10 conclude here because I sense everybody needs a
11 little break, so I'm going to turn it back over
12 to the chair.

13 CHAIRMAN ALLEN: Well, thank you all
14 for that robust discussion. Dietra, thank you
15 for that presentation. We are now going to take
16 a 20 minute break so you can grab some
17 refreshments, which I think are just in the room
18 adjacent to where we're meeting today.

19 And then when we get back we really
20 want to focus on the strategic priorities we've
21 laid out. I think Dietra's done a wonderful job
22 level setting sort of where we are, what we have

1 at our disposal from a White House initiative
2 perspective. And then what we think the four big
3 priorities are.

4 As I said, those are a bit of a road
5 map so they're not cast in stone, but I do want
6 to remind everybody that we have a short window
7 of operation, when you think about our time
8 together, and need to be very focused as it
9 relates to our outcomes moving forward here.

10 So with that in mind, please take a
11 break, and we'll come back around, yes, right
12 around 1:25 and have our discussion.

13 (Whereupon, the above-entitled matter
14 went off the record at 1:04 p.m. and resumed at
15 1:30 p.m.)

16 MS. FRANKLIN: And, Mr. Chair, the
17 floor is yours.

18 CHAIRMAN ALLEN: Thank you everybody.
19 Hope you all had at least a little bite to eat.

20 And, as we have reconvened here, this
21 really is the heart of the meeting, where we're
22 opening it up for full discussion around how we

1 will categorize our work.

2 Sedika, if you could move just two
3 slide because we're going to get right to it.

4 So, in September of last year, when I
5 was first appointed, I sent out a dear colleague
6 letter, to all the HBCU presidents in the
7 country.

8 And, just outlined what could be some
9 proposed strategic priorities for this initiative
10 that's correcting infrastructure inequities,
11 which we have talked about earlier this morning.

12 I don't have to tell anybody I don't
13 think around this room, how systemic those
14 inequities have been in the HBCU community
15 between us, and our PWI peers. And, that relates
16 both to living and learning spaces across our
17 campuses.

18 You have often probably heard this
19 notion that our quality education cannot be
20 overstated. But we need our learning/living
21 spaces to match that quality of education,
22 everywhere we do business.

1 So, we see this as critically
2 important both at the federal level, but also at
3 the state level.

4 I'm going to ask Vice Chair Glover to
5 speak a little bit on this in particular, as she
6 is fighting that in Tennessee at the moment.

7 Number two is federal research
8 support. Again, this is a place where there have
9 been lots of historic inequities between HBCUs,
10 and our PWI peers.

11 We do believe that federal agency
12 support around research and scholarship capacity,
13 is critical to our ability to provide, the really
14 research underpinning to all of our business, to
15 make sure that our undergraduates are getting the
16 proper level of support.

17 Also, that our faculty and staff, have
18 the resources they need to do business in the
19 right way.

20 You'll note that there are three
21 research classifications, and all of my fellow
22 presidents understand the Carnegie

1 classifications, Research 1, Research 2, and
2 Research 3.

3 R1 is the highest. There is no HBCU
4 today that is an R1, has received R1 status.
5 President Simmons has been working on this for
6 some time now.

7 And, we know that the Administration
8 has made it a priority to help elevate at least a
9 few of our member institutions, into R1 status.

10 That actually takes the kind of
11 targeted, ongoing, sustained support from the
12 federal agency community, to do that.

13 Third is broadening financial support
14 for students, particularly from low-resource
15 areas.

16 This is particularly important to all
17 of us, just because of the nature of our student
18 portfolio. Both as it relates to the proportion
19 that are from low-resource communities, and the
20 proportion that are predominantly first
21 generation students.

22 We've seen some movement in this area,

1 but again, this is a place where I think we need
2 to be committed to focusing, as well.

3 And, then finally is the increase to
4 targeted support for smaller HBCUs. Over the
5 past several years, you've seen some of our
6 smaller HBCU institutions struggle.

7 Sometimes they don't have the same
8 kind of support that more mid-sized, state
9 supported institutions have.

10 And, I believe personally, that it's
11 important that we take this issue up in earnest,
12 as well, particularly as it relates to making
13 sure that all of our institutions survive.

14 I believe one of the advisory board
15 members mentioned the fact that when something
16 happens to one of us, it happens really to all of
17 us.

18 So, really being targeted and
19 supported in that way, I think is important, too.

20 So, I don't want to go through a lot
21 of slide presentation today, although we'll go
22 through some backbone of each of these.

1 My first thought though, is to get a
2 reaction from the board as to are these at least
3 some of the right priorities, and anything within
4 you think we might really want to hone our
5 efforts in as we start our work.

6 So, I'll open up the floor from here.

7 Oh, and before we do that though, Dr.
8 Glover, would you mind just talking a little bit
9 more about some of the work you've been doing in
10 Tennessee, around infrastructure?

11 VICE CHAIR GLOVER: Thank you.

12 So, these four priorities are very,
13 very important to HBCUs. There may be one or two
14 more that you might think of, that you want to
15 add to this. We heard student loans this
16 morning.

17 But as we think through this, but we
18 know that in the infrastructure, we do
19 infrastructure and research. Those are my two.

20 But what's historically received just
21 less attention, is the role that infrastructure
22 construction, infrastructure maintenance, have

1 played in promoting inequality in racial.

2 And, it's the segregation and the
3 racial issues concerning infrastructure, are so
4 enormous. So, this is one that we have to take,
5 just elevate the conversation on.

6 Because the infrastructure bill that
7 was passed, well look at what HBCUs can do. How
8 we can become more involved in that, that
9 funding. And, those kinds of initiatives.

10 So, a lot of the colleges, the Black
11 colleges and universities, have, are submitting
12 proposals now. They're working together to carve
13 out which parts of this, of this initiative will
14 work best for the schools.

15 So, we're working hard on that, and
16 how can we be more creative. Because it's just,
17 some things is physically built into our system.
18 It's just the systemic aspects of it where we
19 have to, we're going to address.

20 And, how and pull back, pull the
21 covers back and see what we need to do, to make
22 it more important for HBCUs.

1 Because I say the interstate highway
2 system is just clearly, it's just the example of
3 the equity is just so obvious, started back in
4 the 1950s, or before that even.

5 I mean when you just started
6 constructing the miles and miles, 40,000 I think
7 miles of highway, that stretched from
8 coast-to-coast. And, just it eviscerated many of
9 the Black communities.

10 So, we want to just make sure that we
11 look at what we're doing in HBCU land, to assist
12 that.

13 So, that's why we're so happy that
14 this Administration has invested billions,
15 invested billions, you know, in the home care for
16 the disabled; and, expanding broadband.

17 Which we all saw came to, I mean it
18 was at its highest level of visibility during
19 COVID when all the schools, and Dr. Allen and I,
20 and all around this table, we looked at, you
21 know, what position we were in, and how we're to
22 take advantage of this opportunity.

1 But while we're in a crisis, we
2 looked, there were no, the students couldn't,
3 just couldn't function.

4 There was not broadband. There were
5 not, there was no connectivity when they went
6 back to their hometowns.

7 So, it pulled back the covers on a lot
8 of other things.

9 Then the lead pipes. The service
10 lines, and the drinking water systems. It's just
11 so many inequities that HBCUs can come in and
12 play a major role.

13 So, that's why we're looking at these
14 things that particularly targeted to communities
15 of color, and how the Administration, this
16 Administration has really honed in on it.

17 So, we want to just pull, work on some
18 of those initiatives.

19 So, do you want me to go to research
20 or just wait, Dr. Allen?

21 MEMBER DUCKETT: I had just a quick
22 question.

1 In the pre-read, loved all the amazing
2 stats that gets us all excited. And, then when I
3 looked at this presentation on the smaller HBCUs,
4 if the numbers, if I did my numbers right,
5 there's 101 HBCUs, 53 of them have less than
6 2,500, which will, which would fit that smaller
7 HBCU category.

8 My question is, as we think about the
9 work of this advisory board, what is the current
10 state of HBCUs, and what are the real threats
11 that are happening, that if we fast forward 5 to
12 10 years, are we at risk of that 101 becoming
13 materially smaller, given the headwinds that
14 we're going to be facing.

15 Including the markets, and inflation,
16 and the debt, and all these other things that we
17 know that many members of HBCU, or its African
18 American community, are going to be challenged
19 with at a disproportionate level.

20 I just wasn't sure on where are we, so
21 that as we think about the strategic priorities,
22 and as we think about all of the great insights,

1 what will that look like when we think about this
2 101 population?

3 So, that was something I wanted to
4 just at least better understand.

5 CHAIRMAN ALLEN: Let me try to tackle
6 that initially. I'm sure everybody has thoughts
7 around that issue.

8 And, it may be some of the work we
9 need to do at this, with this body really being
10 focused on the real threats of the smaller HBCUs.

11 But I think you may have already read
12 I believe it was last week, that one HBCU has
13 closed. And, it had two big reasons.

14 One was ransomware in Lincoln
15 College; and, the other was COVID itself had had
16 a significant impact, on what was already some
17 declining enrollment there.

18 I do think that from an infrastructure
19 perspective, and I'd say physically and from a
20 technological infrastructure perspective, we are
21 all at risk.

22 And, if you are a smaller

1 organization, I think it gives you greater risk
2 in that regard. Both as it relates to making
3 sure that you're able to manage your systems
4 tightly, and you're able to provide the kind of
5 living, and learning spaces that are attracting
6 the students that you want.

7 And, as the markets change, I think we
8 suffer from that risk, as well.

9 I would say that there have been some
10 enrollment gains across the HBCU space in many
11 HBCUs, but not all.

12 And, I think we had to take a critical
13 look at that, as well, particularly as it relates
14 to COVID.

15 Because we had a lot from CARES, and
16 a lot from the American Relief Fund. There's no
17 question about that.

18 But a lot of that was replacement
19 revenue for what we had been, have been
20 experiencing over the last couple of years.

21 So, making sure that our business
22 model is strong, that we are doing a little bit

1 more, I'd say co-collaboration across the HBCU
2 space little more critically.

3 And, then asking for what we believe
4 (inaudible) is highest and best use both from our
5 private partners, and our federal partners.

6 And, certainly the work of the whole
7 community, but particularly for some of our
8 smaller sister institutions.

9 I'm happy to, I'm sure other people
10 have things to add on that score.

11 MEMBER DEESE: Dr. Glover, Dr. Allen,
12 as I listen to Thasunda's question and Dr.
13 Glover's comments, the physical infrastructure
14 issues are well understood. And, they're
15 glaring.

16 The technology infrastructure issues,
17 I think may pose the greater long-term threat.
18 Because we can figure out I think, how to fix the
19 physical infrastructure issues because we can see
20 them, and we can appreciate.

21 What I get concerned about,
22 particularly from a corporate America

1 perspective, is that when you fall behind in
2 technology, it takes you two to three times more
3 resources and time, to catch up.

4 And, therefore, the hurdle becomes so
5 great, without significant infusion of resources
6 and effort, you can't catch up.

7 And, I think we're in a timeframe
8 right now where technology is coming fast and
9 furious, and will continue to come that way, that
10 we have to be very focused on not falling further
11 behind from a technology standpoint.

12 I think the peril is too great to
13 overcome if those gaps aren't closed relatively
14 fast, and with a lot of effort over the next few
15 years.

16 CHAIRMAN ALLEN: Couldn't agree more.

17 VICE CHAIR GLOVER: I think the two
18 comments are kind of woven together, interwoven
19 because it's the fear of losing another HBCU,
20 combined with what it would take to keep them
21 open.

22 So, the technology aspect of it,

1 technology infrastructure is at the top of that
2 list.

3 Because it's just the sustainability
4 of HBCUs is contingent upon having the proper
5 tools to, to make it operate.

6 For example, you know, we lose
7 accreditation for, because of funding, and
8 because of issues related to funding.

9 And, so I think once we recognize what
10 the barriers are, when people ask me what's the
11 greatest challenge facing HBCUs, I don't say
12 money. Although we know it's money.

13 But our biggest challenge is the lack
14 of a solid advocacy base. Nobody's sitting at
15 that table rooting for HBCUs like this committee.

16 There's nobody walking those halls on
17 a daily basis saying listen, we got 101 HBCUs,
18 the others, some are going under, we need your
19 help.

20 It happens in other markets, but not
21 for us. And, so we have to get that advocacy up,
22 and understanding what constitutes a sustainable

1 institution.

2 You must have the adequate technology.

3 I just mentioned when our students went back to

4 small parts, I mean Nashville is a flourishing

5 city. Memphis, you know, we have cities in

6 Tennessee where students live in the rural areas.

7 And, they had to go to the parking lot

8 of Walmart, and go to the Apple Store, and sit in

9 the parking lot and get service just to do their

10 homework, just to learn. They were committed,

11 and some had no homes, you know, they could go

12 to.

13 So, what we have to do is look at how

14 can we be as effective as possible, and ensure

15 that, that the technology infrastructure is in

16 place so that no more HBCUs, not under our watch.

17 You know, we won't let that happen.

18 That's one of our commitments under

19 this watch. We can let another HBCU close, be it

20 for --

21 (Simultaneous speaking.)

22 MEMBER ABDULLAH: Madam --

1 VICE CHAIR GLOVER: -- accreditation.
2 We just going to have to push to get behind and
3 support.

4 MEMBER ABDULLAH: Madam Vice Chair, Mr.
5 Chair, I wanted to, if I could add a friendly,
6 friendly amendment or correction to one of the
7 statements.

8 And, I know the article that came out
9 mentioned the Lincoln College in Illinois, was an
10 HBCU.

11 And, in some ways, it's an
12 understandable mistake, because there are two
13 institutions named after our former president.

14 One in Missouri, and one in
15 Pennsylvania are Lincoln Universities, that are
16 HBCUs. But Lincoln College in Illinois, is not
17 an HBCU.

18 VICE CHAIR GLOVER: Right

19 MEMBER ABDULLAH: Though it is a
20 predominantly Black institution.

21 So, I just wanted to make that
22 friendly amendment.

1 PARTICIPANT: Fair enough.

2 MEMBER ROSS: And, Mr. Chair and Madam
3 Vice Chair, I'd just like to add to the
4 discussion.

5 You know, quite frankly, there should
6 be an HBCU preservation act that's passed because
7 I don't recall or see often, the demise of PWIs
8 in this country.

9 And, while I am thankful again, I told
10 you all I'm real thankful today, for the
11 designation that has been given by the federal
12 government of HBCU, there has to be more than the
13 designation.

14 Because of course understanding the
15 inequities that have taken place, via state and
16 via federal government, there should be a
17 commitment to ensuring that not another HBCU
18 closes.

19 And, representing a state that has
20 probably the most HBCUs. When you talk about a
21 Concordia College that needed \$2.3 million to
22 stay open to, in a rural area that is now closed.

1 When you talk about a Selma University
2 that is on, on the verge and needs that support,
3 where, you know, can we get that support again
4 going back to our historic designation.

5 And, I think that there should be a
6 call for that in terms of preservation of our,
7 our institutions.

8 And, while we know that there is a lot
9 of independence that goes with our institution
10 governing boards, but as I was sharing with one
11 of my board colleagues, you take a institution
12 like Alabama State that did not have a board of
13 trustees until 1976, so it's still a fledgling,
14 you know, it's still growing in terms of board of
15 trustees when all of institution, you know, we
16 were under the Department of Education.

17 But so other institutions have had
18 years and years to, to build on their board of
19 trustees, to build on their endowments.

20 And, so I think that there has to be
21 something that we can do to, to set a course on
22 stopping the bleeding of losing these

1 institutions.

2 Because while we have the designation,
3 what I consider and I propose to you, is that we
4 were elite institutions of higher learning that
5 provided opportunity for hundreds and thousands
6 of individuals, when we couldn't go anywhere
7 else.

8 And, so there should be a greater
9 commitment than a designation, in my opinion, to
10 preserve them so they don't die off.

11 Thank you, Mr. Chairman, Madam Chair.

12 PARTICIPANT: Thank you.

13 MEMBER DEESE: There was one other
14 comment I have that I think ties into the
15 infrastructure one. It's an ancillary, and I'm
16 not sure that research support covers it all.

17 And, that is the issue of compensation
18 for faculty. It is almost impossible to be
19 competitive if at our institutions, faculty
20 members are 20, 30, 40, 50 percent below their
21 peers at PWIs.

22 If you can get them to come, they're

1 not going to stay.

2 And, let's be very frank and open
3 here. If they go to a PWI after they leave an
4 HBCU, they're advised not to come back to an
5 HBCU.

6 So, I don't know how we cannot look at
7 compensation, in addition to funding research.

8 VICE CHAIR GLOVER: It is a lot about
9 the dollars, because we always say in our private
10 worlds, that HBCUs don't have any problems that
11 money can't solve.

12 So with knowing that, we have to have
13 the right dollars in the right places, with the
14 right accountability.

15 And, so that has to be our model.

16 MEMBER DEESE: But this one is a tough
17 one because depending on the state you're in, and
18 I'll use the state of North Carolina, it is not
19 easy to tackle.

20 So, I think we're going to have to
21 look at it. But when you've got those kinds of
22 discrepancies, it is very difficult to compete.

1 VICE CHAIR GLOVER: The first issue to
2 tackle I think, well not the first. Among the
3 top priorities, would be to ensure that the state
4 funding flows back to the schools.

5 That is a problem I know the 1890s
6 have. The land grant institutions have. But the
7 others who have the same type of issues.

8 And, so when I became president of
9 Tennessee State, I looked at it and said, why is
10 it that we have this line item that's always in
11 the negative?

12 We're supposed to be getting a match
13 from the state for the federal, for our federal
14 match. There's something wrong with that.

15 And, so the other CPAs, and we've got
16 two CPAs sitting here. Let's figure this out.
17 So we went through and looked at every year. The
18 match wasn't there.

19 We took it to the governor and said
20 now that you know, you know, we have a duty to
21 act. That's why sometimes we say don't tell me
22 because once I find out, I have a duty to act.

1 So, now that we know about it, what
2 can we do? No matter how long ago it's been,
3 it's never too late to do what's right.

4 So, what we have to do now is figure
5 out what is the amount, and we already know the
6 amount. Get with the legislators.

7 I mean, young man Harold Love in
8 Tennessee. He led the battle at the legislature.

9 And, so I'm on campus with my team and
10 we're leading on campus. This is what we're
11 owed. Let's go and make a demand for the money.

12 It's not a popular demand because
13 people like to be praised, not talked about and
14 say what you owe us.

15 But there comes a time when you have
16 to just put it on the table. Had we had this,
17 here's where we would be.

18 Pat us on the back for what we have
19 done, how we've stayed open in spite of. But now
20 that you know how much funds are owed, let's see
21 what we can do to work out this thing to get it
22 back.

1 And, so that's what I was telling them
2 in North Carolina. We've been talking, and
3 Florida. There are states where money is owed to
4 colleges. We have to go back and try to get
5 those funds.

6 There's no other way to put it. If I
7 owe you, if I have a mortgage on my house,
8 they're not going to say well, you know, it's
9 just, there's a time in which we live. I owe
10 you, but I can't pay you.

11 That doesn't happen anymore. Same
12 here.

13 MEMBER ABDULLAH: I think it's
14 interesting. Your point is very well made.

15 We are in Virginia, Virginia State
16 University is the third oldest public institution
17 in the Commonwealth of Virginia. William & Mary
18 was private at the time, so VMI and University of
19 Virginia.

20 And, you can see the historic under
21 funding through the amount of deferred
22 maintenance. The relative size of our endowment.

1 That the 13 institutions established
2 after us all have larger endowments, all have
3 less deferred maintenance, all pay their faculty
4 members more, right.

5 And, so all of the things that we talk
6 about, even the deferred maintenance part, right,
7 is a symptom of the systematic under funding over
8 years.

9 And, what you mentioned is also a part
10 of that. And, so I'm really glad that you
11 brought that up because it speaks of again, as my
12 colleague from Tennessee mentioned, the lack of
13 historical investment from the state that would
14 allow us with the tuition that we all, we are all
15 among if not the most affordable institutions in
16 our states.

17 And, so you combine lack of state
18 support with trying to keep the university
19 affordable, translates into everybody being paid
20 less money.

21 And, so it's, it is all connected and
22 thank you for bringing that part in.

1 MEMBER ROSS: Mr. Chairman --

2 (Simultaneous speaking.)

3 CHAIRMAN ALLEN: Other questions?

4 MEMBER ROSS: -- I think you asked the
5 question. I would agree with your, the strategic
6 priorities that have been set forth with some
7 amendments.

8 But going to your number 4, increasing
9 the targeted support to small HBCUs, I just want
10 to echo the sentiments of colleagues in the state
11 of Alabama that serve as presidents of two-year
12 colleges, the HBCC.

13 And, their importance in all of this
14 work, and how this committee can help elevate
15 them to the discussion.

16 A lot of times, I think it gets lost
17 in the translation when you talk about HBCUs, you
18 know, you talk about four-year institutions. But
19 the two-year college is a HBCU feeder.

20 And, so I just want to raise that
21 level of discussion to this body, so that as we
22 move forward with working with some of these

1 strategic priorities, that they are, they are
2 included.

3 And, now I can go back to Alabama.

4 (Laughter.)

5 MEMBER JACKSON: Well, if you're
6 talking about going back to Alabama, I have to go
7 back to Apple, I guess.

8 A couple things. Obviously on these
9 strategic priorities, I do not want to distract
10 or dilute the importance of them.

11 And, so I might offer this as a fifth
12 priority, or maybe as a thread that runs through
13 several of them, maybe not all, is this, the
14 private sector.

15 And, the role of the increasingly
16 engaged at least, you know, if Apple is any
17 indication, effort by the private sector to play
18 its role in, in what the private sector always
19 does, which is work with educational institutions
20 because that's our workforce of the future. It's
21 our idea engine for the future.

22 So, I think many of you know that

1 after George Floyd was murdered, and Breonna
2 Taylor was murdered, we started a racial equity
3 injustice program at Apple. Many companies did.

4 And, we launched what became the
5 Propel Center. But that built on the HBCU
6 Squared Program. It built on the partnership
7 we've had with Thurgood Marshall.

8 (Simultaneous speaking.)

9 MEMBER JACKSON: The HBCU C Squared,
10 oh, excuse me. It is humbly headquartered at
11 Tennessee State University.

12 (Laughter.)

13 (Simultaneous speaking.)

14 MEMBER JACKSON: But when you say honor
15 and all due honor, to my co-chair, Dr. Baskin
16 Glover, but also to our other co-chairs, Dr.
17 Allen, it is also at Delaware State University.
18 It is also at Virginia State University, Norfolk
19 State University, Dillard University, Prairie
20 View University, Tougaloo College, and Alabama
21 State University.

22 MEMBER ROSS: Thank you very much.

1 MEMBER JACKSON: If I missed anybody
2 else.

3 (Simultaneous speaking.)

4 (Laughter.)

5 MEMBER JACKSON: Wait, I'm not done
6 because I know I've got North Carolina A&T out
7 here, but I just wanted to, I want to give a few
8 other examples of programs but I could take a
9 long, long time and read all these wonderful
10 notes my team gave me.

11 But just to give you ideas of the kind
12 of partnerships I'm thinking of, HBUC Squared is
13 one. We wanted very much that to be run by and
14 for HBCUs.

15 I think the worst thing that any of us
16 can do is come in and try to tell folks --

17 (Simultaneous speaking.)

18 CHAIRMAN ALLEN: Hey Lisa, could you
19 talk up just a tad?

20 MEMBER JACKSON: Oh, so sorry.

21 I said I think the worst thing we can
22 do is try to tell the incredibly experienced and

1 talented folks who run HBCUs and go to HBCUs, how
2 money needs to be spent.

3 We know that you are constantly
4 juggling those priorities. But we do have a
5 partnership with Prairie View, for example,
6 around artificial intelligence and machine
7 learning.

8 We have a partnership with North
9 Carolina A&T around their in roads to STEM
10 success program.

11 We have a partnership with Benedict
12 College on a digital center for social justice,
13 and racial reconciliation.

14 We have our HBCU scholars program,
15 where this year we have 54 students representing
16 16 HBCUs, or Apple scholars we call them.

17 And, they will get not only
18 scholarship in dollars, a \$15,000.00 scholarship,
19 but they come to Apple as interns. They are
20 immersed at Apple. They get an Apple mentor.

21 So, when I hear about the incredible
22 federal HBCU scholar, I'm thinking you should

1 have a challenge. Every company should be adding
2 to that number, and saying I'll take another X
3 number of scholars.

4 So, you have this multiplication of
5 what I'm assuming is federal, federally funded
6 program.

7 We have a new silicon initiative
8 because making and designing chips is incredibly
9 important with Prairie View A&M.

10 And, then we have engineering and
11 innovation scholars that we run through the
12 Thurgood Marshall Fund.

13 We have so many more I'm not going to
14 read. Obviously Propel is one of our, we're
15 very, very proud of that work. And, that
16 continues to be again, we don't put Apple Propel.
17 It is not Apple Propel.

18 We fund it alongside Georgia Power and
19 Southern Company, Chris Womack.

20 So, I would just offer whether it's a
21 different priority, or whether we put it as a way
22 to accomplish different things that this group

1 decides to accomplish, leaving out the private
2 sector would be leaving real opportunity on the
3 table and frankly, many, many companies have made
4 pledges.

5 I don't think many have done as much
6 as we have done, as not enough because there's
7 plenty of opportunities for us to challenge them
8 and ourselves, to do even more.

9 And, to that end, I would like to
10 invite humbly, very humbly, the board to consider
11 a meeting at Apple.

12 We would love to host you, we would
13 love to give a sense of some of those
14 partnerships in order to of course, seeing the
15 students in the institutions incredibly --

16 (Simultaneous speaking.)

17 VICE CHAIR GLOVER: We accept.

18 (Laughter.)

19 (Simultaneous speaking.)

20 VICE CHAIR GLOVER: And, we accept.

21 MEMBER ADAMS-GASTON: And, if I could
22 just add to Apple's list of all the things you're

1 doing.

2 Norfolk State has the Smart and
3 Innovation Academy, which not only provided Apple
4 pros for all students at all levels, but also
5 faculty.

6 And, then training around how we could
7 best utilize for the learning. But also it
8 really was spurred by the C2 program that we have
9 been a part of.

10 And, so we just expanded that, it
11 truly was, and we just expanded that and really
12 focused on how students can do app development,
13 and how they can do coding, and the things that
14 really transform what, you know, we hope they
15 will be able to do when they move on in life.

16 So, thank you. And, thank you Dr.
17 Glover. C2 has worked.

18 VICE CHAIR GLOVER: And, that's the
19 whole intent, thank you, of the initiative. We
20 start with one university in this one instance,
21 and then we said and prior to Apple, where do we
22 go next? How do we expand this?

1 Lisa was very deliberate in saying
2 that this has to be more than one HBCU. So, we
3 made it broad enough so now it's almost half the
4 HBCUs participating. And, then they expanded
5 that base into other, other initiatives.

6 So, I think that's what this body can
7 push that for the corporate partners who are
8 around this table, let's get those initiatives.

9 And, then they become, you know, the
10 secondary, the tertiary. They just, they start
11 compiling.

12 And, that's how -- compounding. And,
13 that's how we really grow the initiatives, by not
14 having just one school or the select two, or
15 three, or four, that you always hear in the news.

16 But to go to as many institutions as
17 possible and spread it around, and then make that
18 grow.

19 That's the saying in the building.
20 That's how we not losing anymore. That's how we
21 keep from losing any other institutions.

22 We keep them, you know, lifted up and

1 pushed ahead.

2 MEMBER ADAMS-GASTON: Can I go back for
3 a moment to our proposed strategic priorities and
4 our number one, which is correcting
5 infrastructure inequities.

6 And, where we have physical
7 infrastructure, I think we also need to have
8 technology, technological. Because I think
9 without the technological, the physical won't
10 even matter.

11 CHAIRMAN ALLEN: Hey Dr. Javaune, I
12 made that amendment already.

13 MEMBER ADAMS-GASTON: Perfect.

14 CHAIRMAN ALLEN: So, got you.

15 MEMBER ADAMS-GASTON: Perfect, that's
16 what I love.

17 MEMBER ABDULLAH: But I think what my
18 colleague Mr. Deese was also mentioning, is the
19 idea of our human resource infrastructure also.

20 And, I'm not sure how we put that in
21 there, but I think that was what he was
22 recommending.

1 MEMBER COKLEY: Well, and maybe one of
2 the thoughts around this again, because I'm going
3 to keep saying this so y'all know he's going to
4 talk about disability one more time, is also
5 thinking about the access infrastructure that's
6 needed for students, is also tied to the
7 longevity of our faculty.

8 And, making sure that they're able to
9 stay on the job and work a little bit longer.

10 So, when we start thinking critically
11 about that, that is another way to sort of like,
12 you know, maintain the risk tools and resources
13 we have.

14 And, speaking from my former private
15 sector hat, there's also a lot of private sector
16 organizations that want to find HBCUs to use them
17 for their pipeline of talent, and for engagement.

18 And, if we cannot speak to numbers of
19 students with disabilities, or have an
20 infrastructure with which they can connect their
21 platforms with, we will not be able to move our
22 students into those opportunities for future

1 growth.

2 MEMBER GOLDSON: I'd like to also make
3 a recommendation, that we expand the proposed
4 strategic priority 3 to include financial support
5 to students with corporate internships, programs,
6 and graduate placement.

7 So that it's more than just the
8 financial support while they're there, but it
9 also supports them in their post-secondary
10 experience outside of the university.

11 And, then for the proposed strategic
12 priority 4, to really expand that to more of the
13 HBCU preservation conversation that we spoke
14 about.

15 So, it's not just about small HBCUs,
16 because we have some larger ones that will fall
17 in this category if we're not paying attention to
18 them.

19 So, to expand the fourth proposal.

20 MEMBER MOSES: Just to add to the
21 infrastructure priority, maybe also look at
22 environmental sustainability, and resilience for

1 HBCUs and their physical plant.

2 Obviously with climate change,
3 especially if you've got deferred maintenance, a
4 lot of these facilities don't do well in hotter
5 environments, or more stormy environments.

6 So, just making sure that you're also
7 reducing operating costs by having more energy
8 efficient.

9 CHAIRMAN ALLEN: Any additional
10 thoughts?

11 MEMBER HOGAN: Not to belabor the point
12 about the corporations input, but so often the
13 corporations also will provide resources, direct
14 resources in terms of faculty in specialized
15 areas to the institutions.

16 And, I think building those
17 partnerships is going to, would really be very
18 helpful to getting the corporations more involved
19 with the institution.

20 And, then when you get more involved,
21 they become more invested in the institution, and
22 supporting those.

1 And, the other thing I didn't see up
2 there but I think is really important, is
3 partnerships among and between institutions
4 optimizing resources.

5 And, that goes beyond the financial,
6 but also the human resources. Because sometimes
7 particularly when you're dealing with small
8 colleges, they may not always have that.

9 But at the research capacity or
10 capabilities to do that, but that does not mean
11 the students don't need that kind of exposure.

12 And, building and expanded learning
13 resources and opportunities. And, by partnering
14 with other institutions can really strengthen
15 those relationships and help both institutions to
16 learn from each other.

17 VICE CHAIR GLOVER: So, I think we've
18 covered 1, a little of 2, some of 3, and some of
19 4.

20 So, let's talk now a little bit more
21 about research. And, Mr. Chairman asked me to
22 lead the area on research.

1 So, there are two areas of research we
2 want to talk about. One is just the overall
3 comprehensive plan for the country, how we can
4 participate more in those research dollars.

5 Then two, the research classifications
6 that's specifically to the institutions who are
7 trying to, that are trying to get to a research
8 classification in Carnegie.

9 But if you look at first, you know
10 that our signs of technology of the future, must
11 include HBCUs. I mean there's no other way to
12 put it.

13 Because we have institutions that, the
14 large institutions may have made their wealth off
15 the research dollars of this country. And,
16 things that we're doing. But the HBCUs have been
17 largely left out of that.

18 And, so recognizing that we have to
19 bring, elevate the conversation to include how
20 many of our schools can get more involved in
21 research dollars.

22 And, become more (inaudible) leaders

1 in the national, the technology. The research
2 programs related to STEM. Participating in the
3 research.

4 We have to participate more in
5 research and if that means partnering with other
6 schools, you know, we have to write more
7 proposals. We have to know about what's
8 happening, where to get those dollars.

9 So we have to just develop in those
10 ecosystems that will provide, and will serve as a
11 career path in that STEM research. That's where
12 we have to go.

13 And, I think so we're this global
14 scientific super power as a nation. We can't
15 overlook any of the HBCUs in any group.

16 Because we are overlooked, we're under
17 asked, we're underfunded. We're under thought
18 about, you know, over ignored.

19 And, so I just think if that be the
20 case, we have to make sure that our students are
21 not so drastically impacted.

22 Because it's the wealth generator,

1 when universities can participate in research.
2 Because that's how we get some more
3 sustainability. Sustainability keeps colleges
4 open.

5 So, that's the first way of going from
6 R2 to R1, or from R3 to R2.

7 The Carnegie has three
8 classifications. The first one's the highest one,
9 it's the Research 1 level, or Harvard and the
10 other schools that are in.

11 The second one is the R2, where you
12 have high research, but not enough to be an R1
13 category.

14 And, research doesn't necessarily mean
15 just doing research that we're talking about,
16 government research and other.

17 It means having Ph.D. programs where
18 you graduate students, and that type of academic,
19 that rigor, that research. So we have to get to
20 that level.

21 Then the third level is when you're
22 doing some, but not enough, but you're getting

1 there.

2 So, we have a lot, we have 11 schools.
3 Nobody's an R1 category. But when you get to the
4 second category, you have 11 HBCUs.

5 And, several of those are on category,
6 on the brink. And, they can just need a little
7 bit more pushing and some more programs, which is
8 not to having the programs graduating the
9 students.

10 It takes students in the Ph.D.s in the
11 humanities. So it takes dollars to do that.
12 And, you have to put research dollars in that.

13 And, then the other category is just
14 making sure that we go after these research
15 dollars, and get them.

16 And, we were taking to Carnegie. They
17 have some weights. We don't know the weights
18 yet. You know, we're trying to back into it to
19 how you get from R2 to R1.

20 Because we think it's misleading just
21 to think it's just research. (inaudible) all
22 together and just get some one big conglomerate,

1 but it's more than that.

2 You have to first have the programs,
3 Ph.D. programs, then graduate the students in the
4 Ph.D. program. So, that takes, you know, three
5 years at a minimum, just to get the students
6 through the program.

7 It takes another couple years just to
8 get these programs approved. And, so we're
9 looking at, just look at a five year plan to get
10 this done at minimum.

11 But it can be done. I think Howard
12 was maybe was in that category one time years
13 ago. But, we know that it can be done.

14 So, that's what we're looking at the
15 11 schools. We've not called, I think there was
16 a meeting that everybody could not attend once,
17 but at one time we did have a meeting.

18 I think Dr. Simmons kind of helped us
19 to coordinate that this time last year. I think
20 I'm getting my dates right.

21 But we need to just, we've got to work
22 harder on that, and this is how we can help each

1 other and the federal government help us by
2 putting enough funding and enough emphasis, like
3 they're trying to do.

4 They've talked to us about it, you
5 know, the (inaudible) college presidents about
6 how, what they can do to move us to that level.

7 So, we're very interested in that
8 happening.

9 So, those were two aspects of research
10 we were talking about. I'm not sure if anybody,
11 if Dr. Allen wants to go into that.

12 Okay.

13 MEMBER COKLEY: Madam Vice Chair, have
14 there been subject areas that have been
15 identified, that HBCUs are not jumping into as it
16 relates to research?

17 VICE CHAIR GLOVER: It's mainly, well,
18 as to research to programs, the doctorate program
19 is mainly the humanities area. Lots of
20 humanities areas, and then the STEM areas. They
21 always help.

22 So, the Ph.D.s in history and English.

1 You know, we need some more of those Ph.D.s as
2 bread and butter. Then every area in STEM is
3 always important for Ph.D.

4 MEMBER COKLEY: I would also be curious
5 if in our research, if there are federal funding
6 opportunities at HBCUs are not traditionally
7 participating in, that we should also be passing
8 along to our colleagues and consider.

9 MEMBER HOGAN: Dr. Glover, I was
10 thinking that see, smaller schools that's simply
11 offering the baccalaureate degrees, could be
12 feeder schools for the Ph.D. programs.

13 And, rather than going to all of, all
14 majority institutions they can be coming to some
15 of the HBCUs for their Ph.D. degrees.

16 VICE CHAIR GLOVER: And, that's what I
17 think Lisa, when they was so intentional on
18 getting this together, they wanted C Square, the
19 HBUC Square Program to expand so it could be
20 those feeders.

21 For example, if you know that there's
22 a four year college, and you know that their

1 graduate numbers are needed, then reach out to
2 those, to the HBCUs that are not, that don't have
3 the graduate, the requisite number of graduate
4 programs and assist them. And, incubate them,
5 and graduate more students.

6 I mean we have what we need within the
7 palm of our hands, we just rearranging our
8 mentalities so we can address what we need to
9 address.

10 MEMBER JONES: And, I would like to add
11 on to that comment as it pertains to, or as far
12 as feeders are concerned.

13 And, that is looking, going back
14 further just a tad bit to our high schools.
15 Because I remember I'm a STEM graduate from
16 Florida A&M.

17 But I was encouraged because of what
18 happened and where I attended in the summer,
19 summertime, was FAMU came down to Miami, and they
20 hosted a summer program.

21 It was federally funded program that
22 gained my interest to go to FAM. And, so as

1 we're talking about these feeders, maybe the
2 federal government can look at how can we
3 reimplement giving HBCUs federal dollars to start
4 those conversations in high school, so students
5 can get that oomph of chemistry, biology, or
6 whatever.

7 And, they have that interest, and then
8 they carry that over into college to where that
9 HBCU might say listen, you finish our program,
10 we'll accept you into our school.

11 So now we have a pipeline for students
12 in STEM, and you have a pipeline for students
13 into your institution.

14 MEMBER JACKSON: I just want to co-sign
15 that. I was exactly the same student.

16 I went to a national consortium for
17 minorities in engineering program when I was in
18 high school. I had never heard of engineering
19 before that.

20 I also want to give a shout out to my
21 colleague from NSBE because I know that's not the
22 only STEM. Of course engineers are the best, we

1 know that, but NSBE got us all through.

2 So, just I pushed the button though to
3 just mention that I think artificial intelligence
4 and machine learning, are crucially important for
5 us to learn, to be in those rooms.

6 Those algorithms, and the way that
7 they're being trained, the datasets are
8 incredibly important.

9 We also have a Ph.D. catalyst award
10 that we're working with three schools. I don't
11 think we, I'm not sure we've announced them yet,
12 but these are to support students so that they
13 can go to the professional conferences.

14 A lot of times you can't get to a
15 professional conference, if you don't have a
16 paper to present.

17 But if you don't get there, you don't
18 know what you're not seeing. And, so I think
19 that's another place where some private
20 partnership can be.

21 MEMBER UZZELL: There's some low
22 hanging fruit that we also should be mindful of,

1 and that is some of the policy around education
2 in the younger students.

3 For example, the California math law,
4 and the challenge there with wanting to remove
5 subjects like calculus from schools for children
6 in adjudicated communities, because there is a
7 theory that Black kids in Oakland just don't take
8 algebra. Or they don't need it.

9 And, we know that if you don't study
10 algebra and calculus, you're not, you're not
11 going to get in an engineering program hands
12 down.

13 And, so we're working, we normally in
14 the past hadn't been involved in policy at all at
15 NSBE.

16 And, so it's something that is top of
17 mind for me because we have to feed the pipeline
18 to even, even have them take on these engineering
19 programs.

20 And, then the second piece is that
21 engineering curriculum is very, very expensive.
22 And, the books are expensive. The labs are

1 expensive.

2 The research projects are expensive.
3 The study groups, you know, everything is just
4 very, very expensive.

5 And, so being able to help students
6 understand that it is an affordable degree, is
7 very critical as well.

8 And, I know all of that also feeds the
9 pipeline for the universities, but there are some
10 barriers that keep us from even getting them
11 there.

12 And, we're spending summer after
13 summer. Last year we had over 4,000 students in
14 our summer engineering program, you know, blowing
15 up their mom's kitchen, which is great that's
16 what we want you to do, put it back together
17 again, and teaching them even virtually the
18 product of STEM.

19 And, then they'll fall off if they
20 don't get a chance to take these classes in
21 school.

22 So it's important for us to be mindful

1 of that, and if you have influence in any of
2 those spaces, to make them top of mind.

3 Because the challenge here is that the
4 storytelling around Blacks and STEM is very, very
5 limited. Because we don't talk about ourselves.

6 Because our research when we do have
7 a chance to do research, my research was
8 published only because I worked for General
9 Electric.

10 If I hadn't worked for GE, none of the
11 work that we did, you know, in the area that I've
12 studied for years, would be, you know, on
13 Wikipedia today.

14 But much of our research isn't
15 published, and so I think a storytelling platform
16 is critically important as we work on all of
17 this.

18 Because if, you know, if we don't talk
19 about the work that we do, it just doesn't hold
20 weight that we can even, that we should even
21 support research in these schools.

22 Because they don't understand that the

1 research that's coming out of them, is research,
2 you know, all of the yes, MIT holds the greatest
3 credibility in artificial intelligence.

4 But you know, her community, Joy's
5 community, is made up of Black students at HBCUs.

6 And, there's a misappropriation that
7 we don't know how to hack, or code. And, I have
8 the data that proves that we absolutely can, 24
9 hours in a room, some really bad pizza, and some
10 smart kids at HBCUs, and they can crack the code.

11 And, so these are just things that
12 people just don't know that they exist. And,
13 admittedly so, an organization like NSBE that has
14 passed hundreds of thousands through the pipeline
15 has not kept track of even people like me, until
16 I came back to work there.

17 So we have to find them, and then
18 communicate that information, so that we can then
19 support the universities in the research.

20 MEMBER ROSS: And, I'd like to add and
21 to your point about your research not ever being
22 known about, until you got to a certain platform.

1 It's almost like we need a depository
2 for HBCUs, because a very disheartening
3 experience that we had, was to work with the Army
4 Corps of Engineers on a project to get grant
5 funding, only to determine that the Army Corps of
6 Engineers took the language, and took research
7 that we had done, to put it into the language.

8 And of course, I know the legislative
9 process is a dog eat dog world. But to determine
10 that they'd taken the proposal that we put
11 together, and took the language, and put it in a
12 bill to get maybe some \$20 million.

13 And, then to talk to the head of the
14 program to say well, because University of
15 Mississippi and some others that were already a
16 part, they had already given that money out while
17 we had put the project together.

18 So it's almost like you need a, you
19 know, a depository, a watch dog so to speak, to,
20 you know, help you usher these things through the
21 process.

22 Because the research is being done,

1 and the ideas are there. But just getting them
2 to the right platform is something that we should
3 consider.

4 So I just offer that to the group.

5 MEMBER ABDULLAH: My colleagues don't
6 always share my opinion of the Carnegie
7 classifications, but that's a conversation for
8 another day.

9 But one of the things that I do, I
10 definitely agree with is one, that research is
11 really important to make sure that we maintain
12 the sustainability of our institutions.

13 But more importantly and not
14 financially, research at HBCUs in our community
15 will help save lives.

16 When we talk about COVID-19, whether
17 we talk about the social distancing procedures or
18 the COVID avoidance procedures, or the vaccine,
19 if our HBCUs were more actively engaged in that
20 level of research, Black and Brown bodies, some
21 of them would still be here.

22 And, so being able to work in and

1 around the community, to help our community, is
2 something that we have people would say in a
3 different life, maybe people have street cred.

4 We have ed cred, community cred, that
5 can really help advance the nation, and keep
6 people safe.

7 And, we should be the leaders, the
8 funded leaders, in health disparities in the
9 United States.

10 MEMBER MOSES: I'm just going to echo
11 that. I think that, you know, one of the real
12 issues about the R1 system is that you don't have
13 HBCUs at the table, so that the voices of HBCUs
14 and the research priorities of HBCUs, are not
15 even maybe under consideration.

16 One thought I had is whether, you
17 know, with ACE and Carnegie, are we configuring
18 the R1, or all the classifications. It would be
19 really helpful I think, if this Commission were
20 engaged.

21 And, maybe suggested researchers, or
22 suggested issues just so that we can avoid the 50

1 year sort of embedded problems that were created
2 when the original ratings were created in the
3 1970s.

4 A different question is, is in this
5 area of increasing research for federal support,
6 and creating HBCU RIs, are we at the planning
7 exploration stage of how to get there, or are we
8 at the implementation stage?

9 You talked about it's sort of a five
10 or six year process. Because I see that could be
11 an area where philanthropy could step in.

12 And, I was in a webinar a year or two
13 ago where one of the big STEM funders was
14 collecting all the various other STEM funders, to
15 talk about these issues.

16 And, I think just as industry came
17 forward after the murder of George Floyd, a lot
18 foundations that hadn't been particularly focused
19 on these issues of equity and racism, sort of
20 wanted to step in.

21 And, it was very apparent that a lot
22 of the STEM funders were not used to talking

1 about these issues. And, so there may be
2 opportunities there.

3 CHAIRMAN ALLEN: If you don't mind, I'd
4 like Dr. Simmons to comment a bit in this area.
5 She's been doing a lot of good work there, as
6 well.

7 Dr. Simmons?

8 MEMBER SIMMONS: Thank you.

9 I'm very sorry I wasn't able to travel
10 and to be present, but I must say this is, has
11 been a wonderful meeting and I certainly applaud
12 the strategic priorities that you've identified,
13 and that you have amended in the course of this
14 meeting.

15 Let me see if I can do this as briefly
16 as possible.

17 We started a process I would say a
18 year and a half ago, to try to get the national
19 community of research universities, to understand
20 how vital it was for them to take responsibility
21 for the fact that they have gained tremendous
22 benefits as a result of the way that HBCUs have

1 been held back.

2 In fact, I made this point in my
3 commencement speech at Harvard last year.

4 The result of that has been that the
5 AAU has been working with a group of us, to take
6 on some responsibility as the most, as the
7 premiere group of research universities in the
8 country, to assist our two universities in trying
9 to get to that next level.

10 So we've been working on this project
11 for some time. It included getting the approval
12 of the board of AAU, and the membership of AAU,
13 that they would take this on.

14 They have offered to help us stand up
15 an independent organization of R2 HBCUs, which
16 we're working on now.

17 We will be housed initially, with the
18 AAU, and we will be meeting with the AAU once a
19 year.

20 Now obviously, one of the benefits of
21 doing this is not simply that we get the benefit
22 of their working with us in partnerships.

1 We also get the benefit of the amazing
2 voice that they carry, for research in this
3 country.

4 I think it has been incumbent on all
5 of us to tell the story of how universities have
6 profited, while HBCUs have been pretty
7 systematically held back, and denied those same
8 benefits.

9 I personally believe that until that
10 story is told more prominently, that we'll
11 continue to lag in terms of getting resources.

12 So I want us to remember that there's
13 a political aspect of this, that is extremely
14 important.

15 And, that political aspect involves
16 caring for the story of the ways in which HBCUs
17 have been discriminated against, over a long
18 period of time.

19 And, frankly, there are some
20 interesting questions to pose. And, one question
21 is to pose is could one actually quantify in some
22 way, the loss that HBCUs have suffered, as a

1 consequence of this disparate treatment.

2 We know the compounding effects of
3 this support over a long period of time. And, so
4 what would we say for example, and we, this could
5 be done through the Office of Civil Rights. It
6 could be done through a civil action.

7 What could we say would represent the
8 amount of resources that had been withheld from
9 HBCUs over time, that would require institutions
10 to disgorge a portion of what, of that benefit to
11 the benefit of HBCUs?

12 Now I don't want to sound too radical
13 here because I don't think I am, but I do believe
14 that not enough is known about the disparate way
15 in which HBCUs have been treated.

16 So I would really love for us to have
17 some capacity through the committee, to tell that
18 story. Either through commissioning, a report
19 that does that effectively in the way that the
20 AAAS does its reports, or however we can do it.

21 But I think that political piece
22 really does need to be done because we don't have

1 time to follow a slow pace to advancing HBCUs.

2 We need to get as much leverage as we
3 can from as many different groups as we can, to
4 reverse this history, and I hope we'll be able to
5 do that.

6 So finally, let me just say that where
7 we are now, is that we expect by the fall to
8 stand up this organization of R2 HBCUs.

9 And, we will stand that organization
10 up in terms of hiring someone to run it in
11 Washington.

12 We'll stand it up in terms of
13 co-locating it with the AAU, and in terms of
14 outlining for the HBCU community what we're
15 actually doing, in terms of advancing
16 universities to the R1 category.

17 CHAIRMAN ALLEN: Thank you Dr. Simmons.

18 We are about, we're at 2:30 at the
19 moment. I believe we need to go to public
20 comment around 2:55.

21 I want to leave the remainder of the
22 time to do a couple things. One, with the noted

1 amendments, and I have couched them all here,
2 make sure that we're all in agreement that these
3 are on balance, are four strategic priorities
4 with levers therein.

5 And Lisa, you mentioned one with
6 respect to the private sector that I think runs
7 throughout here.

8 If not, I'm happy to entertain any
9 other priorities that you think we should
10 consider, recognizing for the overall group here
11 that I'm conscious of our time together, and the
12 time duration of the committee itself.

13 And, I want to make sure that we have
14 priorities we actually think we can attend to in
15 our tenure here.

16 MEMBER DUCKETT: I just had a quick
17 question. On the funding, at the beginning of
18 today, I think it was like 5.7 billion. Are
19 those dollars earmarked to certain things, or are
20 they open as we think about recommendations and
21 advisement back out?

22 DR. TRENT: Those dollars are

1 earmarked. They're CARES funding, so it's to
2 support not just HBCUs but higher ed and
3 recovering from the pandemic. Half of those
4 funds -- half of the 3.6 billion, I think, went
5 to students, and then the remainder went to the
6 university.

7 And then there's the \$1.6 billion that
8 was forgiveness of these loans that -- we have an
9 HBCU -- Tony, what's that program? HBCU --

10 CHAIRMAN ALLEN: Capital Finance.

11 DR. TRENT: Capital Finance. And so
12 many of those loans were forgiven through that
13 funded money.

14 MEMBER DUCKETT: Because where I was
15 going is, as we think about the great insights
16 and recommendations and thoughts that everyone
17 has shared, I'm trying to map it to the dollars
18 to understand size of impact or recommendations
19 around prioritization of impact if there's a
20 constraint to make sure that the outcomes that
21 everyone has shared are tightly connected versus
22 sprinkling it all, and you really don't get the

1 outcome that we all are here to help inform. And
2 then how much is open of dollars that may not be
3 directly earmarked?

4 So, as we think about some of the
5 ideas that have been shared, there are
6 recommendations on how to connect available
7 dollars to the prioritization of the
8 recommendation that people have been sharing
9 today.

10 DR. TRENT: I think that's a great
11 idea, and it's -- there is opportunity in the
12 President's proposed '23 budget to do that. We
13 just need Congress to act.

14 CHAIRMAN ALLEN: I think that was T.
15 And the only other thing I would add is in the
16 four priorities, we noted, as you might have seen
17 in the pre-read, we have attached what we think
18 the incremental dollars are there. And I'd say
19 that's more back of the envelope than anything
20 structural.

21 But as the subcommittees begin their
22 work, we did want to give everybody a sense of

1 what we think the incremental dollars on a
2 per-annum basis are that would help address the
3 issues over time.

4 MEMBER DUCKETT: So does that mean --
5 just so I'm tracking when I read this -- that
6 the dollars that are already outlined are
7 committed? So there's no prioritization
8 recommendation of dollars at this point in time;
9 all of the potential ideas or recommendations
10 would map to 100 percent incremental?

11 CHAIRMAN ALLEN: I think that's fair
12 to say, with some noted nuance. But I think
13 that's generally fair to say.

14 MEMBER DUCKETT: Okay. Thank you.

15 VICE CHAIR GLOVER: Because it was
16 largely emergency funds for COVID, and then this
17 kept allowing some additional reporting time.
18 But the dollars have largely been deployed
19 already.

20 DR. TRENT: And their restrictions
21 came from Congress, right? So, Mr. Chair, if I
22 could also just mention that there's been a lot

1 of conversation today about the Carnegie
2 classifications, and there are a number of
3 organizations that are having these
4 conversations. I was just talking to TCMF and
5 NAFEO and UNCF. I know that we have plans -- the
6 administration have plans to bring individuals in
7 from Carnegie and from ACE, who's actually not
8 doing the classifications.

9 I think your suggestion, Mr. Moses, is
10 an excellent suggestion that if it's possible,
11 somebody from this Board can be a part of those
12 conversations. And I'm happy to share whenever
13 that meeting is scheduled. I know it's in the
14 works.

15 MEMBER KIMBROUGH: I really sort of
16 want to go back to Ms. Duckett's big-picture
17 question because that's what I've been thinking
18 about. But I think the question or the thought I
19 would share at this point is that I think we've
20 got to make sure that number 4, looking at small
21 HBCUs, is really factored in because a lot of the
22 conversation about infrastructure, if it's going

1 to be federal, doesn't apply to a small private
2 institution.

3 We're not getting that money. We
4 benefited with HEERF and CARES. We're not going
5 to have it. We're not getting it from the state.
6 I know Alabama does some funding for their
7 private HBCUs, but they don't most states. So
8 you're right. It's a little bit. So that's a
9 challenge.

10 Research -- I'm laughing to myself.
11 Dr. Simmons is talking about AAU, and I'm
12 thinking about basketball because I got a
13 13-year-old that plays travel basketball. But
14 these things mean different people to different
15 -- so some of the conversations we're having now
16 really relate to state-supported HBCUs and not to
17 privates.

18 And so we end up getting sort of left
19 behind in the conversation as we talk about HBCUs
20 and you leave out the needs of the small privates
21 that have endowments of less than two or three
22 million dollars. We've got to make sure we take

1 that into account in terms of how do we address
2 those issues.

3 So I think that there are some
4 differences, and there are some unique
5 challenges, too. I think that the political
6 environment is perilous. I think about states
7 like Florida where you start having the critical
8 race theory conversations. How does that impact
9 the state HBCUs in terms of what they teach?

10 So, I mean, those are the kind of
11 things that will -- some of these measures that
12 we need Congressional support, will they pass?
13 And then if you have changes in leadership for
14 the House and/or the Senate, how does that impact
15 these things as well? So I think we've got to
16 factor all of those things in as a part of the
17 conversation in terms of what we do.

18 But I think we still need to make sure
19 that, particularly for those small private
20 institutions -- and of course, that's the vast
21 majority of UNCF institutions -- we've got to
22 have some creative ways to say, how do we support

1 those institutions so we don't get back to your
2 big-picture question about who survives?

3 I mean, I think it's possible for an
4 HBCU to survive. Morris Brown in Atlanta, where
5 my dad went, has sort of survived for 20 years
6 with less than 50 students. They've gotten
7 accreditation again and funding again. But the
8 landscape in Atlanta, my hometown, has changed so
9 much that Georgia State is now a behemoth that
10 has more black students than every HBCU in the
11 state of Georgia combined.

12 So Georgia State is running black kids
13 in Georgia right now. So it's like, where is
14 your role in that ecosystem where you have
15 Georgia State, where you have a Kennesaw State
16 that's 25 percent-plus, you have a Clayton State
17 that's 60 percent African American? So I think
18 we gotta keep going back and wrestling with some
19 of the questions that you're asking because I
20 think we can say, here are the priorities, but
21 fully understanding the landscape and what we're
22 dealing with, I think, is the right question.

1 That's why I'm just sitting here,
2 because Makola's hazing me sending me these texts
3 talking about, why are you not saying anything?
4 I'm like, no, because I'm really thinking about
5 the question because that's the question. What's
6 the state of play right now? And then how do we
7 address the state of play in these
8 recommendations?

9 I guess the other procedural question,
10 I guess, I would ask, too -- is it possible for
11 us to get copies of past reports of past groups?
12 Because I would like to read those. I was
13 thinking about that earlier. I mean, I'm not
14 trying to ask a hard question. But I do want to
15 know what they said they were going to do and
16 what they did.

17 MEMBER DUCKETT: One last question.
18 I was just curious about a communication -- as we
19 think about the priorities, the communication
20 strategy underpinning, and what's coming to mind
21 is when we look at markers that impact funding,
22 private funding, et cetera, graduation rates is

1 one.

2 But we don't just aggregate the data
3 to look at the high correlation of Pell grant
4 graduation rates overall to non. And given that
5 HBCUs disproportionately educate a larger
6 percentage of Pell Grant eligibility, then when
7 you look at the data and it's 35 percent
8 graduation rate for HBCUs or something like that,
9 it has an unfair and incomplete story.

10 And so I do think there's an
11 opportunity to look at traditional markers and
12 just aggregate like for like so that the full
13 story of the value that HBCUs are bringing can be
14 told so that you don't have opportunities missed
15 because of the traditional potential markers
16 without having to go through the extra work to
17 tell the story could be an opportunity as well.

18 CHAIRMAN ALLEN: Excellent. Thank
19 you.

20 VICE CHAIR GLOVER: And it is an
21 excellent point. And there are some entities and
22 states that do it. We do it in our state. When

1 you compare the Pell eligible as well as Pell
2 recipients, now it goes down more, almost in
3 every instance.

4 (Simultaneous speaking.)

5 CHAIRMAN ALLEN: I was just going to
6 add that -- I think most people know this, but
7 the UNCF recent report they did with respect to
8 economic mobility for low-resource African
9 Americans, it is still the number-one factor to
10 enter into middle class for a low-resource
11 African American is their attendance at an HBCU
12 today.

13 So I think that was to T's point.
14 Being able to disaggregate and a way to put
15 apples to apples will tell an even more powerful
16 story for our community.

17 MS. FRANKLIN: And, Mr. Chair, this is
18 Sedika. So, just to raise a further point on
19 this, we can bring in advocacy groups, UNCF,
20 Thurgood Marshall, NAFEO, to provide
21 presentations at future Board meetings so that
22 you're aware of what they are doing to address

1 some of the strategic priorities that we assign
2 here today.

3 CHAIRMAN ALLEN: Great.

4 Okay. If there are no more questions

5 --

6 (Simultaneous speaking.)

7 MEMBER KIMBROUGH: Real quick, Tony.

8 I still want to know, though, can we get the past

9 -- yeah. You're avoiding it.

10 MS. FRANKLIN: Okay, Dr. Kimbrough.

11 Yes. So the reports from previous boards are
12 online. And you will notice that many of them
13 are data driven. They're about the dollar amount
14 that federal agencies provide to HBCUs. That has
15 been kind of the historical presence of the
16 reports.

17 Now, if that's something that the
18 Board decides to move forward on -- they want to
19 keep in that tradition -- then so be it. But you
20 as a Board, as a body, decide what you are
21 providing as recommendations to the President.
22 So I will definitely share those as part of the

1 meeting notes.

2 MEMBER KIMBROUGH: Okay.

3 CHAIRMAN ALLEN: Okay. Can we take --
4 I just want to poll the room a bit. Can we take
5 five minutes to see who might have interest in
6 each of these priority areas? The reason I'm
7 asking -- because with this Board's approval,
8 these will effectively be our working
9 subcommittees. And we don't have to choose
10 leaders today, but I do want to have some
11 interest of who might be interested in each
12 strategic priority and then have those become our
13 operating subcommittees.

14 MS. FRANKLIN: Okay. So let me move
15 the slides back. Let's start with proposed
16 strategy number 1. And, Mr. Chair, if you could
17 tell the Board if there were any changes to this
18 proposed strategy.

19 And then, as a body, we will vote on
20 number 1, if it will be a strategic priority
21 moving forward, and we'll go on to the others.
22 And we'll add on private partnerships, private

1 industry --

2 CHAIRMAN ALLEN: Yeah. I'd say on
3 proposed strategy number 1, it's really around
4 correcting infrastructure inequities that are
5 both physical and logical, given the discussion
6 itself.

7 I would actually have Lisa's comment
8 around corporate involvement in investment run
9 throughout these priorities, so we'd note that as
10 a lever in each of them. But I think the most
11 substantive change here was making sure that we
12 have highlight technologies.

13 MS. FRANKLIN: Comments on number 1?

14 VICE CHAIR GLOVER: I think I'm going
15 to say add the word physical and technology
16 infrastructure. I think that was it.

17 MEMBER ROSS: And energy efficient.

18 MS. FRANKLIN: Correcting physical,
19 technological, and energy efficient
20 infrastructure.

21 VICE CHAIR GLOVER: The same thing.

22 (Off-microphone comments.)

1 CHAIRMAN ALLEN: Are we okay to vote
2 on this one?

3 MS. FRANKLIN: Okay. We need a motion
4 first.

5 PARTICIPANT: I move acceptance of
6 strategic priority 1.

7 PARTICIPANT: Second.

8 MS. FRANKLIN: Who was the second?

9 PARTICIPANT: Dr. J.

10 MS. FRANKLIN: Thank you.

11 CHAIRMAN ALLEN: It's been properly
12 moved and seconded. Is there any ayes?

13 (Chorus of ayes.)

14 CHAIRMAN ALLEN: Any nays?

15 It is so ordered. Number 2.

16 Sedika, what I have here as a
17 reasonable amendment has to do with increasing
18 federal research support and some notion with
19 respect to faculty and capacity. I don't know if
20 I'd say compensation directly, but faculty
21 capacity as it relates to competitiveness.

22 MS. FRANKLIN: Any comments there?

1 MEMBER JACKSON: Is this the place
2 where we also want to mention public/private? I
3 mean, there are some private support of research
4 and also foundation support of research. So, I
5 mean, unless it's meant to specifically look at
6 the federal (inaudible) there are programs like
7 that.

8 MS. FRANKLIN: So what I hear is
9 adding not only increasing federal research
10 support but federal and private research support.

11 MEMBER JACKSON: Yeah, or increasing
12 federal because --

13 (Simultaneous speaking.)

14 MEMBER JACKSON: -- government, but
15 maybe encouraging or promoting or supporting
16 increased private.

17 MEMBER HOGAN: I was thinking that it
18 might be a sustained effort for increased federal
19 agency engagement to expand the research and
20 scholarship capacity and build collaboration with
21 private foundations and businesses, however you
22 want to do that, because I think that that's the

1 -- what we could build of that collaboration. I
2 don't think we could directly say that were going
3 to increase or expand that, but we can build that
4 because those partnership -- even with federal
5 agencies -- would be important and would benefit
6 HBCUs.

7 MEMBER JONES: I also want to lift up
8 with something that Dr. Glover made mention of as
9 it pertains to helping HBCUs move from level to
10 level, from R3, R2, R1 -- I don't know how we
11 would word it, but being more intentional about
12 that funding and resources to help HBCUs move in
13 the research category.

14 MEMBER HOGAN: (inaudible) HBCUs that
15 would move from R1 to R2.

16 MEMBER JONES: Exactly. Yeah. One
17 designation to --

18 (Simultaneous speaking.)

19 MEMBER JONES: Let's say one
20 designation to the next.

21 MS. FRANKLIN: Very good. Very good.

22 MEMBER JONES: There you go, Dr.

1 Abdullah.

2 CHAIRMAN ALLEN: Ready for a motion?

3 MS. FRANKLIN: Any other comments,
4 were there, for strategic priority number 2? Mr.
5 Chair?

6 CHAIRMAN ALLEN: Ready for a motion.
7 I'll entertain a motion.

8 PARTICIPANT: So moved.

9 CHAIRMAN ALLEN: Is there a second?

10 PARTICIPANT: Second.

11 CHAIRMAN ALLEN: All in favor?

12 (Chorus of ayes.)

13 CHAIRMAN ALLEN: All opposed?

14 So ordered. Strategic priority number
15 3, broadening financial support to students. I
16 have written down up to and including
17 opportunities for internships and placement with
18 various industry sectors.

19 MS. FRANKLIN: Comments?

20 MEMBER ADAMS-GASTON: The only comment
21 I have is -- I know that this is a touchy
22 subject, but students -- my students, most of our

1 students -- need paid internships in order to do
2 them. They really can't do unpaid. So I don't
3 know if we want to just say that's a priority or
4 something because I think it's really important.

5 CHAIRMAN ALLEN: I'm actually happy to
6 add paid if that's the Committee's will. I think
7 that's an important point.

8 MEMBER GOLDSON: Agreed. And can we
9 add programs to that as well? So support
10 programs, such as the ones that Apple shared
11 today.

12 MEMBER JACKSON: Yeah, and mentorships
13 might be an important one -- or maybe it's
14 covered under programs, private sector programs.

15 CHAIRMAN ALLEN: Any other discussion
16 or comment?

17 MEMBER MOSES: I guess one question is
18 would we want to put broadening financial support
19 to students to enhance success, or something in
20 that -- just to emphasize that that's why we
21 would like to see more financial support? But it
22 also suggests that there are ways beyond

1 financing that might enhance students' success.

2 It all works together.

3 MEMBER DUCKETT: The only thing that
4 came to add is that we know that there are jobs
5 that are available that's not reaching our
6 students, 500,000 cyber jobs that are unaccounted
7 for. And so how can -- under this broadening,
8 how can we engage the private sector, to build on
9 your point -- but from a database or matching or
10 providing that direct exposure for additional
11 certification that may be needed that can change
12 the trajectory of having these students graduate
13 into the middle class, into the upper class,
14 based on some of these jobs?

15 And so there's something that's
16 missing when I think about job opportunity and
17 placement for our young people when they're
18 graduating from school, that there could be a
19 tighter ecosystem between the private/public
20 sector with HBCUs on that exposure and what those
21 jobs look like, and how do we match or come in
22 with some of that skill training if they need

1 that certification, and not exclude them from the
2 opportunity?

3 MEMBER JACKSON: Picking up on that
4 point, we've found that a lot of that thinking of
5 how to manage workforce needs with higher ed
6 comes through the community college system and
7 skills training and federal money that flows that
8 way to try to help students be prepared.

9 So I don't know if this is an
10 opportunity to look a little broader at the
11 community colleges or the other supporting
12 institutions, which might be PBIs, because one of
13 the things industry can do is say, okay, we know
14 we're going to need this kind of skill set. We
15 can develop a certificate program in it, which
16 may or may not require a four-year degree or may
17 build on a four-year degree.

18 So the more you can get in front of
19 that, I think, the better for these students so
20 that when they do get a degree, that should get a
21 job with that degree.

22 MEMBER UZZELL: Plus just

1 double-clicking that huge gap in the cert world
2 for black students. I wonder if there is
3 something around a stipend because the certs
4 cost, and that's just a challenge we've already
5 talked about. We know the challenge of money.
6 So I'm just trying to get through undergrad.

7 There's a whole cert world that adds
8 to -- that may need to be supplemented. So I
9 don't know if we can say that a portion of that
10 is specific to this, because many times they're
11 not even going to get the interview to get into
12 the company to get the certification once they
13 get there. They have to have it. They have to
14 have it beforehand. And they can do it online.
15 They can do it separately. But they do need to
16 be able to have it funded. So there's an
17 awareness, and then there's the financial gap.

18 MEMBER DUCKETT: Absolutely. There's
19 just something there. I mean, I see it where --
20 whether it's the funding dollars where we'll pay
21 for our existing employees to go back to get the
22 necessary cyber certification, and it just

1 totally jumpshots their economic mobility, or
2 when I see students graduating, are they placing
3 in jobs that are going to pay them 75, 80, 90,
4 100, et cetera, and what is that gap?

5 And so, as we think about the work
6 with historically black colleges and
7 universities, as we understand, is that the gap
8 of certification or is it a matching and exposure
9 -- how do we tighten this so that our young
10 people are able to graduate into some of these
11 higher-wage jobs that we know they can get
12 skilled and do it?

13 And I just think there's something
14 there for us to recommend up when we think about
15 the public/private partnership with HBCUs and
16 addressing some of those gaps --

17 (Simultaneous speaking.)

18 MEMBER UZZELL: I think there's
19 definitely -- we can recommend -- it's
20 interesting. You have a student that will go to
21 graduate school before they'll do certs because
22 you can delay a graduate school payment, and a

1 cert you have to pay up front.

2 And they actually don't need some of
3 these master's. I'm not against them, but they
4 don't always need them to do the work that's out
5 there, particularly in tech. And so I think
6 there's that, and then there's even what Serena
7 Williams just funded with Karat with the
8 Brilliant Black Minds.

9 There is the actual training to
10 prepare for the interview. That's what that
11 program is doing. So maybe there's more
12 awareness --

13 (Simultaneous speaking.)

14 MEMBER ROSS: So maybe -- as I listen
15 to the discussion, we're talking more or less our
16 career services. We're drilling down to the
17 exposure piece and raising the level of the
18 career services to expose students to those jobs,
19 the jobs that you're speaking of, talking about
20 pertaining to the training.

21 But I do like the piece of the
22 two-year college, which a lot of times has the

1 certifications that we should match with, and
2 maybe more collaboration. So career services and
3 collaboration as to certifications to get to to
4 raise the awareness to higher-paying jobs.

5 MEMBER DUCKETT: And the funding
6 piece, which I think she is spot on that -- what
7 are those dollars that could be earmarked or
8 allocated to address a barrier to take that test
9 that's needed for that skill?

10 It just changes the economic
11 trajectory of our black and brown students, and
12 the difference between a \$45,000 job and an
13 \$80,000 job could have been a \$3,000 gap and a
14 little bit of exposure.

15 MEMBER COKLEY: There is also an
16 interesting time element there, too, as it
17 relates to students at community colleges who
18 might be managing other resources, be it work, be
19 it living from home, that are also disconnecting
20 them from those other opportunities as well.

21 MEMBER ADAMS-GASTON: And I also think
22 that the academic community of our HBCUs can't be

1 afraid of the certifications. There are ways in
2 which we can incorporate that, which would make
3 us stronger, not weaker.

4 (Off-microphone comments.)

5 MEMBER ADAMS-GASTON: Exactly.

6 (Off-microphone comments.)

7 MEMBER ADAMS-GASTON: Yes.

8 CHAIRMAN ALLEN: So, at the top of the
9 priority, maybe we just think about broadening
10 financial and perhaps career pathways support to
11 students for success, and then in the body of
12 that descriptor, really call out some of the
13 things we mentioned with respect to paid
14 opportunities, certifications, and the like.
15 Does that work?

16 PARTICIPANT: Yes.

17 CHAIRMAN ALLEN: Okay.

18 MEMBER ROSS: So moved, Mr. Chair.

19 CHAIRMAN ALLEN: Is there a motion?

20 MEMBER ROSS: So moved, Mr. Chairman.

21 PARTICIPANT: Second.

22 CHAIRMAN ALLEN: Is there a second?

1 PARTICIPANT: Second.

2 CHAIRMAN ALLEN: All in favor?

3 (Chorus of ayes.)

4 CHAIRMAN ALLEN: Any opposed?

5 The final one I'm going to turn over
6 to Q, actually, because I think Q was the most
7 eloquent here with respect to the HBCU, quote
8 unquote, Preservation Act. But I think we're
9 both talking about some targeted support for
10 smaller HBCUs, but also the notion that in some
11 ways, we're all at risk.

12 So, Q, you want to help me formulate
13 this last one?

14 MEMBER ROSS: Yeah. I don't know if
15 I can do any better than that. That was -- going
16 throughout HBCU preservation. And I also
17 mentioned the HBCUs as well, so I don't know.
18 But an increase in the targeted support to
19 maintain the stability of small HBCUs. I don't
20 know. I'll take any other recommendation, but --

21 MEMBER GOLDSON: I would like to
22 recommend, say all HBCUs with a focus on small.

1 MEMBER ROSS: Okay. Okay. I like
2 that. Yes.

3 CHAIRMAN ALLEN: Any other comments?

4 MEMBER GOLDSON: And that small should
5 include private.

6 MEMBER ROSS: And two-year.

7 CHAIRMAN ALLEN: Any other questions
8 or comments?

9 MEMBER HOGAN: Actually, I think when
10 you say increasing targeted support to all HBCUs,
11 and when you say with a specific focus on smaller
12 institutions, that will be inclusive of that.

13 CHAIRMAN ALLEN: Okay.

14 MS. FRANKLIN: Any further comment
15 here on the strategic priority 4?

16 Mr. Chair?

17 CHAIRMAN ALLEN: Is there a motion?

18 PARTICIPANT: So moved.

19 MEMBER ROSS: Second.

20 CHAIRMAN ALLEN: All in favor?

21 (Chorus of ayes.)

22 CHAIRMAN ALLEN: Any opposed?

1 Okay. All right, Board. I think we
2 have our strategic priorities and related
3 subcommittees. Hopefully -- for those of you,
4 particularly, in the room -- if you're interested
5 in an area, please let Sedika know before you
6 leave today. Otherwise, you'll be getting
7 voluntold from Glenda and me.

8 MS. FRANKLIN: And, Mr. Chair, what
9 we'll do is we'll go back to the minutes and kind
10 of pull out who had comments on what and share
11 those accordingly.

12 CHAIRMAN ALLEN: Okay. Sedika, I
13 think we're at public comment.

14 MS. FRANKLIN: We are. Let me ask the
15 body, we need a five-minute break before we go
16 into public comment?

17 CHAIRMAN ALLEN: Appreciate a
18 five-minute break.

19 MS. FRANKLIN: A five-minute break,
20 Mr. Chair, and then we'll return for public
21 comment.

22 CHAIRMAN ALLEN: Okay.

1 (Whereupon, the above-entitled matter
2 went off the record at 3:02 p.m. and resumed at
3 3:10 p.m.)

4 MS. FRANKLIN: Mr. Chair?

5 CHAIRMAN ALLEN: Sedika, is it time
6 for public comment, correct?

7 MS. FRANKLIN: Yes.

8 CHAIRMAN ALLEN: Did we have some
9 comments from the public?

10 MS. FRANKLIN: So we have three
11 identified public comments. Just a reminder that
12 public comment period is really an opportunity
13 for the general public to address the Board, we
14 are, as a body, not required to answer any
15 questions, however we will entertain questions
16 and comments at this time.

17 So I have in this order, I don't see
18 Lodriguez, so I'll come back to him from UNCF.
19 David Sheppard from Thurgood Marshall College
20 Fund, he is Chief Legal Officer. David?

21 CHAIRMAN ALLEN: Mr. Sheppard?

22 MR. SHEPPARD: So, Mr. Chair, thank

1 you very much, Madam Vice Chair, and members of
2 the Board, I have a lot to say and I don't have
3 enough time in which to say it. But let me start
4 out by saying, I bring greetings from Thurgood
5 Marshall College Fund in which I serve as a Chief
6 Legal Officer and Chief of Staff.

7 And though it is not immediately
8 obvious from my title, one of the things that I
9 am responsible for is our advocacy work. So I am
10 on the Hill every day and working with the
11 Department of Education to address many of the
12 issues that you've talked about today. And along
13 with President Baskerville at NAFEO and Mr.
14 Murray at UNCF, we are working on these issues
15 very hard on a daily basis.

16 I want to throw out an idea, when the
17 President's Board of Advisors was formed, there
18 was feedback that was requested from us about
19 whether or not we should be present at the table.
20 And there was disagreement among us about whether
21 or not we should be present at the table, and I
22 would submit to you that we did not think it was

1 necessary because we don't need to dictate the
2 agenda of the Board, I know Lezli had different
3 position on that.

4 The reason I raise it is because there
5 are a host of things that you've discussed today
6 that I think would be helped by being informed by
7 what we see, what we hear, what we're working on,
8 because, as I'm sitting here -- and I guess it's
9 based on my training as a attorney, and an
10 advocate, I'm, like, sort of twisting in my seat
11 like this little kid that wants to get up and
12 share feedback -- my fear is, I don't want us
13 treading old ground.

14 I think we've been able to advance
15 issues in areas and it would be helpful to have
16 you have the benefit of our knowledge and
17 educating your discussions and where you want to
18 go as a Board.

19 So I share that only to say that,
20 maybe there'll be an opportunity, independent of
21 the public comment period, for us to weigh in and
22 provide answers to questions that you may have

1 about impacts on the community, from a federal
2 standpoint, or what work's being done at a
3 federal, state level, to advocate for our
4 schools.

5 Get our schools -- and this is, you
6 know, part of the discussion we had earlier today
7 -- let me take a moment to stop and say, we are
8 working actively with the Department of
9 Education, they have been true partners of ours
10 in trying to advance issues around equity in
11 terms of the resources that our schools are
12 getting at a state level, having state
13 governments meet their match and achieve some of
14 the things that Dr. Glover and Representative
15 Love has been able to achieve in Tennessee for
16 some of our other schools.

17 And not simply limit it to the 1890s,
18 expand it to all HBCUs, in terms of the state
19 commitment, to address issues around
20 infrastructure needs not simply through her
21 (inaudible) funds but independent legislation to
22 address the deferred maintenance issues on

1 campus, the need for new infrastructure
2 technology in the like that our schools need.

3 You know, it's really interesting that
4 we're having a discussion about this, I don't
5 know how many of you are familiar with the Ignite
6 HBCU Excellence Act and what we're doing to try
7 to get that passed. And the fact it was part of
8 Build Back Better and that, despite the fact that
9 Build Back Better didn't pass, we're still
10 advocating to make that happen because we have an
11 appreciation for what the needs are.

12 You know, there are resources, in
13 terms of the GAO report that was issued in 2018
14 around the infrastructure needs on HBCU campuses.
15 Although that was written to support the HBCU
16 capital finance program, the issues are still
17 relevant today.

18 When we talk to reporters from Inside
19 Higher Ed, or the Chronicle on Higher Education,
20 or Politico, or you name it, about the issues
21 that our schools are facing, it infused, it is
22 formed based on doing the work that we do every

1 day, that kind of work that's happening on the
2 Hill, the work that we're doing with the
3 Department of Education.

4 So, I share all that to say, we are a
5 resource available to you, not simply to be on
6 the ground, doing the work in D.C. on behalf of
7 our schools, but as you form these subcommittees
8 to address these issues, please feel free to
9 reach out to us because we can at least arm you
10 with information that can create a higher
11 foundation upon which you can build to pursue
12 what it is that you are pursuing.

13 So with that said, I probably have
14 exceeded my three minutes, I'll stop talking and
15 turn it over to President Baskerville.

16 MS. BASKERVILLE: Thank you so very
17 much, Mr. Chairman, Maddam Co-Chair, and women
18 and gentlemen of this body, my brothers and
19 sisters all. I'm Lezli Baskerville, President
20 and CEO of the National Association for Equal
21 Opportunity and Higher Education, NAFEO, which is
22 the membership and advocacy association for all

1 the historically black colleges and universities,
2 101, and 80 predominately black institutions.

3 I also serve as the Chair of the
4 Alliance for Equity in Higher Education, which is
5 the membership association for NAFEO, which is
6 the umbrella organizations of all the HBCUs and
7 PBIs, HACU, all the Hispanic associations --
8 Hispanic colleges and universities -- all the
9 tribal colleges and universities, and all the
10 AANAPISIs, I'm delighted to be here today and
11 I've learned a great deal.

12 I referenced my connection to the
13 Alliance because some of the things that we're
14 taking today about have to do with what I see as
15 a fraying of the alliance between the HBCUs, the
16 PBIs, the AANAPISIs, the Hispanic serving
17 institutions, tribal colleges and universities,
18 an alliance that we've melded and advanced
19 carefully for 22 years.

20 NAFEO, as the 53 year old institution
21 of the HBCUs and the advocacy institution, we're
22 on the Hill every day, we're in state legislative

1 bodies every day, we're before anybody that we
2 can get, to the tell the story about the
3 centrality of HBCUs to American progress.

4 So we gladly brought in our sister
5 associations -- sister institutions -- the
6 Hispanic serving tribal colleges, and so forth.
7 But we're at a point today, when all the stars
8 aligned for HBCUs and we have the urgency of now
9 because we have a small window to get as much as
10 we can before October, and beyond. And this goes
11 to a point that President Simmons talked about,
12 the history, there is confusion among our
13 colleagues as to why HBCUs are receiving a
14 greater share of public dollars than the Hispanic
15 serving institutions that have 500 plus
16 institutions.

17 Because there's confusion about the
18 history, the de jure discrimination against HBCUs
19 and black folks, and the vestigial discrimination
20 that leaves still a huge gulf between what we're
21 producing and what we're receiving, in terms of
22 public dollars.

1 And so, one of the things I want to
2 propose is that this body consider -- and I'm
3 sorry, Dr. Sedika, I don't know if this is
4 appropriate, but I'd like for the President's
5 Board of Advisors on HBCUs to consider inviting
6 the President's Board of Advisors on Hispanic
7 serving institutions and Asian-Pacific islanders
8 to a meeting.

9 Because HBCUs are at a standstill
10 today not because people who don't support HBCUs
11 are pushing an agenda that is inimical to ours,
12 HBCUs have broad and diverse support from
13 republicans and democrats. We have support from
14 bipartisan caucus on HBCUs co-chaired by
15 republicans and democrats, we're getting their
16 votes.

17 Our colleagues, under the umbrella of
18 HBCUs and minority serving institutions, are
19 concerned that they're not getting a fair share,
20 in the bill, Ignite -- President Ross, you asked
21 about Ignite, that's the bill that is the answer
22 to the questions you asked about infrastructure,

1 how can we get it, specifically designed to
2 invest in grant dollars for the infrastructure of
3 HBCUs, repairs, new construction, technology is a
4 part of it, (inaudible), so all of that would be
5 in there.

6 And we got support in the House, on
7 the way to getting support in the Senate, and our
8 colleagues said that they would not provide
9 support for the bill, they would try to take away
10 the votes of the Hispanic caucus unless we
11 included Hispanic serving institutions. HBCUs
12 have documented time and again their needs and
13 the reasons, vestigial discrimination.

14 The Hispanic serving institutions have
15 not done that, and many of them, to be an
16 Hispanic serving institution, you have to have 25
17 percent Hispanic students and you have to show a
18 demonstrated need, in terms of disparities of
19 funding, but no one does that, that's not been
20 required. I think a discussion by this group can
21 get us beyond this, and I think a discussion
22 sooner rather than later.

1 Our champions on the Hill, the 59
2 members of the congressional black caucus that
3 are on the Hill every day, fighting for us every
4 single day in every committee, and the bipartisan
5 caucus on HBCUs, they've tried and they're at a
6 point where they believe we will lose the bill
7 altogether unless we do something.

8 Such as, provide 40 percent of the
9 dollars that would be designated for HBCUs to a
10 community of colleges that indeed has needs, but
11 they're not the same as HBCUs and they've not
12 been proven to be the same because the 1862 land
13 grants, some of them qualify for Hispanic serving
14 institutions, and other institutions that are
15 well endowed and very wealthy. So I'd like you
16 to have that discussion, that would be really,
17 really, important.

18 And so there's one other thing that I
19 just want to suggest as a solution for something
20 that the Maddam Co-Chair suggested about the
21 funding for public HBCUs, and then I'll take my
22 seat.

1 The funding for HBCUs, we now have a
2 blueprint. In the Maryland case about which all
3 of you've heard, I'm sure, the Coalition for
4 Equity and Excellence in Maryland Higher
5 Education Versus State Higher Education executive
6 came up with a blueprint for how do you prove
7 that states are not investing in public HBCUs
8 such that they're comparable to and competitive
9 with the historically white institutions.

10 So we have that and thanks to Kirkland
11 and Ellis, that was the law firm that allowed
12 Michael Jones, a Dillard alumnus and Chair of the
13 Board, I believe, to invest dollars in numerous
14 folks, but they've invested in NAFEO to setup an
15 institute, to take this blueprint to all the
16 states where you have, not just 1890s, but
17 certainly 1890s because we've got another
18 challenge with 1890s, and they're not getting the
19 required mandatory match.

20 But where we have public HBCUs and
21 public historically white institutions, I propose
22 that this body consider asking the Department of

1 Education's Office for Civil Rights to look into
2 the challenge of the match in particular, because
3 it's in legislation, they're required to have a
4 mandatory match and if they're not they might be
5 in violation of Title 6, they might not, but it's
6 worth investigating.

7 If that does not work, I propose that
8 this body mobilize anyone who we need to
9 mobilize, and NAFEO's fully committed to doing
10 everything that we can with you. Go to the
11 United States Congress, United State Congress has
12 in their legislation that there must be a match,
13 and if the states are not matching, they can
14 withhold dollars from those states, particularly
15 those historically white institutions that are
16 reaping the benefits.

17 I thank you so much for your
18 commitment and for this rich discussion today,
19 NAFEO and I stand ready to support you in any
20 manner of means. And we've got the best team
21 we've ever had to work with in the United States
22 Department of Education, all of you.

1 MS. FRANKLIN: Thank you, Dr.
2 Baskerville. Okay, Mr. Murray, Lodriguez Murray
3 UNCF Senior Vice President.

4 MR. MURRAY: Thank you. Good
5 afternoon, everyone. I wish I came in earlier,
6 Dr. Baskerville, that's a tough act to follow --

7 MS. BASKERVILLE: (inaudible) we know
8 how he is, this is his role and he does it
9 masterfully. Go ahead.

10 (Laughter.)

11 MR. MURRAY: I want to commend the
12 Board of Advisors for a strong meeting today that
13 has really been focused in on the agenda of
14 HBCUs, just about every pertinent issue has come
15 up, from research funding, to the bomb threats,
16 to the issues impacting state schools, and the
17 issues impacting small, private institutions.

18 I just want to make sure that the
19 Board of Advisors is focused, you have taken
20 great care to move on certain items today,
21 keeping that focus while also doing what Dr.
22 Kimbrough wants to do, look back at previous

1 reports to see what your colleagues of the pass
2 have done.

3 I want to encourage you stay right
4 there on that, I've been encouraged by Dr. Hogan,
5 I want to do this and speak about all of the
6 other things that advocacy associations have been
7 doing, which include the comparison I think that
8 Member Blake made about students that come from
9 under served backgrounds, looking at their
10 graduation percentages at HBCUs versus the
11 graduation percentages everywhere else, how much
12 better HBCUs do, and we have to continue to point
13 those things out.

14 But I do want to make sure that we
15 stay focus because we have so many things that we
16 could focus in on, we have to pick and choose two
17 or three things so that we can be successful and
18 that everyone can focus in on. And so that's my
19 encouragement to you all, just like my colleague
20 from NAFEO said, we at UNCF, we want to work with
21 all of you on that. And I think I can speak
22 broadly for my colleague from TCMF that we all

1 want to work with you all.

2 And we, as Sedika said, we would
3 welcome the opportunity to make a presentation to
4 you all at any meeting in the near future about
5 the things that we're working on, so that you can
6 see the synergy, so that we aren't just some
7 acronyms that you hear about in the room, but you
8 see what we do, and you can see what we can do
9 together. Thank you so much.

10 MS. FRANKLIN: So, Mr. Chair, at this
11 time we'll open it up to the members, if you have
12 any comments, and then we'll go into our next
13 session.

14 MEMBER ROSS: Mr. Chair, if I may --

15 MS. FRANKLIN: Dr. Ross.

16 MEMBER ROSS: Sure, I'd just like to
17 thank all of our strong advocacy organizations
18 for their public comments today. And Dr.
19 Baskerville, I'd just like to point out what the
20 historical significance that you've given on the
21 blueprint, that it was Alabama State, Knight v
22 Alabama, that set the case law for Maryland and

1 any other. So the blueprint is there and so I
2 think all states should use that to seek funding,
3 appropriate funding from their states. Yeah,
4 thank you.

5 MS. FRANKLIN: Any other comments
6 here? If not we'll move to closing comments.

7 (No audible response.)

8 MS. FRANKLIN: And we'll begin with
9 Mr. Chair.

10 CHAIRMAN ALLEN: First of all I wanted
11 to thank everybody for a very healthy discussion.
12 I'm sorry I couldn't be there in person with you,
13 but the discussion was rich, I'm so glad we got
14 our priorities in place, and we'll be naming the
15 committees and the subcommittee chairpersons of
16 those groups as well.

17 I want to take heart to the UNCF
18 representative's final comments around us staying
19 focused, we do have good work to do, I think we
20 do have focused priorities and it's important
21 that we continue to make sure that we can get
22 after those things in a very thoughtful, deep and

1 meaningful way for the advancement of our
2 students, our faculty, staff, and millions of
3 alumni around the world who are continuing to
4 count on us getting traction for the HBCU
5 community.

6 A particularly thanks to Dr. Trent,
7 who has been exceptional in her six weeks in this
8 new role, thank you for all your efforts.

9 Certainly to Sedika Franklin, who has been a real
10 champion in guiding us all through this. And the
11 Department of Education, Secretary Cardona, Under
12 Secretary Kvall, Dr. Cooper, all of you have been
13 really, really thoughtful in making sure that we
14 are connected and pushing our agenda forward in
15 the right way.

16 Finally, I'd just like to yield to my
17 Vice Chair, Dr. Glenda Glover, for all of her
18 continuing support and good work both, as the
19 vice chair of this group but also as the fine
20 example for Divine Nine, particularly as it
21 relates to Alpha Kappa Alpha, and certainly as
22 the President of Delaware State -- excuse me,

1 Tennessee State University -- maybe that's next
2 for her.

3 (Laughter.)

4 VICE CHAIR GLOVER: Thank you, Mr.
5 Chair. You said it all, so I concur and thank
6 everyone for coming. Thank you, especially you
7 these two ladies next to me. Thanks to all the
8 Board members, and thanks to you, Mr. Chairman.
9 That's it for me.

10 CHAIRMAN ALLEN: If there are no other
11 concluding comments, I'm happy to take a motion
12 to adjourn.

13 DR. TRENT: Mr. Chair, can we just
14 acknowledge -- and I don't know if this
15 (inaudible) -- I'd like to acknowledge Trey Baker
16 and Erica Loewe from the White House, we actually
17 -- I mentioned earlier how supportive the White
18 House has been, obviously they have a whole lot
19 on their plate and they wanted to get here so I
20 just want to acknowledge their presence. Thank
21 you for being here.

22 MS. FRANKLIN: And at this time, Mr.

1 Chair, we'll entertain any closing comments from
2 the members. Any closing comments from members?

3 PARTICIPANTS: Thank you.

4 MS. FRANKLIN: Now, before we go,
5 because you know, I have some things, so would
6 like to discuss, Mr. Chair, Ms. Vice Chair, a
7 proposed meeting date for our next convening,
8 whether it's virtual or in person. Do we want to
9 convene as a group in a month, two months, and
10 then come back together in person in September?
11 How do we want to move forward?

12 CHAIRMAN ALLEN: I actually -- I know
13 we didn't talk about this earlier, but I was
14 actually of the opinion that we would convene
15 during the national HBCU week in September with
16 the hope that our subcommittees could get started
17 in between that time, and we could have report
18 outs at the September meeting.

19 MS. FRANKLIN: Okay. Do we -- am I on
20 here? So, as a Board, here we go again.

21 (Laughter.)

22 MS. FRANKLIN: Do I hear a motion to

1 convene in person at HBCU week, September 20
2 through the 23, with an option for the
3 subcommittees created in between now and then,
4 and having met with priorities and set agenda for
5 September.

6 MEMBER ROSS: So moved.

7 PARTICIPANTS: Second.

8 (Laughter.)

9 MEMBER ROSS: Whatever you need.

10 MS. FRANKLIN: How many seconds do I
11 need. And all in favor?

12 (Chorus of Aye.)

13 MS. FRANKLIN: Mr. Chair, that motion
14 is approved, we are set for our next in person
15 meeting September 20 through the 23 here in
16 Washington D.C., as part of HBCU week. So we
17 will be moving forward on making those
18 arrangements. Mr. Chair?

19 CHAIRMAN ALLEN: Okay. Now can I
20 entertain that motion to adjourn, ma'am?

21 MS. FRANKLIN: Yes, you may.

22 (Laughter.)

1 CHAIRMAN ALLEN: Is there a motion?

2 MEMBER ROSS: So moved. Second.

3 MS. FRANKLIN: Everybody wants to
4 stay.

5 (Laughter.)

6 CHAIRMAN ALLEN: I see that. All
7 right, everybody. Take good care and thank you
8 for all you're doing.

9 MS. FRANKLIN: Thank you all for being
10 here today. Thank you to our audience members,
11 for those who provided public comment, thank you.
12 We will be in touch, certainly from the
13 initiative, to provide the meeting minutes for
14 today as well as to make those assignments, as
15 the Chair mentioned, for your subcommittees.

16 For our members who came over on the
17 shuttle back to the hotel, the shuttle will be
18 here between 4:00 and 4:15, so you have a little
19 bit of time just to chat with folks, get
20 yourselves together, get all your items together,
21 and then we'll go out to the shuttle and get you
22 back. For those who are going to the airport,

1 thank you for coming.

2 (Laughter.)

3 MS. FRANKLIN: You're on your own at
4 this point.

5 (Laughter.)

6 MS. FRANKLIN: And that's all I have,
7 you are adjourned. Thank you, Mr. Chair.

8 (Whereupon, the above-entitled matter
9 went off the record at 3:34 p.m.)

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This is to certify that the foregoing transcript

In the matter of: Board of Advisors

Before: White House Initiative on HBCU

Date: 05-24-22

Place: teleconference

was duly recorded and accurately transcribed under my direction; further, that said transcript is a true and accurate record of the proceedings.



Court Reporter

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