

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

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MEETING

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WEDNESDAY
APRIL 5, 2023

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The Board met at 10:00 a.m. in the
Dorothy B. Brothers Auditorium, Room 149, Norfolk
State University Student Center, Norfolk State
University, 700 Park Avenue, Norfolk, Virginia,
Tony Allen, Chair, presiding.

PRESENT:

TONY ALLEN, Chair
GLENDA BASKIN GLOVER, Vice Chair
MAKOLA M. ABDULLAH
JAVAUNE ADAMS-GASTON
PAIGE BLAKE
WILLIE A. DEESE*
MONICA GOLDSON*
BRETT HART*
BEVERLY W. HOGAN
LISA P. JACKSON*
WALTER M. KIMBROUGH
WILLIAM F.L. MOSES
QUINTON T. ROSS, JR.
RUTH J. SIMMONS*
JANEEN UZZELL

ALSO PRESENT:

DIETRA TRENT, Executive Director, White House
Initiative on HBCUs
SEDIKA FRANKLIN, Associate Director, White House
Initiative on HBCUs
JAMES KVAAL, Under Secretary, U.S. Department of
Education*
AIMEE EUBANKS DAVIS, Founder and CEO, Braven
MARK BROWN, Executive Director, Student Freedom
Initiative
RYAN GOLDEN, McKinsey & Company
IAN JEFFERSON, McKinsey & Company
FIYIN OLADIRAN, McKinsey & Company
CHRIS COPELAND, McKinsey & Company
MALLORY SMITH, McKinsey & Company
SYDNEY CLARK, McKinsey & Company
MIMIDOO UGOR, McKinsey & Company
KYLEB BELLO, McKinsey & Company
ROCHELLE WILLIAMS, National Society of Black
Engineers
JOY C. WEST, NAFEO
LEZLI BASKERVILLE, NAFEO
MALIK RICHARDSON, Bowie State University*

*Participating virtually

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

2 10:14 a.m.

3 CHAIR ALLEN: Good morning, good
4 morning. I'd like to call the meeting to order
5 on the hallowed grounds of The Norfolk State
6 University, and turn it over to Sedika Franklin
7 for the roll call.

8 MS. FRANKLIN: Good morning and
9 welcome to the President's Board of Advisors on
10 HBCUs Advisory Board meeting, April 5th, 2023.
11 This is your roll call. If you will acknowledge
12 your presence by stating here when you hear your
13 name. Tony Allen, Chair.

14 MR. ALLEN: Here.

15 MS. FRANKLIN: Glenda Baskin Glover,
16 Vice Chair.

17 MS. BASKIN GLOVER: Present.

18 MS. FRANKLIN: Makola Abdullah.

19 MR. ABDULLAH: Present.

20 MS. FRANKLIN: Javaune Adams-Gaston.

21 MS. ADAMS-GASTON: Present.

22 MS. FRANKLIN: Paige Blake.

1 MS. BLAKE: Present.

2 MS. FRANKLIN: Thasunda Brown Duckett.
3 Thasunda Brown Duckett. Patrick Cokley. Patrick
4 Cokley. Willie A. Deese.

5 MR. DEESE: Present.

6 MS. FRANKLIN: Monica Goldson.

7 MS. GOLDSON: Present.

8 MS. FRANKLIN: Brett Hart.

9 MR. HART: Present.

10 MS. FRANKLIN: Taraji P. Henson.

11 Taraji P. Henson. Beverly Wade Hogan.

12 MS. HOGAN: Present.

13 MS. FRANKLIN: Lisa Jackson.

14 MS. JACKSON: Present.

15 MS. FRANKLIN: Shevrin Jones. Shevrin
16 Jones. Walter Kimbrough.

17 MR. KIMBROUGH: I'm here.

18 MS. FRANKLIN: Bill Moses.

19 MR. MOSES: Present.

20 MS. FRANKLIN: Chris Paul. Chris
21 Paul. Quinton Ross, Jr.

22 MR. ROSS: Here.

1 MS. FRANKLIN: Ruth J. Simmons.

2 MS. SIMMONS: Here.

3 MS. FRANKLIN: Janine Uzzell. Mr.
4 Chair, Ms. Uzzell is here. She's just out of the
5 room at this time. I would like to acknowledge
6 that we do have a quorum and we can proceed with
7 today's meeting.

8 CHAIR ALLEN: Thank you, Ms. Franklin.
9 Welcome to everybody, both in person and
10 virtually. The first thing I want to is
11 acknowledge Dr. Javaune Adams-Gaston and Dr.
12 Makola Abdullah for a wonderful joint reception
13 last night, with some incredible musical
14 selections from their respective choirs. Let's
15 just give them a big round of applause.

16 (Applause.)

17 CHAIR ALLEN: I should say one was
18 more formal and classical, and one had a little
19 hip-hop to it, so I liked the variety that
20 ensued. It was fantastic. I also want to spend
21 a little time just briefly talking about where
22 we've been. It has been a year almost for us. I

1 think we've done good work in that time.

2 As you know, we set our parameters
3 right away, infrastructure, research, connected
4 pathways and financial support, and HBCU
5 preservation and growth, and we've been after
6 those pillars in good stead since that time. We
7 also had a wonderful White House HBCU Week in
8 September, really led by our leader, Dr. Dietra
9 Trent and her right-hand woman, Ms. Sedika
10 Franklin, who did an outstanding job gathering
11 about 3,000 folks in Washington, D.C. last
12 September.

13 We have since provided our
14 recommendations. We approved those
15 recommendations at our January meeting, and now
16 we are just moments away from submitting the full
17 report to the President of the United States.
18 We're intending to do that in the next two
19 months. This is an important meeting in that
20 regard.

21 We have the luxury of benefitting from
22 the McKinsey Company, who has an Institute of

1 Black Economic Mobility. The McKinsey partners
2 are here. If you would stand? I just would like
3 to acknowledge their work, because their Black
4 Economic Mobility Institute really serves as a
5 key pillar for their strategies around equity and
6 social and economic development, particularly as
7 it relates to HBCUs.

8 They have, as you know, have been
9 working with HBCUs for some time now, many of us
10 around this table and virtually, and have now
11 committed to becoming a knowledge partner with
12 the President's board of advisors. That means
13 that the research that will develop the fact
14 pattern for our recommendations to the President
15 in many ways will be facilitated by the McKinsey
16 Company pro bono to this body. So let's just
17 give them a round of applause for their continued
18 effort and support.

19 (Applause.)

20 CHAIR ALLEN: Thank you all for
21 joining us, and you'll hear from them a little
22 later today as well. I also want to recognize

1 Ivory Toldson. Dr. Toldson, are you in the room?

2 (Applause.)

3 CHAIR ALLEN: Dr. Toldson is the
4 former executive director of the White House
5 Initiative on HBCUs, and I guess, I guess he's
6 okay to come back and hang with us as we move
7 forward here, so thank you as well. And finally,
8 I want to turn it over to my vice chair before I
9 give the presidents of Virginia State and Norfolk
10 State an opportunity to provide some brief
11 comments.

12 VICE CHAIR GLOVER: Good morning.
13 Thank you, Mr. Chairman. Thanks to all of you
14 for gathering today. If ever there was a time we
15 needed to gather, that time is now. If ever
16 there was a time we need each other, that time is
17 now. If ever there was a time we needed to work
18 with HBCUs to advance HBCUs, that time is
19 definitely now.

20 So we gather today because of our
21 commitment to HBCUs, because of President Biden's
22 commitment to HBCUs, to control and advance and

1 enhance, to continue to advance and enhance
2 HBCUs, as we try to correct the infrastructure,
3 increase the research, to enhance the growth,
4 just to ensure the overall student success.

5 So we're happy that we can be here
6 today to preserve and to ensure we sustain HBCUs.
7 So today will be meaningful. It's going to be
8 impactful, and consequential. So thank you again
9 Mr. President. Thank you for being here as we
10 roll up our sleeves and continue to get this job
11 and finish what we started. God bless you.

12 CHAIR ALLEN: All right. Thank you,
13 Madam Vice Chair. So to our host, and we'll turn
14 it over to you, Dr. Javaune Adams-Gaston,
15 president of Norfolk State University.

16 MEMBER ADAMS-GASTON: Good morning
17 all, and thank you so much for being here. We're
18 so pleased to share this moment with our
19 partners, and one of the institutions that helped
20 to birth us, Virginia State University.

21 We have a wonderful relationship
22 between Virginia State University and Norfolk

1 State University, because we're clear that we are
2 looking for the same things: student success,
3 excellence at institutions, and support across
4 these institutions.

5 But what I really love is the work
6 that we're doing here on the President's Board of
7 Advisor on HBCUs, and I want to thank personally
8 the chairs, Dr. Tony Allen, Dr. Glenda Glover,
9 for the work they do every day to ensure that
10 we're getting movement and have not stalled out,
11 so that we'll have impactful information to
12 provide President Biden.

13 I want to thank Dr. Dietra Trent, who
14 really sort of stays in the background, but she's
15 the foreground. She is the person, and so thank
16 you so much. I want to thank all of my peers who
17 are here today. Thank you for the work that we
18 get to do, to really move the needle on the
19 excellence at HBCUs and demonstrating that
20 excellence.

21 So I thank you all for -- this is hard
22 work. This is a lot of work, but you do it and I

1 am really excited about what we're going to be
2 able to pass off to President Biden. I don't
3 know if this group has ever been on an HBCU
4 campus before, but I will -- as a group, but I
5 will say we are pleased to have you visit both
6 Norfolk State and Virginia State University.
7 Thank you.

8 CHAIR ALLEN: Dr. Abdullah.

9 MEMBER ABDULLAH: I want to thank our
10 colleague, Dr. Javaune Adams-Gaston for hosting
11 us today and being on her campus. We are proud
12 to co-host as Virginia State. We are the two
13 public HBCUs in the Commonwealth of Virginia. We
14 are the two fastest-growing institutions in the
15 Commonwealth of Virginia, and we're very proud to
16 have everyone here.

17 I think in the way that we work
18 together and we certainly do love working
19 together, it highlights that fact that all of our
20 HBCUs really are the same institution, albeit
21 with different colors and sometimes in different
22 states. So we educate the same young men and

1 women to try to provide them quality access to
2 dreams, so they can change their lives.

3 So I'm proud to be a member of this
4 group. I'm proud to be a fellow president, and I
5 want to thank Sedika Franklin, Dietra Trent, Tony
6 Allen and Glenda Baskin Glover for agreeing to
7 have this meeting in the great Commonwealth of
8 Virginia here at Norfolk State University. Thank
9 you.

10 CHAIR ALLEN: Thank you, Dr. Abdullah
11 and Dr. Adams-Gaston, and again you've been
12 incredibly gracious hosts. I need to go through
13 the approval of the minutes. You have them
14 before you. Is there a motion to approve?

15 VICE CHAIR GLOVER: I move it.

16 CHAIR ALLEN: Is there a second?

17 MEMBER ADAMS-GASTON: Second.

18 CHAIR ALLEN: Is there any
19 unreadiness?

20 (No response.)

21 CHAIR ALLEN: So ordered. Before we
22 turn it over to our Undersecretary from the U.S.

1 Department of Education, James Kvaal, I do want
2 to briefly go through the agenda so everybody's
3 aware of what the day will look like. After we
4 hear from Undersecretary Kvaal, we will have two
5 presentations, one from Aimee Eubanks Davis,
6 who's the founder and CEO of Braven, which
7 specifically aligns, I believe, to our connected
8 pathways pillar and financial support.

9 And then from Mark Brown, the
10 executive director of the Student Freedom
11 Initiative. I think everybody has been made
12 aware of the Student Freedom Initiative and its
13 work as well. We will then break for a brief
14 lunch and come back for a full set of working
15 group meetings largely together, that will be
16 facilitated by McKinsey.

17 So we will have a group session, then
18 have some breakout sessions, and then come back
19 for some final forum. After that, we'll have
20 Public Comment and then we'll go over group
21 discussion and next steps as appropriate. So
22 with that, I believe Undersecretary Kvaal is

1 joining us virtually.

2 DR. KVAAL: That's right.

3 MS. FRANKLIN: He is, and we can
4 advance to the Undersecretary's slide. Thank
5 you.

6 DR. KVAAL: Great. Can you all see
7 and hear me?

8 CHAIR ALLEN: Yep, we can certainly
9 hear you sir, and we can see you now.

10 DR. KVAAL: Great. Thank you so much.
11 Thank you, Dr. Allen for that introduction, and
12 for reminding us how much progress we've made as
13 a group over the last year. I appreciate, Dr.
14 Glover, your strong call. The time is now, and
15 that's certainly the spirit that we approach the
16 work that we do every day here at the Department.

17 We want to use every single day to
18 make some progress towards investing in HBCUs and
19 to building a higher education system that serves
20 equity. I also really appreciate the work of Dr.
21 Trent and her team, who put together this event.
22 Has built really strong alliances across the

1 entire federal government and has done a great
2 job getting us all marching in the same direction
3 and doing what we can every day to move the ball
4 forward.

5 I was on the campus of North Carolina
6 A&T about two weeks ago, and I had an opportunity
7 to meet some of the students there who were doing
8 really incredible scientific research that I do
9 not fully understand. But we're clearly
10 advancing the boundaries of knowledge and making
11 real contributions in the area of medicine and
12 technology.

13 I met some students committed to
14 finding better ways to teach math, and you know,
15 really was inspired by these students' commitment
16 to making the world a better place to serving
17 their communities and to being part of an effort
18 to build something that's bigger than themselves.

19 I know that's happening a thousand
20 times across that campus, across every HBCU
21 campus. So the work that you're doing every day
22 is just so important to the future of our

1 country.

2 We've talked, when I've had past
3 opportunities to meet with you, we've talked some
4 about our work on student debt. Of course, we're
5 waiting for a Supreme Court decision on the
6 President's plan to cancel up to \$20,000 in
7 student debt. I can tell you we feel really good
8 about the legal arguments that we've made and the
9 quality of representation we got from the
10 Solicitor General.

11 She argued that the plaintiffs haven't
12 suffered a harm from the policy. That should be
13 recognized by the courts and that the Secretary
14 has clear authority to help individuals affected
15 by national emergencies like the COVID-19
16 pandemic. So we feel really good about our legal
17 arguments, and we'll see what happens in the
18 coming weeks there.

19 In the meantime, we're continuing to
20 do whatever we can to make the student loan
21 programs work better for borrowers. We have
22 prioritized improving programs like public

1 service loan forgiveness, where only 7,000 people
2 have ever gotten it at the start of this
3 administration. We're now up to 450,000.

4 We found two million people overall
5 who are eligible for loan forgiveness but weren't
6 able to navigate our bureaucracy, and we'll keep
7 working on that. We are also developing a new
8 repayment plan that is substantial more generous,
9 especially for low and middle income borrowers.
10 If you're a single individual making less than
11 \$31,000 a year, that's about \$15.00 an hour, you
12 would not owe any payments on your student loan.

13 And we would make sure that borrowers
14 who are making their payments wouldn't see their
15 loan balances grow and grow, which is a problem
16 we see a lot today. So all of this work is
17 really important to us, because it does serve the
18 cause of equity, and we see Black students in
19 particular borrowing more and struggling more to
20 repay those loans. So these policies would all
21 have a positive impact on the wealth gap.

22 We also continue to look to do

1 whatever we can to invest in HBCUs as well as
2 other inclusive institutions. President Biden
3 and Congress has increased the Pell grant by \$900
4 over the past two years. He's seeking another
5 \$820 increase this year, and has laid out in the
6 budget a path to double the Pell grant before he
7 leaves office.

8 So although that is an ambitious
9 investment, it is a feasible one. The budget
10 includes a new \$4,500 scholarship for students at
11 HBCUs, as well as other NSIs. It includes an
12 expansion of our new program for research
13 infrastructure to 350 million. I'm very excited
14 that we have that new program funded this year,
15 and we will be making applications available for
16 that in the coming months.

17 It also would expand our new
18 completion grant program, to help colleges do
19 things that work to help students from all
20 backgrounds graduate and go on to a better life.
21 So all of this is part of a track record of
22 trying to invest in a higher education system

1 that is more inclusive, that serves the goal of
2 equity. Funding for HBCUs is up by about a third
3 under President Biden, and that's something we're
4 going to continue working for, whatever we can do
5 to move the ball forward on that in our time
6 here.

7 So I think, Dr. Allen, we have a few
8 minutes for a discussion; is that correct?

9 CHAIR ALLEN: That's right, Dr. Kvaal,
10 and I'm happy to open it up for any Q and A for
11 the Undersecretary. Any questions or comments
12 from the Committee? Dr. Ross, okay.

13 MEMBER ROSS: Thank you, Mr. Chairman.
14 Secretary, I'd just like to voice my appreciation
15 for the continued fight that the administration
16 pushes forward every day on behalf of the
17 American people in the way of debt forgiveness.
18 We're all waiting anxiously for the Supreme Court
19 announcement, because I think that that would do
20 so much for all of our students and individuals
21 across the country.

22 But I just wanted to personally thank

1 you and your team for what you're doing for the
2 American people.

3 DR. KVAAL: Thank you, I appreciate
4 that.

5 CHAIR ALLEN: Dr. Adams-Gaston.

6 MEMBER ADAMS-GASTON: Thank you so
7 much Secretary for being here and what you have
8 given to us. I had one question about the debt
9 relief with the Supreme Court. Would that
10 include individuals who had not previously signed
11 up for that debt relief, or only those who were
12 in that first pool?

13 DR. KVAAL: Yeah. Our hope is that
14 the Supreme Court will clarify the Secretary has
15 the authority to operate this program, and we're
16 ready to open up the application again within a
17 few days of the right decision.

18 MEMBER ADAMS-GASTON: Great news.

19 CHAIR ALLEN: I do want to highlight
20 the good work of Ms. Uzzell and Ms. Blake, I
21 think at our last meeting. We asked them to
22 really focus on the public service student loan

1 forgiveness program activity, and the student
2 loan forgiveness program overall.

3 I think the results particularly on
4 the public service effort has been noteworthy,
5 going from 7,000 to 400,000. So thanks for all
6 your work in that regard as well. Any other
7 questions for the Undersecretary?

8 (No response.)

9 CHAIR ALLEN: Is there any final
10 comments?

11 DR. KVAAL: Well, let me just say
12 again how much I appreciate this group. I know
13 you all have a lot of ways you could be spending
14 your time, and you're really a great help to us.
15 So thank you for what you're doing and look
16 forward to our continued partnership.

17 CHAIR ALLEN: Thank you, sir. Take
18 good care.

19 (Applause.)

20 CHAIR ALLEN: I think we're ready to
21 move on to our first presentation from Braven.
22 The slides are up. Let me just say that I have

1 known Aimee Eubanks Davis for just over a couple,
2 two years. She's the founder and CEO of this
3 organization, which I think is a wonderful effort
4 serving minority-serving institutions and the
5 HBCUs.

6 Again as I said, I believe there's a
7 direct link here with our Connected Pathways
8 Program, but we wanted the opportunity to extend
9 the presentation and her good work to the
10 President's Board of Advisors. So with that, I
11 will bring Aimee up.

12 MS. DAVIS: Good morning everyone.
13 Thank you so much for having me and my colleague,
14 LaNiesha Cobb Sanders. So we will make sure that
15 we spend your time well. So if we can go to the
16 next slide, and if there's a clicker I could
17 probably click on my own. Okay, here we go.
18 Maybe not. So we can go to the next slide, or
19 there. Oh, okay.

20 So with that said, I came prepared
21 just in case there was a technological challenge
22 of some sort.

1 (Simultaneous speaking.)

2 MS. FRANKLIN: We can go back two
3 slides --

4 MS. DAVIS: Yeah, you can go back two
5 slides. Thank you. So the story of Braven is
6 one of my own personal story, where I grew up in
7 Chicago in low income neighborhoods, and to
8 parents who did everything right. They worked
9 really hard to try to put my older sister and
10 myself on a path to economic mobility.

11 That said, we were very fortunate in
12 that they happened to purchase a piece of
13 property when we were very young that gentrified
14 because of the neighborhood around it. So in a
15 ten-year time period, my older sister and I got
16 to experience what it means to be economically
17 mobile. So that's little me on that slide my
18 long legs.

19 So on the next slide, what you're
20 going to see is nothing shocking to this group,
21 which is how basically the cost of racism is real
22 in this country. I know everyone knows this

1 here, and almost regardless of the level of
2 degree that you get, if you're Black you're
3 under-earning your white counterparts.

4 McKinsey is in the room, so they have
5 the ability to tell the story far better than I
6 do, but we've also been able to use their data to
7 really show that this means over time for a young
8 Black person, to not be able to earn at their
9 level of economic -- at their level of economic
10 ability.

11 What we see is a widening wealth gap
12 in this country, including from the young people
13 who identify as Black and have done everything
14 they possibly can to get through incredible
15 institutions. Basically, if we could get to a
16 point of parity, we would see just incredible
17 outcomes for the Black community in particular.

18 And so whether that is in terms of the
19 number of Black people still being alive today at
20 about two million, to the economic spend of the
21 Black community in this group of people would be
22 up to \$200 billion. But in the world of Braven,

1 you also would see a more diverse America when it
2 comes to our non-profits, for-profits, government
3 as well, in terms of who actually is occupying
4 the directive level seats, people who actually
5 have jobs that allow them to have economic
6 mobility and economic growth over time.

7 That group at the top of almost any
8 organization is not very representative of the
9 number of Black Americans in this country.

10 Whereas when you look at low-paying, low wage
11 jobs, if you go to the next slide, you see a lot
12 of Black Americans in those jobs. I believe that
13 work is dignity. I believe that is important for
14 people to do the work that they feel called to
15 do.

16 My father-in-law and brother-in-law
17 are an electrician. I have a sister-in-law who's
18 a hairdresser, so people should do what they
19 want. We also should make sure that no group of
20 Black Americans are left out from fast-growing,
21 the fast-growing economy that usually does
22 require a bachelor's degree.

1 And so as you all will know, HBCUs do
2 an incredible job of closing the economic wealth
3 gap, and what we would say is we actually need
4 that to happen times five, ten, 100, when you
5 just think about the level of inequities that
6 we're seeing in terms of the Black wealth gap.

7 So I'm going to talk a little bit
8 about Braven and the model, and then I'm going to
9 turn it over to LaNiesha, to talk a little bit
10 more about how we actually run the Braven
11 experience. But basically as some of you all
12 might know, colleges that have significant
13 endowments in this country, like the University
14 of Chicago, \$10.8 billion the last time I Google-
15 checked it, they actually have had the ability to
16 really build out their career apparatus just in a
17 very significant way.

18 We are very dear friends with Meredith
19 Daw, who is the head of University of Chicago's
20 Career Advancement Center. She has 50 full-time
21 people on her team in Career Services, 100 people
22 on campus who advise students one to one, and

1 basically in the world of Meredith Daw, she has
2 7,000 of the most amazing students on her campus,
3 but mainly from the top quartile-earning
4 families.

5 And when you look at the universities
6 and the colleges that we have the privilege of
7 working with, Spelman College is a partner of
8 ours. Every single Spelman woman takes the
9 Braven experience in her sophomore year,
10 basically their endowment might be \$400 million.
11 I might be overshooting it, but nowhere near the
12 level of resources of a University of Chicago.

13 And what we've really done in the
14 world of Braven is dissected their model at the
15 University of Chicago and said how can we
16 actually spread this to lots of other colleges
17 and young people who have earned the right to
18 have that kind of career advancement and
19 guidance, who do not come often from the top
20 quartile-earning families in the country?

21 So LaNiesha can talk a little bit more
22 about the U-Chicago model and how we've brought

1 it into ours. But in the nutshell, basically
2 Braven as you'll see on the next slide is a
3 course. I know this is very unusual for any of
4 you who are in the world of being a college
5 president or college faculty.

6 But what I realized, having taught
7 sixth graders in New Orleans, Louisiana and
8 watched them grow up and happened to graduate
9 from college the year of Hurricane Katrina, was
10 that they had done everything right.

11 And yes, the storm had New Orleans
12 under water, but those young people were sitting
13 in Atlanta, in Houston and in Chicago, and
14 basically I was watching young people who had
15 worked so hard from some of the most economically
16 disadvantaged neighborhoods in the country,
17 actually have their bachelor's degree and
18 struggle to maximize that degree on the back end.

19 So I did get super-curious about how
20 could we build a bridge between higher education
21 and the world of employment. And basically what
22 you'll see here is that Braven is a course that

1 students take as sophomores, juniors or transfer
2 juniors from community college. 40 percent of
3 the students that we work with at this point
4 actually are transferring in.

5 80 percent is online. That saved us
6 during the pandemic. It was more of a practical
7 move to put a lot of content online so the
8 students could self-pace before the most
9 important secret in the sauce, which is actually
10 when a student meets a professional from the
11 workforce, it could be a corporation, it could be
12 a non-profit, it could be a government role that
13 this other person called a leadership coach is
14 occupying, and they actually coach them through
15 the Braven experience for the 15 week course.

16 Why this matters is actually because
17 for the group of students we partner with, it
18 actually breaks open their networks in a
19 fundamentally different way, and puts them into a
20 practical relationship with that person. We then
21 support a student for another two and a half
22 years.

1 So it is a three-year experience, and
2 we're using data that we're sharing with the
3 college partners to tell is a student on track to
4 come out and earn an entire dollar, instead of 66
5 cents on the dollar which is what likely happens
6 if you're on the Pell grant, and if you're Black
7 and a woman it's 50 cents on the dollar.

8 So what we're doing at that point is
9 actually pairing them up with professional
10 mentors if they need an additional boost, or
11 we're saying let's go to companies and do career
12 fluency events.

13 Basically, we have dissected the
14 University of Chicago model and all that Meredith
15 does using data and honestly building on an
16 employer network to be able to deploy that
17 against the students and the schools that we
18 believe need it the most.

19 We are very data-driven, and so we use
20 leading indicators for success, to see is it
21 working? Are students mastering the skills in
22 the course. The course actually looks like,

1 quacks like and talks like a duck. It is very
2 rigorous. We often hear from students that
3 sometimes it's harder than other courses they
4 take.

5 Are they actually building their
6 confidence, but in particular are they doing
7 career search and job search and self-efficacy
8 events in the course, which means are you
9 actually applying for internships within a 14-
10 week time period, a 15-week time period?
11 Students in the course, 32 percent of them could
12 end up actually getting an internship while
13 they're in the course. It's because we make them
14 apply for internships while they're in the
15 course.

16 Are you actually building out your
17 social capital network? Are we able to use
18 Linked In data which we share with Linked In, to
19 see is your network growing. That said, one of
20 the happy byproducts of the Braven experience
21 that we have almost ten years' worth of data now
22 including on Black students, is that 91 percent

1 of our students are on time to graduation.

2 We work in full partnership with
3 schools. We never publish data separate and
4 apart from our schools. But what we started to
5 see early on was that students, there was a
6 control group of students who fit the Braven
7 profile couldn't go through because of the course
8 credits.

9 We started to see the schools that we
10 were in early partnership with, including Rutgers
11 Newark, which is 9,000 students. 33 percent of
12 those students identify as Black, were actually
13 progressing through at a faster pace and getting
14 out on time.

15 So what you'll see on the next slide
16 is that in our data, we do disaggregate it by
17 race at this point. We are actually seeing our
18 Black students over-perform in the model in
19 comparison to other students, in terms of the
20 number of internships that they end up getting in
21 comparison to their peers, as well as in terms of
22 the quality placements that they get in

1 comparison to their peers.

2 Just given my personal background, I
3 care a lot about how this group of students is
4 doing in our model and what we're seeing as
5 actually the model is even more effective for
6 this group of students. That said, what we care
7 about in the end is does a student come out and
8 earn an entire dollar instead of anything less
9 than that, and we've been able to be 14 to 22
10 percentage points above the national average for
11 that happening.

12 That said, we have most of our
13 students are employed, just given the economy and
14 the job market we've been in at a 95 percent
15 rate, depending on the day and what's going on.

16 That said, if a student is not in a
17 full quality role, which for us means it's worthy
18 of their bachelor's degree, they can earn health
19 and wealth benefits, which means that they are
20 getting a 401(k) as part of their package, as
21 well as full benefits as a part of their package,
22 but also being able to learn and grow in their

1 role and be on a path to economic mobility
2 because of their role.

3 That is what counts as a full quality
4 employment in the world of Braven. And so we
5 will have most of our students go into that path.
6 there are others that are in part quality roles
7 and then we're trying constantly to get them into
8 a full quality role.

9 And why that matters to us is that
10 there's a scarring effect that never goes away if
11 they don't match out into that strong first job
12 to begin with, and it grows over time in the
13 course of their career. 75 percent of our
14 students out-earn their parents in five
15 semesters, which according to the Big American
16 Economist is usually what it means to be on the
17 track to the American dream.

18 If you turn to the next slide, what
19 you'll see is our footprint as it exists right
20 now. We really would love to be in partnership
21 with more HBCUs. Spelman came to us and said we
22 want a full-scale partnership. At this point,

1 every single Spelman woman in her sophomore year
2 now goes through the Braven experience.

3 And then I met Dr. Tony Allen and Tony
4 Allen said the same thing. I want to see the
5 same thing happen at Delaware State, so we're on
6 our way into a big partnership with that
7 University as well. It's a shared value
8 initiative between the university partner, the
9 college partner and Braven, as well as employer
10 partners. We have 77 employer partners and
11 growing.

12 For every thousand students that are
13 in the Braven model, we have 17,000 employer
14 hours that come in, which you'll see in the next
15 slide. We have built a full-scale apparatus to
16 make sure that we can actually recruit that
17 talent into the model, and this is something
18 again that we learned from the University of
19 Chicago.

20 That said, we're in full partnership
21 also with the career placement offices or other
22 offices on campus. So we like to say we go slow

1 to go fast, because we then do deep and
2 meaningful partnership that produces results.

3 That said, we have huge ambitions to
4 reach upwards of 80 to 100 thousand students. We
5 would love for the majority of those to be
6 sitting in HBCUs. You heard earlier, you all
7 know well. These are the most important
8 institutions in my opinion to this country in
9 terms of seeing the Black economic mobility be
10 strong and honestly the Black wealth gap close,
11 at least around this group of Black students.

12 So I'm going to turn it over to
13 LaNiesha to talk a little bit about herself and
14 deeper into the course, and then we're going to
15 open it up for questions.

16 MS. SANDERS: All right. Thank you
17 all for having me. Again, my name is LaNiesha
18 Cobb Sanders. I'm our chief product officer at
19 Braven. Before I talk about the course, I
20 actually want to tell you a little bit about me.
21 So I'm a proud graduate of Florida A&M
22 University, and one of the things about me

1 graduating Florida A&M University, I had a great
2 experience.

3 I graduated summa cum laude. I had
4 been involved in student government. I was part
5 of a leadership team on my sorority. I have lots
6 of community service. I had done internships, I
7 had an opportunity to do research at Stanford, at
8 the University of Washington as a part of my
9 undergraduate degree, and when I graduated, I did
10 not have a job.

11 It is not because I didn't have the
12 right schooling or the right experiences, it's
13 just because I didn't know how to play the game.
14 So when I was applying for jobs and I applied for
15 jobs, trust me, I didn't know how to translate my
16 experiences. I didn't know how to orally
17 represent the sets of things that I could offer
18 to any organization or company.

19 I didn't know how to use my network.
20 I was still very shy about even asking some of my
21 sorority sisters for help. The reality is that
22 that's actually not how you get a job. That's

1 not how you work in the world, and networking and
2 building that social capital is a part of what
3 makes you successful.

4 And so that's what our course does.
5 Our course really interrupts the student's
6 experience. By being a course enforcing students
7 to pause and think about what do you want to be
8 when you grow up. Let's make a plan for it and
9 make sure you have the skills, the tools, the
10 experiences in order to make sure that when you
11 graduate, you are able to land into a strong
12 first opportunity.

13 Whether that's a strong job that gives
14 you sets of things that Aimee just talked about,
15 or it's a graduate school that's going to set you
16 on a different path in terms of what you want to
17 be long-term. So if you go, I'm going to try to
18 give you a slide number, Slide 24, this is
19 essentially the blueprint of what our course
20 looks like.

21 It's really broken up into three
22 sections. The first section again is like what

1 do you want to be when you grow up? So how do
2 you think about, what are the sets of values that
3 you have, the sets of skills that you have, the
4 experience that you're getting through your
5 university or through your major, and what can
6 you get paid to do?

7 Let's put those sets of things
8 together and really start to identify what are
9 the types of careers that you're really
10 interested in. So we asked students to really
11 create a career project plan. Typically again,
12 we're talking to sophomores and juniors. So you
13 have about two more years to figure this out.

14 When are you going to get that
15 internship? How are you thinking about setting
16 up your class schedule? Are there some minor
17 opportunities that might enhance your ability to
18 get the job that you care about? So you really
19 have folks like stop and do a project plan.

20 The second phase is really as though
21 now that you know what you want to do, let's make
22 sure you have the tools to do that. So we focus

1 on making sure that students have a strong Linked
2 In profile, they know how to tailor their resume
3 for the various jobs they may be interested in.
4 They start to write cover letters and they
5 actually go through what we call mock interviews
6 to get that at bat practice.

7 Get in front of some career
8 professionals. Make sure that when you are being
9 asked questions at an interview, you have the
10 opportunity to practice what your answers are,
11 get feedback, practice again. Get feedback,
12 practice again. And then that's the point when
13 we say actually we now want you to start applying
14 for jobs or for internships, and that's part of
15 your grade.

16 And the last piece is our Capstone
17 Challenge, and that's when we bring all those
18 sets of things together. We work with our
19 employer partners to identify a real problem that
20 is worth solving from the employer partner, and
21 then students in small cohorts of five to eight
22 then work together to actually put a presentation

1 in front of the employer partners.

2 What we're looking for is oral
3 communication, written communication, team work,
4 critical thinking, doing the research that you
5 need to do in whatever way to make sure that
6 whatever your presentation is makes sense, and
7 then have that employer partner, then give the
8 students feedback again on what their
9 presentation is, again trying to mimic the sets
10 of things that students will experience as they
11 go into their careers.

12 On the next few slides, you'll see the
13 student support ecosystem. Generally speaking,
14 students have about five to seven individuals
15 around them trying to make sure that they are
16 really set up for success. So while a student
17 may be in a class of let's say 100 or more,
18 they're actually really only working in a cohort
19 of about five to eight, and that cohort is led by
20 a career professional.

21 A lot of times we try to work with
22 young alumni of the university, to make sure that

1 they're able to give back to the university and
2 really be relevant to students. But what we most
3 want to be true is that there is someone who has
4 already graduated, who has already started to
5 think about the sets of things you need to do in
6 order to get that job or go into graduate school,
7 etcetera, and really create community, start to
8 build network and really support students.

9 As Aimee shared, most of the time is
10 -- we do a lot of the new content, learning
11 online so that students can really go at their
12 own place. They can master the material in the
13 ways that they need to, and then when they're in
14 that class, they're doing the meaning-making,
15 they're making sense with their peers and with
16 their cohort leader, and they are also starting
17 to practice those sets of skills.

18 The next few slides I won't go into
19 in-depth. You can look at those later, but it
20 really does detail the rigor that Aimee was
21 talking about. Here is the scope and sequence,
22 here are the sets of things that we are doing

1 within the online modules, here are the
2 activities that are within that course and here's
3 the assessment, because we care a lot about
4 making sure that students are actually mastering
5 that knowledge, building that skill and we have
6 some type of way to prove that.

7 And then last, we collect a lot of
8 data, a lot of lot of data, and so we're able to
9 understand is there something going on with the
10 student? Do you -- do you see attendance on a
11 regular basis? How are we making sure that
12 students are actually like doing the sets of
13 things we believe will set them up for success?

14 MS. DAVIS: Awesome. We would love to
15 hear any questions you might have or Dr. Allen,
16 how you want to facilitate the dialogue?

17 CHAIR ALLEN: Thank you to you both.
18 Great presentation. Open it up for questions.
19 Dr. Glover.

20 VICE CHAIR GLOVER: Thank you very
21 much. So how do you select the students and how
22 do you select the school first? And how do you

1 select the students to participate in the
2 program? Is it open to a certain GPA, a certain
3 major?

4 MS. DAVIS: Yeah, Braven is the good
5 church. We are open to any student on the
6 campuses in which we partner. So we really want
7 to make sure that we're partnering with campuses
8 where the students need us the most. Now if
9 there's a campus where there aren't large numbers
10 of first generation Pell-eligible students, which
11 is what we're typically looking for and/or under-
12 represented students in the professional
13 workforce, then it might be that we're partnering
14 directly with one of their programs that's like a
15 Promise Program of some sort.

16 But usually the students in those
17 programs are 100 percent Pell grant-eligible, for
18 example. But that said, we don't actually select
19 students at all. We don't believe that is the
20 thing that we should do. We want to partner
21 deeply with the school and at that level what
22 we're looking for is great and innovative

1 leadership, as well as the right kind of a
2 partnership from a support standpoint.

3 VICE CHAIR GLOVER: And I noticed that
4 it was I think second or third year students. So
5 I know there are some, in many institutions,
6 there's a class called something with the
7 freshmen experience. I forgot, the name differs.
8 But do you start with them at the end of that
9 first year or at the beginning? When do you
10 actually start trying to help them mold, I mean
11 shape their career?

12 MS. DAVIS: Yeah. So Braven's student
13 population in terms of where they're
14 matriculating through college or university is on
15 a bell-shaped curve. Typically, they are
16 sophomores, juniors or transfer juniors from
17 community college.

18 The reason that moment is so important
19 is you're getting past that first year fire hose,
20 and often it is actually at sophomore year where
21 you look at institutions that have larger
22 endowments and their students actually start

1 taking off. That's usually when you start seeing
2 that first internship come about.

3 Usually shortly thereafter there's a
4 second internship. And so we've really tried to
5 come in at a moment where there might be this
6 "sophomore slump," or where students actually do
7 have more time to be pushed a little bit more,
8 but it's not at the very beginning.

9 Now that said, in some cases there are
10 students who are taking Braven as second semester
11 freshmen. If that is something that the school
12 feels like is really important or the student
13 feels like it's really important because it's a
14 course. So again, it's open to everyone, then
15 they can do that. Our least favorite student to
16 see is a second semester senior, and we've seen
17 that student a lot.

18 We've actually been very successful
19 with that student, but that student has our hair
20 on fire every single day. Whereas with the data
21 that LaNiesha was talking about, again we've
22 mimicked this after the University of Chicago,

1 our sales force platform in order to track the
2 students, see exactly what they're doing by the
3 individual level.

4 Second semester, junior year, you have
5 a 3.0 and you are at Delaware State University,
6 and you have not had any internships, Braven is
7 hyper-concerned about you actually as a student.
8 And so then we're deploying resources against
9 you, to make sure that you're going to get out
10 strong.

11 Let's say you're at Delaware State and
12 you have a 3.0 and you're a second semester
13 junior, but you've had two or three internships
14 or a work study placement that is like an
15 internship, then we would actually say you're
16 actually -- your network has actually grown and
17 is pretty strong. Then we'll let you go on
18 career fluency events.

19 CHAIR ALLEN: Before we go to you, Dr.
20 Adams-Gaston, I believe Mr. Deese has his hands
21 up virtually. Mr. Deese.

22 MEMBER DEESE: Dr. Allen, thank you

1 for recognizing me and good morning TVA
2 colleagues. First, I want to commend Braven for
3 the work that you're doing. I think it's
4 extremely important, and it reminds me of a
5 program that I participated in early in my career
6 at Digital Equipment.

7 We called it "Efficacy," and it was --
8 and I'm going to date myself now because that
9 would have been in the early 80's. But what it
10 did was something very similar to what you're
11 doing, is to help young Black employees not only
12 assimilate, but understand the environment better
13 that they were participating in and competing in,
14 and it really did yield significant results.

15 I think I heard you say that you're
16 working toward a future capacity of 80 to 100
17 thousand students that you could serve. I'm
18 curious as to what the current capacity is and
19 how will you build that capacity over time? And
20 then lastly, what is the cost per students.

21 MS. DAVIS: Yeah, so that's a great
22 question. Braven is a scale model. Having been

1 a sixth grade teacher watching seven groups and
2 classes of students go through and then watching
3 what I saw on the back end, one of the criticisms
4 we got early on was when I said I think we're
5 going to have to be in partnership with higher ed
6 institutions.

7 Some of my colleagues and peers, at
8 least in the education world, kept saying on my
9 goodness, you're crazy. Like how are you going
10 to be able to partner with big institutions or
11 small institutions and do it on the credit-
12 bearing side? That's going to be very
13 complicated. I just simply said it's where the
14 students are.

15 So we need to figure out how to be a
16 good partner, and we want to go together to go
17 further. That said, what the course actually
18 allows is for scale. So when you reach Spelman
19 College, it was a historic recruitment for them
20 after the summer of 2020. We put 740 Spelman
21 women through the Braven experience over the
22 course of two semesters.

1 We can serve upwards to 1,000, 2,000,
2 3,000 new students at a time on a campus, which
3 means that we're then supporting anywhere from
4 3,000 to 5,000 students in the course of their
5 life cycle on that campus. We started at two
6 large state schools, San Jose State, 26,000
7 undergrad, Rutgers Newark, 9,000 undergrads.

8 So we actually started in really large
9 schools, and it taught us a lot about why the
10 course credits were important, not only for the
11 students and what LaNiesha talked about earlier
12 in terms of the time and the space, but also our
13 ability to really what scale would look like.

14 We have been extremely fortunate to
15 have companies like Linked In do some things that
16 allow us to scale more quickly on the volunteer
17 side, in terms of helping us to recruit those
18 very+ important folks. We also are in a
19 partnership with McKinsey as we're looking at a
20 blueprint to get to this 80 to 100 thousand
21 students.

22 Most of the time, people question our

1 ability to recruit the volunteers. We have
2 volunteers that we can't actually place with
3 cohorts of students. I'm not going to get into
4 the volunteer experience, but it's very robust on
5 that side. They actually are learning how to
6 lead and manage a diverse team. As LaNiesha said
7 earlier, at our other campuses, 20 to 25 percent
8 of those volunteer coaches are actually alums of
9 the institution.

10 It is actually an amazing way to
11 involve young alums in the model. So we're
12 actually more so concerned about our ability to
13 partner with schools that can see the credits
14 coming into place that we can scale. But then we
15 will work with others, to make sure that our data
16 and technology infrastructure are strong.

17 That said, when it comes to the cost
18 per participant, it is \$3,000 for the three-year
19 experience. We ask schools, and it's on a
20 sliding scale, to partner with us to bring in
21 \$300 from their end to \$500 from their end for
22 that group of students. Honestly, the larger we

1 are, the least expensive it is for the school.

2 That said, Braven goes out -- that's
3 one-sixth of our cost, by the way. We go out and
4 raise the other amount. 50 percent of our
5 revenue actually comes in from these employer
6 partners. Often people ask me oh, is it because
7 you're promising placements? We actually aren't.
8 I won't get into that. But it's actually because
9 of the phenomenal experience we're giving their
10 folks in terms of volunteerism, but also they're
11 smart people.

12 They realize that it puts them closely
13 in proximity to a group of students they might
14 not otherwise get to know as well. That said,
15 the remainder of our revenue comes in from
16 philanthropic donors who are foundations and
17 individuals, but only eight percent of the Braven
18 budget comes in from our college partners.

19 MEMBER DEESE: Thank you.

20 CHAIR ALLEN: I'm sorry, Mr. Deese, do
21 you have another question?

22 MEMBER DEESE: I was just thanking her

1 for the answer. Thank you.

2 CHAIR ALLEN: Before we go into Dr.
3 Adams-Gaston, I do want to make sure the
4 Committee's aware that we have been talking to
5 the Department of Education about Braven, and
6 finding some supports for them to work with more
7 HBCUs to continue to decrease any cost that would
8 be incurred by HBCUs to do it. Dr. Adams-Gaston.

9 MEMBER ADAMS-GASTON: Thank you, and
10 welcome. Glad to see you guys. It was wonderful
11 to talk to you and you have a wonderful product.
12 As someone who did this for a living, I can tell
13 you I see quality and I'm really impressed.

14 One question that I had is do you have
15 a model or have you had a model where this was a
16 required course or experience for students in a
17 university? And if you haven't, do you -- do you
18 have a way of doing that?

19 MS. DAVIS: We absolutely have a way
20 of doing that. Actually, when Dr. Mary Schmidt
21 Campbell approached us, we were honestly very
22 surprised for a host of reasons when she said I

1 want it to go out to all Spelman women. As you
2 all may know Spelman, like many HBCUs, has also
3 always been a beacon of light and hope in the
4 country, and they've actually upped the number of
5 students who are first generation low income in
6 their ranks there.

7 And so she said I don't want to do
8 anything different for any one population of
9 students, and the truth is when you're looking at
10 Black women earning 50 cents on the dollar,
11 pretty much any Black woman needs the Braven-type
12 experience to make sure that we can do all the
13 networking and things that lead to strong first
14 jobs and/or graduate school.

15 So at Spelman College in Atlanta,
16 Georgia, Braven is a part of the sophomore year
17 experience. It actually came in as a part of
18 their quality enhancement for their, for their
19 accreditation. So it's just a part of what it
20 means to go to Spelman, and so those credits go
21 towards getting you out.

22 We are basically doing a very similar

1 model with Dr. Allen at Delaware State, where
2 again it will be a part of the experience of
3 someone who is at Delaware State in their
4 sophomore, junior or transfer junior year. So we
5 look to work with upwards of 800 students a year,
6 so new students a year at Delaware State.

7 We are in a conversation with another
8 one of our current universities who has seen our
9 outcomes over time, including on the student
10 success side of persistence and persistence
11 towards graduation, where they are going to
12 likely make it an opt-out for all sophomores, and
13 the scale of this is like 3,000 students, new
14 students a year at a time.

15 So a student would have to opt out of
16 Braven if they desire, but clearly the school is
17 saying we think you should opt in. Again, Braven
18 is meant to be a scale model. It is meant to be
19 able to cover an entire campus of students.

20 CHAIR ALLEN: Ms. Blake.

21 MEMBER BLAKE: Hello, good morning.
22 My question for you is, is Braven open to HBCU

1 alumni students?

2 MS. DAVIS: That's a great question.
3 Not at this point. We only work inside of the
4 university or college partner as a course. We
5 get lots of -- a lot of interest for can we do
6 something with students who have graduated. It's
7 actually how we met Dr. Campbell at first.

8 When the pandemic hit, we happened to
9 launch a very brief product to try to help any
10 student just get some of their artifacts ready to
11 go. So we were actually helping Spelman women
12 who had already graduated and were struggling.
13 But that is not the core of what we do.

14 The core of what we is actually inside
15 of higher education, and what we hope to do is to
16 prevent the need for Braven on the back end. So
17 at this point, we don't have that kind of
18 product.

19 MEMBER BLAKE: Thank you.

20 CHAIR ALLEN: Are there any other
21 questions? Dr. Ross, I think you'll be the last
22 question.

1 MEMBER ROSS: Sure, thank you.
2 Quinton Ross from Alabama State University. You
3 all have been in touch with my VPs, so extremely
4 excited. A couple of questions you already
5 answered in terms of the cost per student. But
6 going back to the course integration, and of
7 course you mentioned the quality enhancement
8 plans for the institutions, and I know that
9 Spelman probably would be under the Southern
10 Association.

11 MS. DAVIS: Uh-huh.

12 MEMBER ROSS: Is there any type of
13 substantive change that had to be submitted
14 through the Association to implement this, you
15 know, because a lot of our plans are already
16 established? So did they have to go through any
17 type of substantive change through the SACCOC
18 board?

19 MS. DAVIS: In the case of Spelman, it
20 didn't. It bolstered their plans on that side of
21 the house. At Rutgers Newark, we've also been
22 asked to submit various different artifacts and

1 help them with their part for I cannot remember
2 their accreditor, their accreditation agency.
3 But I think it's the same one that Dr. Allen is a
4 part of.

5 That said, so that's when we usually
6 come in. We've never seen a school have to
7 change anything for Braven to come in. If
8 anything, what we are starting to hear and see
9 from the world of accreditors is whether or not a
10 school is helping a student figure out their
11 pathway after. So usually Braven seems to be a
12 way of plugging in to say here's how we're doing
13 this. Here's the data that we're getting

14 One of the things that we've heard
15 from our school partners at the chancellor,
16 president and provost level is that the Braven
17 data and the data that LaNiesha talked about
18 actually is a big part of how they're able to
19 prove that their schools are really working
20 towards student success, including what happens
21 after.

22 MEMBER ROSS: Follow up question to

1 that. You talked about the University of Chicago
2 and of course, when you talk about our Career
3 Services, they're nowhere near staffed as they
4 are. When you build to scale or you in terms of
5 your support mechanism, how does that integrate
6 with Career Services and what they offer?

7 MS. DAVIS: Yeah. So career, as you
8 will see in one of the slides of U-Chicago, they
9 actually do have Pathways as well as a liberal
10 arts institution. They still are looking at 12
11 different pathways. LaNiesha can talk more about
12 how we're going after those 12 different
13 pathways, also in the world of Braven.

14 We are again a full-fledged partner.
15 We go together to go further. We partner with
16 Career Services in any ways that make sense at
17 the campus level. Every campus, as you all well
18 know, is a little bit different. So some
19 campuses like Rutgers Newark, for example, is
20 9,000 students. Right now there are three people
21 who work in Career Services. We know them really
22 well.

1 We actually usually do things that
2 they might not have the capacity to do. So
3 recently we were just asked to help them put on a
4 career fair that had some mock interviews for
5 Rutgers Newark. We just say of course we'll help
6 do that. If we can do it, we're going to help do
7 that.

8 That said, at a campus like Delaware
9 State University, where there are a couple of
10 people who work in Career Services, we are going
11 to again partner with them to say what makes the
12 most sense for us to do in terms of helping you,
13 and how can we help you and be a partner.

14 What we heard a lot from the
15 university Career Services Department is that
16 Braven is a relief to them, because they know
17 that students are actually going through this
18 holistic experience that LaNiesha described, and
19 what we can do is often as one of the modules in
20 the course for a week is actually either bring in
21 the Career Services team, if that's what they
22 desire, or build into the online platform things

1 that matter to that university or college partner
2 that they want their students to be participating
3 in.

4 So for example at San Jose State, when
5 it comes to the moment in the course where it's
6 time to talk about getting internships and jobs,
7 actually Spartan Jobs, their job board for San
8 Jose State, pops into the module for their
9 students to actually use that tool that they
10 already have.

11 So we're very intentional about how we
12 partner with Career Services at each campus, in
13 ways that make sense for that campus.

14 MEMBER ROSS: Last question, and this
15 is a credit-bearing course?

16 MS. DAVIS: It is a credit-bearing
17 course. We have realized that that is the only
18 way to make sure that the students that we care
19 about most have the time and the space to go
20 through the experience that LaNiesha talked
21 about. The majority of students that we work
22 with at Braven are going to school full time.

1 They're often going to work full time,
2 and in some cases they're going to work twice
3 full time, and so they need the time and the
4 space. We did pilot early on with it being, you
5 know, in the after hours or on a Saturday.

6 Students are like we love this, we just cannot
7 fit this in to what I need to do for school, for
8 work and for my home life.

9 CHAIR ALLEN: All right. If there are
10 no more questions, thank you Ms. Davis and Ms.
11 Sanders. Hopefully you'll stay around. Feel
12 free to meet with any of our members during the
13 breaks. We appreciate your time.

14 MS. DAVIS: Absolutely. Thank you so
15 much for having us.

16 (Applause.)

17 (Pause.)

18 CHAIR ALLEN: We are going to right to
19 Student Freedom Initiative with Mark Brown.
20 Mark, if you would come. As you come, we'd be
21 remiss if we didn't recognize Lezli Baskerville.
22 Would you please stand my dear?

1 (Applause.)

2 CHAIR ALLEN: Thank you for being here
3 and for all your support. Mr. Brown.

4 MR. BROWN: So thank you to the chair,
5 the co-chairs, as well as the board members here
6 for an opportunity to talk a little bit about
7 Student Freedom Initiative and what we're doing
8 in a public-private partnership.

9 So if I can just very quickly baseline
10 everyone in just who we are. So we are a 501(c)
11 non-profit based out of Washington. We're
12 founded on the history of our chairman, Robert F.
13 Smith, who's the president and CEO of Vista
14 Equity, when Robert in 2019 provided the funding
15 for student loans for all of the students
16 graduating in the class of 2019 at Morehouse.

17 After he did that, his question to all
18 of us was how do we do this to scale? How do we
19 do this in perpetuity, so that we can address the
20 wealth gap in America through the lens of
21 education?

22 That essentially started what we now

1 call the Student Freedom Initiative. We started
2 with nine schools in our first cohort. We now
3 have 53 historically Black colleges and
4 universities, and a couple of those are minority-
5 serving institutions.

6 We work through four verticals. One
7 is to provide an alternative to student loans.
8 The second vertical is to provide internships
9 through a platform called InternXL, where we have
10 over 20,000 students and just over 200 Fortune
11 500 companies that they are matched to.

12 A third is when we build the capacity
13 of the school itself in programs like emergency
14 grants, and then the fourth is the capacity of
15 the school where we do things like IT
16 infrastructure upgrades. Those are the treetops.

17 In this particular case, it is the
18 capacity of the school that we're dealing with in
19 this public-private partnership. So the
20 partners, EAB, Ellucian and Pluralsight, came
21 together following the HBCU Conference in
22 Washington. Robert's call at that point and his

1 question and his conversations with some of you
2 were technology.

3 What if you had access to the same
4 level industry-leading technology as others?
5 What would you be able to do? You're already
6 doing great things, but what would you be able to
7 do in that case?

8 If you go to the next slide, we
9 followed that with conversations. If we can go
10 to the next slide, please. We followed that with
11 conversations with some of the folks that you see
12 here, getting their feedback on what is it that
13 schools need? What is it that technology that
14 would make the difference in, and then we took
15 some of those, some of that feedback to Robert on
16 the next slide.

17 Of course, I do want to explain why he
18 would have a technology bent. So Robert Smith is
19 the CEO of the fourth largest industry software
20 company not in the country but in the world. So
21 he truly believes that technology can make the
22 difference. He truly believes that if you invest

1 in technology, it can be game-changing.

2 He also though believes that you all
3 know to the left of this chart, which are all
4 points of pride for HBCUs and known quite often
5 in terms of what you do with what you already
6 have, which is significant in itself. But the
7 smaller print to the right is why we partnered
8 with the three companies: enrollment, the
9 financial structure, how students navigate the
10 financial system, graduation rates and then
11 participation in things like paid internships,
12 some of what you already heard this morning in
13 preparation of students, as well as how they go
14 on to thrive as employees.

15 Who is leading the industry in these
16 areas and what are those -- was that technology
17 affordable to a historically Black college and
18 university?

19 On the next chart, when we look at the
20 data, we see that there are lots of minority-
21 serving institutions. If you could go ahead and
22 build this out once more. We see that 70 percent

1 of the students are low income students, and you
2 all know that very well.

3 We know how many actually earn degrees
4 in STEM. We also know the potential economic
5 value to the right. The potential economic value
6 to the right of that chart, the 14.8 billion, is
7 what in our company's perspective we believe is
8 an investment for industry today, that if they
9 wanted to unleash that, then they would want to
10 unleash the talent that we have at these schools.

11 We also look at the data at the
12 bottom. I can tell you that often, in a previous
13 life we would often be taken back to what is the
14 graduation rate? What is the graduation rate?
15 Now we're fully aware of the context of why the
16 graduation rate is what it is. We're fully aware
17 of the number of first generation college
18 students. We are fully aware of the role and the
19 mission of the HBCU and why that graduation rate
20 would be what it is.

21 But there are some things we believe
22 that technology can help to change, which is why

1 the partnership is formed, and this is -- that
2 bottom graduation rate being one of the outcomes
3 that we want to address. The first -- and so we
4 take this to industry.

5 On the next chart, and I bring this
6 chart not necessarily for you but just so you can
7 see what we show industry. If you'd go to the
8 next chart. When we talk about investing in this
9 technology, one of the first answers that we have
10 gotten consistently is that it's been a really
11 good three to four years in terms of philanthropy
12 for HBCUs, or perhaps more than three or four
13 years.

14 But if you look closer at that data,
15 you see that three institutions nearly received
16 33 percent of the baseline number that we're
17 using here, and in fact the top 22 institutions
18 received the vast majority. And yes, and you all
19 know we're talking about 102 HBCUs.

20 So really when you look at what
21 appears to be a great time for philanthropy,
22 actually we would argue that it really isn't for

1 the majority of HBCUs, and that mostly that these
2 dollars have been concentrated on the top.

3 So going back then to our next chart, and
4 this technology and that we're talking about, we
5 also looked at, and you can go ahead and build
6 that out. The bottom line on this chart is that
7 first year enrollment is up at HBCUs, so the
8 demand is there even as the graduation rate still
9 stems at a percentage lower than the national
10 average, that the demand is there.

11 The students feel comfortable there an
12 students are continuing to attend a historically
13 Black college.

14 On our next chart, how would we use
15 this technology? Actually the bottom, the bottom
16 part there talks about what we would like these
17 three companies to collectively do with our
18 HBCUs. Address outdated enrollment management
19 techniques, and that's mainly in EAB. You're
20 familiar with EAB and I believe some of you may
21 have used their products.

22 Influence the business processes

1 including the financial aid process. The
2 complexities, the pain points if you will, of
3 managing the financial aid process is the reason
4 many students either don't start or don't
5 complete or simply are confused in their
6 enrollment process.

7 The management of the degree itself.
8 Students often drop out, as you all know, or stay
9 longer than expected. Simply knowing how to
10 navigate the degree. So looking at Ellucian
11 Services, would they be able to help in that, and
12 they have a proven track record of being able to
13 do that.

14 And then the career development and
15 programming to include internships, but also to
16 include scaling STEM skills, and that even if
17 you're not in STEM degree, STEM skills is where
18 we would find the second, Pluralsight Company.

19 So what we've asked these companies to
20 do, EAB on the next chart, EAB, Ellucian and
21 Pluralsight is to consider working together.
22 What Robert said at that conference was I'll do

1 my part by bringing industry to the table. He
2 has done that.

3 We formed a group, EAB, Ellucian,
4 Pluralsight, Student Freedom Initiative, and we
5 picked three locations to start with, where we
6 would look at the co-design with those three
7 schools, how they would best use these services
8 if financing these services was not an issue.

9 The purpose of that, the purpose of
10 that pilot is to determine what would happen to
11 scale if that was brought to HBCU leaders. Would
12 they be able to use that technology the way other
13 schools have used it?

14 In the next chart, the program that
15 we've built looks a little bit like this. There
16 are two main parts, if you'll go ahead and build
17 it out once more. At the top, an endowed
18 position, which is the executive vice president
19 to lead students, which would work directly for
20 the president of the university. The purpose of
21 that position would be to oversee what we call
22 the Students First Organization, and the Student

1 First Organization would have access to those
2 three companies that we just spoke about.

3 To the right of that is not a position
4 but it's a service, and it's essentially data.
5 Probably one of the most important elements here
6 is a data table that baselines where the school
7 is and baselines where the goals are, and then
8 uses and makes that data available to the
9 decision-makers.

10 At the bottom is essentially what
11 those companies would be doing. What we talked
12 about earlier in terms of student enrollment, the
13 automation of student enrollment to the degree
14 that EAB is now doing it for others, but also to
15 make it available as well.

16 Advice on the financial aid process
17 and individualized advice for students as an
18 enhancement to the financial aid process, but
19 also the greater grad process and also the
20 process by which students receive scholarships.
21 That would be a part of what the second companies
22 would do, as well as year to year retention data

1 and finding out where those points are where
2 there is retention challenges.

3 Then the final part there on the fifth
4 element of the menu is paid internships and
5 sectors, and I told you a little bit about what
6 we're doing on intern at Excel (phonetic). But
7 that would be part of this as well, where we
8 match additional paid internships as well as
9 tracking those students after graduation, to see
10 exactly how they do in the companies that they go
11 work for.

12 Next chart. The thought here in terms
13 of the model is that we know that every one
14 dollar spent enrolling students returns \$7 in
15 tuition revenue. We know that they can be
16 assured that their platform supports the best
17 practices of rising, when in fact enrollment
18 increases, which EAB does have a fairly good
19 significant track record of increasing
20 enrollment.

21 The data then, expressly for those
22 schools that are heavily dependent on enrollment

1 for revenue, will begin to improve. That, we
2 believe, will get to the larger goal of upward
3 economic mobility for those students as well as
4 the school's capacity.

5 Our first pilot, the first three
6 schools that we have on the next chart were
7 chosen for their diversity, the difference.
8 Bennett College, you all are familiar with
9 Bennett, one of our only two all-female schools,
10 Delaware State University, led by one of our co-
11 chairs here, and then the Lewis College of
12 Business, which is essentially just coming back
13 as an active university.

14 So we think this kind of represents,
15 both in size and in complexity, the differences
16 in the types of HBCUs that we have, public,
17 private and also just coming back if you look at
18 the smaller school there in Michigan.

19 Some of the focus areas, next chart.
20 We talked about the graduation rates. We'll be
21 looking very heavily at the graduation rates and
22 can EAB affect that as a company. The program, I

1 should say this is 12-year, 12-year program.

2 Our partnership is scheduled to last
3 for 12 years, and the reason for that is in order
4 to move some of this data and statistics, it
5 would take at least -- it would take at least 12
6 years of almost a longitudinal study, if you
7 will.

8 Next chart, please. You see this same
9 level at Delaware State. Then I just want to
10 talk a little bit about our work plan. We spent
11 -- the next chart. We have spent the last few
12 months orienting those new partners, those new
13 three schools to the Student First Program and
14 what capabilities we intend to bring.

15 We have also stood up the pilot now
16 and started the process of raising capital.
17 We've been raising capital. For the first two
18 pilots, no costs are going to be pushed to the
19 schools. This is going to be private capital for
20 the first two pilots that we're going to run and
21 the data that we're going to start collecting in
22 order to determine if in fact the changes are

1 made. So there won't be any costs pushed to the
2 school.

3 Then in the spring of 2023, the
4 dashboard that we talked about with the data
5 person, we plan to have that stood up, and then
6 after conference this year, if we're given some
7 time, we want to start talking about that
8 dashboard and make it visible to all of our other
9 schools.

10 So I'd like to stop in case someone
11 has some questions or discussion about what we're
12 doing with the Student First pilot.

13 CHAIR ALLEN: Questions for Mr. Brown?

14 (Pause.)

15 CHAIR ALLEN: Questions from the
16 virtual team? Oh sorry, Dr. Kimbrough.

17 MEMBER KIMBROUGH: So I had a chance
18 to talk about this with a former vice president
19 for Enrollment Management at Dillard, and one of
20 the thoughts we had is that it seems like the
21 model is built with the idea that the major issue
22 is the efficiency. His argument would say the

1 major issue is that students and families choose
2 places that they cannot afford.

3 So it's not that the systems are the
4 problem; it's just a lack of money. So for
5 example during my ten years at Dillard, the first
6 thing we did, right before I started they did a
7 study that said the number one reason we were
8 losing students was unmet financial need. We
9 created a separate fund, modeled after what
10 Georgia State. We called ours the SAFE Fund.

11 We went from 28 percent graduation
12 rate, and that was a low water mark because that
13 was after Katrina. When I left, we were over 50
14 percent, and that was a driver. So it's just
15 things like the idea is that if we add more
16 technology, and we used EAB and we did a lot of
17 those other things, but the thing that moved our
18 numbers was providing additional resources to
19 meet the unmet financial need.

20 So I don't know if you have any
21 thoughts about this. Will this actually really
22 move those numbers if you have more technology to

1 help move people through? If I'm still choosing
2 a school that I can't afford, I don't know if the
3 technology helps me, because in the end I still
4 don't have enough money?

5 MR. BROWN: No, I think that's a very
6 good point. One of the elements of the EAB
7 model, which first of all this has to be, I
8 think, a co-design for each school. So I think
9 it will differ a little bit by school. But one
10 of the elements of the EAB model is to reach down
11 as far as the 10th grade, to try and educate
12 various folks on which school is the best target
13 for them, and if they will be a fit for Dillard,
14 to use your example.

15 Meaning affordability, given the
16 talents of your particular child and what options
17 they will have. So I wouldn't disagree with you
18 at all that it is an affordability issue, and
19 part of that recruitment process, when you look
20 to get enrollment up, is to start as early as the
21 10th grade to look through that pipeline.

22 CHAIR ALLEN: Mr. Brown, could you

1 talk a little bit about the notion of shared
2 services across the HBCU platforms, and then in
3 Ellucian's case, for instance, many of us use
4 Ellucian individually, but they would probably
5 get better economies of scale if we went to
6 Ellucian together.

7 MR. BROWN: Right.

8 CHAIR ALLEN: And we've had that
9 conversation before, but I just want to get a
10 sense are you talking about that part of it?

11 MR. BROWN: I am. One of the things
12 -- so the data, and I went by the data fairly
13 quick, but we hope that the data will inform us
14 something across the platform. One of those is
15 where does it make sense where the overheads,
16 what I'll call them overhead services now of any
17 of these, are shared across several like HBCUs?

18 Ellucian is open to doing that. CIO-
19 type services, they're opening to doing that.
20 But we believe the data is going to give us even
21 more insight into when that will work. Also
22 after we're done with the pilot, the thought with

1 these companies is for those schools that believe
2 it is of value. As opposed to them individually
3 contracting or resourcing with any of the three
4 of those, what would it look like if we did it as
5 an enterprise? What would we -- what would the
6 price per school look like if we did it as an
7 enterprise?

8 So that's part of the output that we
9 hope to get, really driven by the data that we
10 hope to show you at the HBCU Conference.

11 CHAIR ALLEN: Great, thank you. If
12 there are no additional questions, thank you Mr.
13 Brown for your presentation.

14 (Applause.)

15 CHAIR ALLEN: Think what we're going
16 to do now, we're a little bit behind. So we're
17 going to take a ten minute break, have a working
18 lunch and then let the McKinsey Partners begin.
19 Sedika, do I have that right?

20 MS. FRANKLIN: That's correct, and
21 just for the general public, our meals in the
22 back are for our board members and our invited

1 guests, and anyone else joining us there are
2 eateries here in the building and you are welcome
3 to go out and come back in with your meals if
4 you'd like. We'll reconvene in ten minutes.

5 CHAIR ALLEN: Okay, thank you.

6 (Whereupon, the above-entitled matter
7 went off the record at 11:29 a.m. and resumed at
8 11:43 a.m.)

9 CHAIR ALLEN: Okay, we're back in
10 session. Thank you all for your patience. We're
11 going to turn it over to Ryan Golden and her team
12 from McKinsey. She'll introduce her partners in
13 kind here, and she'll take us through the rest of
14 the afternoon. Ryan.

15 MS. GOLDEN: All right, thank you, and
16 good afternoon everyone. I believe that I've
17 actually been with this board a few times before.
18 So for those who I haven't met, my name's Ryan
19 Golden. I'm a partner in our Education practice
20 and I also have the privilege of being one of the
21 leaders of our client service work for HBCUs.
22 I've been doing that for the past few years, and

1 specifically have had the opportunity to partner
2 directly with Dr. Allen at Delaware State and
3 also work through our broader HBCU
4 transformation.

5 Before we jump into the presentation,
6 I'll also just briefly introduce a few other
7 folks here. We have Ian Jefferson, who's a
8 senior partner out of our Washington, D.C.
9 office. We also have -- and he's also been one
10 of our client leaders for the HBCU work and our
11 broader public sector work as well.

12 Fiyin Oladiran, similarly, is one of
13 our leaders of the HBCU work and does public
14 sector work, and then here at the table with me
15 is Chris Copeland, an associate partner, and
16 Mallory, who you've been working with as a part
17 of our team support going forward.

18 So I just want to do just a bit of
19 framing and context for what we'd like to do this
20 afternoon with you all. As you know, our team
21 has been engaged with many of you subcommittee
22 chairs and co-chairs over the past few weeks.

1 What we've been doing is really starting to work
2 through the research, as Dr. Allen mentioned
3 earlier, that will accompany the report and the
4 recommendation that will be submitted in the May
5 and the June time frame.

6 And so the first thing we want to do
7 is really just share some of the preliminary
8 findings and insights that have come out of that
9 research in this broader atmosphere, to let you
10 all have visibility there. We'll do that. We'd
11 also just love to have your engagement and
12 dialogue around what you're seeing and use that
13 as an opportunity to refine that research and
14 identify is there anything else that we should
15 include, anything else that we should be going
16 after as a collective group, in terms of what
17 we'd like to bring forth in May and June.

18 We'd also want to understand -- we'll
19 do a bit of interactive type work and we'll
20 actually break out in this plenary session and
21 understand. As you look at subcommittees beyond
22 your own, do you have any other ideas, both for

1 initiatives but also for the research that we'll
2 do going forward. I think the thrust of this is
3 really just to get the collective benefit of one,
4 what you've heard today, and then two, any other
5 remaining ideas in scale from this board.

6 And then lastly, after we've had a
7 chance to do that, really bring forth some
8 brainstorming opportunities for everyone in terms
9 of what might be the initiatives that you all
10 will do after you've submitted the report. So
11 that's the plan for today.

12 I'll take us to the next page. Okay.
13 So I mean logistics. We'll spend the first
14 probably about two, a little over two hours doing
15 this. For each of the pillars, we'll go through
16 the research, as I said, and then we'll pause and
17 then we'll have a group discussion. So we'll
18 take questions and have dialogue.

19 I would also say as we're speaking,
20 please feel free to stop us if there are
21 questions. I know for each of the chairs and co-
22 chairs, you have also been instrumental in

1 helping refine and really outline the research
2 that we'll talk about. So if there are things
3 that you'd like to incorporate into the
4 conversation, please do so.

5 We'll do that for each of the four
6 areas, and then we'll briefly pause. You can see
7 around us that we do have posters for each of the
8 areas, and that's when we'll go into the group
9 ideation session and do just a bit of a gallery
10 walk, to let you all see the emerging
11 recommendations from each chair or each
12 subcommittee chair and co-chair, and also share
13 your thoughts as well.

14 Okay, yeah. You can advance this. I
15 think just one thing. The benefit of having us
16 all here is that thus far, we've been working
17 directly with each subcommittee. So we are
18 looking forward to getting everyone's collective
19 perspective across each of the four different
20 areas.

21 So please bring forth your ideas. Any
22 idea is a good idea, and we're looking forward to

1 that. So all right. I'll pass it over to
2 Mallory, and she'll take us through the details.

3 MS. SMITH: Thanks, Ryan. So just to
4 set a bit of context for sort of how today's
5 session, you know, will be used right, over the
6 coming weeks this detailed fact base will be
7 developed to really support the PBA in defining
8 their go-forward strategy.

9 So you think of where we were kind of
10 earlier in 2022 with the full stand up of the
11 board, really towards the end of 2022 and early
12 2023, kind of coming to some initial
13 recommendations. Today is sort of, you know,
14 really about kind of talking through some of the
15 initial insights for the fact base that we'll be
16 supporting, so that the go-forward strategy can
17 be developed in summer 2023.

18 And so that ultimately will result in
19 a report of refined recommendations to be
20 submitted by the PBA on HBCUs and Initiatives
21 staff. Any questions here?

22 (No response.)

1 MS. SMITH: Alrightee. So just to do
2 a bit of grounding, I know we've met with many of
3 the subcommittee chairs and co-chairs, but for
4 those who haven't seen it, you know, if we really
5 think about sort of how the kind of analysis is
6 structured, we really thought about it two ways.

7 First is what the analysis would look
8 like for each of the pillars, and so if you think
9 about that, for each of the four pillars that
10 we've outlined, infrastructure, research,
11 preservation and growth and then student supports
12 which focuses on financial and career pathway
13 support, there's a set of analyses that will
14 really be used to sort of understand what is the
15 gap sort of in performance between HBCUs and non-
16 HBCUs?

17 And before we dive in and so that
18 everyone is aware, across all of the analyses
19 today, we are going to be frequently referencing
20 "HBCUs and non-HBCUs." What that means for us is
21 that HBCUs are four year public or non-profit
22 private institutions in the U.S. So for our data

1 set, that roughly will be like an N=90, because
2 there were some HBCUs that are community
3 colleges.

4 So we've tried to focus on
5 institutions offering at least a bachelor's
6 degree or above for the analyses. So when we say
7 "non-HBCUs," it's basically all remaining U.S.
8 institutions who are not classified as HBCUs,
9 which are roughly around about 2,300 institutions
10 in our data set.

11 And secondly, for this piece of
12 analysis, I'd say the second piece was really
13 thinking about what are some of the cross-cutting
14 topics that aren't really specific to one
15 particular pillar, but are really critical to
16 thinking about all pillars. We thought about
17 that in three ways.

18 One is kind of public funding and
19 incentives. So really kind of understanding what
20 is the landscape of public funding opportunities
21 in the sector that can impact HBCUs more broadly.
22 So you might look at things like disparity in

1 funding, whether that's federal agencies or state
2 funding, potential kind of pain points in
3 opportunity areas for existing funding programs
4 that HBCUs may use, and then a landscape of the
5 potential impact of kind of legislative or other
6 public funding initiatives that could be on the
7 horizon.

8 The second was looking at private
9 funding and partnership, and this really applies
10 to, you know, not just HBCUs but also their
11 students and graduates. And so whether you think
12 about disparities in private funding for
13 universities or, you know, innovative financing
14 kind of mechanisms for students, I think this
15 sort of covers that kind of category of what
16 could the private -- what does the private sector
17 landscape look like.

18 The last piece is talent and
19 capabilities, and so this is really thinking
20 about across some of the four pillars, you know,
21 what are the key roles that sort of drive impact
22 in something like research or in infrastructure

1 at a university, and then lastly, what are some
2 of the capability-building initiatives that may
3 be out there for us to be able to conduct a
4 landscape of options available to HBCUs?

5 We won't really dive into this today,
6 but wanted to share it so that everyone's aware
7 of the broader sort of comprehensive set of
8 research that will be conducted over the next
9 weeks.

10 So before we actually get into sort of
11 the discussions by pillar, we really wanted to be
12 able to sort of just take a step back and think
13 about, you know, grounding for how we'll talk
14 about some of the initiative ideas today. I
15 think why I mention that we'll spend a bit of an
16 interactive session after we talk through each
17 pillar, doing some ideation.

18 And the key thing here is that, you
19 know, we do know that the White House Initiative
20 on HBCUs has a programs, projects and policy
21 framework. So today, the focus is less on sort
22 of necessarily coming up with new ideas. But if

1 we reflect back to some of the topics that were
2 brought by each subcommittee in January of 2023
3 in terms of their initial recommendations, this
4 is an opportunity to kind of further detail them
5 out and think about how might we expand those
6 particular ideas into specific ideas that fit
7 into the programs, projects and policy framework.

8 I'll be brief here. I think it was in
9 everyone's preview, just so that people have it
10 as inspiration. There's a -- you know, we did a
11 bit of kind of fact-finding on a wide swath of
12 initiatives involving HBCUs, and so these are
13 more here as inspiration, as people start to
14 think about ideas in the session a bit later
15 today. But just people know, we'll kind of work
16 together to expand upon this list.

17 And lastly, as we walk through the
18 actual segments for each of the pillars, we
19 wanted to make sure that we spend some time maybe
20 talking about potential considerations for people
21 when they're developing strategic initiative
22 ideas. It will just be helpful to sort of keep

1 this in mind as we talk through the pillars, so
2 that if an idea comes to mind, you can kind of
3 jot it down.

4 And how you might think about it is
5 you think about these four categories, right? Is
6 there a specific goal that clearly defines
7 exactly what must be done? How might you think
8 about measuring success of the particular
9 initiative or idea with the current systems in
10 place? The third piece is thinking about sort of
11 is it ambitious and realistic?

12 So kind of is it challenging enough
13 that it might scare you a little bit in terms of
14 achieving it? But is there also a clear kind of
15 outlined mechanism or method by which that kind
16 of initiative goal might be achieved? And the
17 last piece is just really thinking about sort of
18 is it time-bound. And so for a particular idea
19 whether, you know, if it's to increase funding
20 for something, by you know, by what year might
21 you think about wanting to do that?

22 And so we'll actually revisit this a

1 bit later in the session, but we wanted to sort
2 of tee it up just as an idea for everyone. So as
3 we walk through each of the pillars, you kind of
4 have this in the back of your mind and can use it
5 to jot down some of your ideas. Chris, you were
6 about to say something?

7 Oh, all right. I will turn it over to
8 Chris to talk through infrastructure.

9 MR. COPELAND: Awesome. Think you,
10 Mallory. Exciting to be here with you all today.
11 I think just for some context-setting, and we'll
12 do this across each of our four pillars. But
13 we'll start off with the subcommittee
14 recommendations today, right? And so for
15 infrastructure pillar, there were primarily four
16 main recommendations as we highlight on this
17 page.

18 There was a push for how we actually
19 define infrastructure more broadly across these
20 two subcategories, physical infrastructure and
21 technological infrastructure. I think there's a
22 second piece related to the deferred maintenance

1 at our HBCUs, and the expected need of the \$13
2 billion to close that gap.

3 There's an ask for a recommendation
4 around federal government, in holding states
5 accountable for funding HBCUs equally and
6 incentivizing even private sector as we think
7 about deployment of funding to our HBCUs.

8 I think we can go ahead and move on to
9 the next page. But what we did also want to
10 ground us is the scope of the research that we'll
11 be focusing on here within the infrastructure
12 pillar. So what you see highlighted on the first
13 two categories are what we'll be focusing on
14 today. But I do want to reemphasize that this is
15 largely a nine week effort. We're roughly in
16 Week 2 of our effort. So roughly around seven
17 weeks that we have to further refine the research
18 within this pillar, as well as the research more
19 broadly that Mallory alluded to across each of
20 our subcommittees.

21 Within the infrastructure pillar,
22 there's really four main things that we'll be

1 taking a look at, all right? One is a landscape
2 analysis around our physical infrastructure
3 challenges. So specifically things like student
4 housing, existing facilities on the campus, and
5 then also the technical infrastructure on our
6 HBCUs.

7 So these are things like broadband
8 accessibility, not only on the campus but also
9 the surrounding communities of those HBCUs as we
10 think about Black residents more broadly, and
11 learning capabilities of the HBCU. So we'll dive
12 into both of those a little bit today.

13 Going forward across the remaining
14 seven weeks, we'll also take a look at the
15 broader investment needed to close the
16 infrastructure gap, again building off of this
17 recommendation from the subcommittee today, and
18 then broadly some of these cross-cutting themes
19 that we'll be looking at on the infrastructure
20 pillar as well as more broadly. So public
21 funding, private funding, and then the talent and
22 capabilities needed to improve the gaps of

1 infrastructure at our HBCUs.

2 So when we think about just
3 infrastructure more broadly, I think there's a
4 first piece of just grounding ourselves currently
5 of what's happening in the higher education
6 landscape. As we highlight here on the left-hand
7 side of the page, there's quite a bit of specific
8 elements that highlight the broad reductions in
9 the amount of funding of the institution's
10 physical infrastructure, right?

11 Operations budgets broadly have been
12 decreasing by around nine percent over the past
13 roughly four years. Capital spending is
14 decreasing on a year over year basis of one
15 percent, and then spending on daily maintenance
16 is roughly stagnant across the higher education
17 landscape.

18 Now if we dive into deeper into HBCUs,
19 I think obviously our HBCUs are
20 disproportionately impacted by that by just
21 because of the, some of the historical
22 discrepancies when it comes to infrastructure,

1 right? I think there's the broader premise of
2 just the age of HBCUs, on average being older
3 than other higher education institutions.

4 HBCUs are on average over 100 years
5 old, and the historic buildings account for ten
6 percent of the spaces on HBCUs today. I think
7 two-thirds of HBCUs have over \$5 million in
8 deferred maintenance, with an average of 46.3 in
9 deferred maintenance according to the Government
10 Accountability Office, and then 46 percent of
11 those buildings need to be replaced or repaired.

12 So as we think about the
13 infrastructure pillar, I think that's important
14 grounding for us to not only focus on here in
15 this context, but also broadly as we start to do
16 a bit of the initiative exercise.

17 We jump over to the next page.
18 Basically, right. If we focus on physical
19 infrastructure, facilities are largely
20 highlighted by the gaps between our HBCUs and
21 then non-HBCUs, right? So on average, HBCUs
22 spend 44 percent less on operations and

1 maintenance in 2021, and then 29 percent less per
2 capita. And then we see a similar disparity
3 roughly between HBCU spending and construction,
4 where they spend 52 percent less in 2021 and
5 roughly 18 percent less per capita. And by "per
6 capita," we mean per student.

7 And so what we've identified is that
8 there's roughly an injection needed of roughly
9 \$27 million per institution in order to close
10 this gap. If we jump over quickly on just how we
11 think about HBCUs and the construction spend that
12 I alluded to before, HBCUs --

13 CHAIR ALLEN: Hey Chris, could you go
14 back to the previous slide?

15 MR. COPELAND: Yep.

16 CHAIR ALLEN: Remind us how you got
17 the \$27 million per institution.

18 MR. COPELAND: Yeah. It's roughly up
19 to 27 million per institution. So I think what
20 we found is just depending upon the institution
21 that you're taking a look at, that range is
22 anywhere from as low as \$1 million to up to \$27

1 million.

2 CHAIR ALLEN: And is that incremental
3 to what we might already be receiving, or is that
4 overall?

5 MR. COPELAND: That's incremental.

6 MS. GOLDEN: The idea would be to
7 bring it to parity with the non-HBCU
8 institutions.

9 MR. COPELAND: Correct.

10 MEMBER UZZELL: I've got a question.
11 For the 27 million or that range of numbers, how
12 many years are you expecting that that injection
13 would be needed? Or is that a one time?

14 MS. SMITH: I can --

15 MR. COPELAND: You want to take it?

16 MS. SMITH: Yeah. So that was
17 actually looking at sort of one time. One year
18 spending for 2021. If you just look at the gap
19 in both spending on operations and maintenance,
20 and then construction. I think obviously if you
21 wanted to think about sort of even making up for
22 lost time, it would be more.

1 MEMBER UZZELL: Okay, thank you.

2 MR. COPELAND: And as an additional
3 caveat, that historical view is something that
4 we've been talking with the subcommittee about as
5 additional research we plan to do within this
6 pillar.

7 VICE CHAIR GLOVER: I see.

8 CHAIR ALLEN: Dr. Glover. So this
9 seems awfully low, 27 million, but I guess if you
10 look at just across the board. But that's not
11 new construction. This is to fix up. That's
12 more the deferred maintenance cost that we're
13 talking about?

14 MS. GOLDEN: No. Think of it as
15 separate from the deferred maintenance numbers we
16 just looked at.

17 MR. COPELAND: Correct.

18 MS. GOLDEN: It's just the 2021 spend
19 for current construction and maintenance
20 spending. So, and that's why -- so the question
21 we just had, it is low and it is a range
22 depending on the institution.

1 VICE CHAIR GLOVER: Then my follow-up
2 question is did you -- do you have any
3 information that specifically relates to land
4 grant institutions, the same information but
5 related to land grant?

6 MS. GOLDEN: We can do the break out.

7 MR. COPELAND: We can cut it.

8 MS. GOLDEN: Yeah.

9 VICE CHAIR GLOVER: So I think that
10 will help some, because there are some of those
11 that were land grant, and there's no match. The
12 match doesn't come fast enough, if at all.

13 CHAIR ALLEN: Right.

14 VICE CHAIR GLOVER: There are some
15 other things we can discuss if you're going to
16 have it as part of the discussion at some point.

17 MS. GOLDEN: Yeah, of course.

18 VICE CHAIR GLOVER: Okay.

19 MS. GOLDEN: Okay, thanks.

20 MEMBER ABDULLAH: May I? It took me
21 a second to understand this one, and I want to
22 thank Mallory for explaining it to me on Zoom

1 last week. But that the 27 million, again as she
2 said, is just for one year to describe the
3 discrepancy of investing in infrastructure for
4 one year. So in some ways it establishes a
5 methodology for doing other years. But it's just
6 during 2021.

7 VICE CHAIR GLOVER: Okay. Oh, just
8 one year. That makes sense.

9 CHAIR ALLEN: Dr. Ross, did you have
10 a comment?

11 (Off mic comment.)

12 CHAIR ALLEN: Okay. Carry on.

13 MR. COPELAND: Fantastic. This is
14 exactly what we like, so continue to keep the
15 questions coming. I think we can jump over to
16 the next page for sake of time. I think one of
17 the things to highlight when it comes to
18 infrastructure is, right. There's -- when we
19 think about these pillars, there obviously
20 there's intersections across each of these,
21 right? And when we think about infrastructure,
22 particularly physical infrastructure, housing,

1 etcetera, there's an explicit impact to
2 enrollment to our HBCUs, a sense of curb appeal.

3 So what we've tried to do on the left-
4 hand side is highlight just from some survey
5 data, the importance of students and how they
6 select an explicit college or university, where
7 look and feel of the campus is one of the top
8 priorities for these students, right? 41 percent
9 of the students indicated that the look and feel
10 of the campus influenced their enrollment
11 decisions.

12 And as we think about the higher
13 education sector more broadly and declines in in-
14 person student enrollment, physical
15 infrastructure is naturally going to be a key
16 component to improving enrollment at our
17 institutions.

18 I think now we're going to pivot a bit
19 to the other subsection of the Infrastructure
20 Subcommittee, which is on technical
21 infrastructure, and I think what we wanted to
22 highlight here was when we think about online

1 learning and how we think about access to online
2 learners for HBCUs, I think the marketplace is
3 broadly large, right? Over a half a million
4 Black students are distance learners across
5 HBCUs, or are distance learners.

6 I think unfortunately the majority of
7 those students are being supplied by for-profit
8 online institutions, where HBCUs roughly only
9 account for 20,000 of those students enrolled
10 explicitly only in distance learning. So a huge
11 potential opportunity as we think about that
12 enrollment discussion, how to actually improve
13 access to Black learners solely online.

14 CHAIR ALLEN: Yeah, just for the
15 Committee, I think this one is an important one
16 as we continue to grapple with HBCU preservation
17 and growth, and potential shared services across.
18 So if the population of Black online learners is
19 500,000 and HBCUs are only getting 20,000, that
20 automatically from my perspective goes to our
21 capacity to scale individually and what we might
22 do collectively on that score.

1 So I just wanted to make sure that the
2 Committee has a sense of where that might head,
3 whether that's in this year's report or future
4 reports of the presidents.

5 MR. COPELAND: Great point. Thank
6 you, Dr. Allen. And I think one of the other
7 things that we think about technical
8 infrastructure is again how this impacts the
9 strategic growth opportunities for our HBCUs,
10 right?

11 So in 2021, 60 percent of HBCU
12 students were enrolled online, compared to 25
13 percent in non-HBCUs, which is what you roughly
14 see between the light blue for HBCUs and our dark
15 blue for the non-HBCUs on this chart. And so I
16 think there's an important piece around just
17 building off of that point, the explicit focus on
18 online capability for HBCUs in capturing those
19 online learners.

20 I think broadly as we think about just
21 accessibility to online, there's a bigger
22 question around broadband deserts, and how we

1 think about improving the capabilities of these
2 communities, especially as we think about HBCUs
3 as anchor institutions in those communities. 82
4 percent of our HBCUs are located in what we call
5 "broadband deserts," which have limited
6 availability of online access.

7 So an important concept to think about
8 as we even think about access to online learners.

9 MS. FRANKLIN: Chris, we have one --

10 CHAIR ALLEN: One second.

11 MS. FRANKLIN: --hand raised.

12 CHAIR ALLEN: Yes, Mr. Deese has
13 raised his hand. Mr. Deese.

14 MEMBER DEESE: Thank you, Dr. Allen.
15 Dr. Allen, going back to the comment that you
16 just made regarding online participation, I'm
17 curious and this is a question to all of the
18 chancellors and university presidents in the
19 room.

20 As you look forward, enrollment growth
21 and/or stability, is that in our top two or three
22 concerns for long-term survivability of these

1 institutions?

2 CHAIR ALLEN: Yes sir.

3 MEMBER DEESE: And the reason, the
4 reason why I'm asking the question, and I know it
5 seems obvious, but every time we lose enrollment,
6 the fixed costs per student goes up. At some
7 point, that becomes unsustainable, and the reason
8 why the question is so important to me is that
9 how much enrollment growth and/or stability can
10 we tie to infrastructure or the lack thereof?

11 CHAIR ALLEN: Dr. Glover.

12 MEMBER DEESE: And I think, I think
13 that's an important thing for us to explore.

14 CHAIR ALLEN: Dr. Ross.

15 MEMBER ROSS: Mr. Deese, I think
16 that's a great question, but I would have to
17 venture to say that there has to be a healthy
18 balance, particularly for the HBCU. I find that
19 a lot of students still want to touch and feel,
20 particularly dealing with first generation
21 students, to have that on hand experience on our
22 campuses.

1 So if you delve too far off into the
2 online sphere, I think it poses a challenge,
3 particularly for the students that we serve. So
4 I think that while we need to build out our
5 infrastructures technology-wise to have that
6 option, I think you know, definitely honing in on
7 the facilities that are on campus to give our
8 students that feel is most important as well.

9 So it's a delicate balance, but to
10 answer your question, I think that all of us are
11 thinking technology in order how to expand our
12 enrollments. But then if have a legislature like
13 mine, they look at those schools that are really
14 delving over into that and not necessarily
15 serving their citizenry in terms of the funding
16 that they receive from the state appropriations.

17 VICE CHAIR GLOVER: Okay now.

18 CHAIR ALLEN: Dr. Glover.

19 MEMBER DEESE: Thank you. Go ahead,
20 I'm sorry.

21 VICE CHAIR GLOVER: I want to throw in
22 something, and that is thank you so much Dr.

1 Ross, because when we talk about the enrollment
2 growth, while we're all, you know, concerned
3 about enrollment growth, many of have models in
4 our legislature whereby it's more about
5 persistence and graduation and improving and
6 student productivity.

7 So it's a two-edged sword. You've got
8 to grow students, but to make sure you continue
9 to growth their progression, so that the other
10 side of the equation and criticism won't come. I
11 don't know if the online has become such an issue
12 with the legislative bodies yet, because we're
13 just coming out of COVID well, to an extent.

14 Because if we have students who this
15 year is their first year being in college, you
16 know, six months ago they were asking for a hall
17 pass. So now they're making decisions about
18 college. So we're working with those students
19 through online education, to make sure they
20 understand the whole, the online education offers
21 them everything that they can get not online, in
22 a face to face education, because we have to make

1 sure their student success is there.

2 So when I see the facilities, you've
3 still got a need for facilities, even for online.
4 It has to have a certain amount of facilities to
5 support that. So we have to keep, you know, it's
6 to keep it balanced, keep some kind of slippery
7 slope. We have to keep that balance with the
8 number of students who are online, and ensure
9 they get the same service that the students who
10 are there, especially the same technology
11 service.

12 MEMBER DEESE: If I could, I misspoke
13 in the way that I asked the question, and you
14 guys answered the question exactly the way I
15 asked it. What I was really trying to get at is
16 the relationship between enrollment growth and/or
17 enrollment stability and its relationship to the
18 infrastructure condition that exists at our
19 institutions.

20 So that was really the more
21 fundamental question that I was asking, and the
22 online question is one that the cost per student

1 is, I'm assuming, is a little less online. But
2 that was not really the fundamental question. So
3 I didn't ask the question correctly. What I was
4 trying to draw was clarity, for me at least, on
5 how important is enrollment growth and/or
6 stability.

7 I equate them a bit to overall cost of
8 sustaining the institution, because at some
9 point, if you're not able to grow and/or maintain
10 stability, your cost per student continues to go
11 up and at some point, that becomes unsustainable.
12 So that was really the more fundamental question
13 I was asking, then how much does infrastructure
14 play a role in your ability to maintain current
15 levels of enrollment and/or grow enrollment? Are
16 we able to have a clear tie to the two?

17 CHAIR ALLEN: And Ryan and team, maybe
18 you can help us with that research too, just
19 making that correlation.

20 MS. GOLDEN: Yeah. Let me offer a
21 couple of things, because I would like to bridge
22 what I understand your question, Mr. Deese to a

1 point, two points that I heard from Dr. Ross and
2 from Dr. Allen. I think the first is that when
3 we look at the market space for Black learners,
4 so we characterize that as someone who is between
5 the ages of 18 and 55, high school degree, some
6 or no college.

7 It's about nine million, and that's
8 across the U.S. Those folks are clustered on the
9 coast and in the South, mostly within about 100
10 miles of where all HBCUs are. So if we think
11 about the market for potential students or
12 learners, who would supplement, right, or be
13 drivers of that enrollment growth, it is
14 significant.

15 What we also know is that they are not
16 a lot of -- there are no online providers that
17 cater specifically to Black students, right? So
18 our Black students, they go, they enroll in
19 online programs, but it's not our HBCUs. We have
20 also heard the feedback similar to what Dr. Ross
21 said in that, you know, that people want to go to
22 HBCUs for the connection to the institution and

1 that experience.

2 So some of the work that we've done
3 with institutions at this table and with the HBCU
4 transformation we're working on more broadly is
5 around understanding what is an online shared
6 service solution that fits in our HBCUs, that
7 will cater to our Black students and our Black
8 learners and can be scaled a way that, you know,
9 can actually capture some of those potential nine
10 million learners?

11 So I think that that's a part of the,
12 you know, more effective, cost-effective student
13 model that can help supplement institutions. So
14 that's the first piece that I want to say.

15 And then the second piece is that we
16 did, part of the work that we do with
17 institutions are these functional sprints, and a
18 few of the presidents at the table might be aware
19 of those. We did actually do a survey of the
20 institutions that have online offerings. So it's
21 about 70 HBCUs that offer online programming, and
22 it is a small piece of it.

1 Of those 70, I think about 40 or so
2 have more than 50 students. So we're not
3 enrolling a ton, and we do have a sense of what
4 some of those challenges are -- there's a list,
5 and we can share it afterwards. But it's mainly
6 twofold.

7 The first is the infrastructure piece
8 of it, right, the online and digital capability.
9 But the second is actually the capability of
10 those who are administering the program on
11 campus. And so what you come up against is if
12 you think about traditional OPM providers and
13 other PWIs who are offering large-scale online
14 programs, these are people who have really spent
15 their entire career in administering online
16 programs, and that's the only thing they do on
17 campus and you know, they have a really strong
18 expertise.

19 Whereas, you know, obviously on our
20 institutions, people wear many different hats and
21 it's not something that they have been trained
22 and grown up in doing. So it makes it very

1 difficult to build the programs and scale them.
2 So I do want to offer that, as you know, a couple
3 of things to consider, and then we'll of course,
4 you know, build that out and make it more of us
5 going forward.

6 MP Mr. Chairman, if I may --

7 MEMBER DEESE: I think --

8 CHAIR ALLEN: Mr. Deese, did you have
9 another follow-up?

10 MEMBER DEESE: No, it's just a
11 comment. As I said a moment ago, I got us off on
12 the wrong track by the way I asked the question.
13 The more fundamental question that I was asking
14 is can we tie, can we make a direct tie to
15 infrastructure enhancement and closing the gap to
16 our ability to sustain and/or grow enrollment
17 generally?

18 I'm talking about the students that
19 are on campus. I was not, I shouldn't have
20 mentioned the online aspect. The point that I'm
21 raising is if you look at enrollment growth at
22 our institutions, unless I'm missing something

1 it's not happening broadly across the board. And
2 so what I'm trying to do is draw a correlation to
3 enrollment growth or stability to our ability to
4 make these infrastructures at our institution
5 more equitable to their PWI counterparts.

6 And the question is if we can't do
7 that, then will we continue to see a downward
8 spiral in enrollment and what's the overall
9 impact of that 10-15 years out? That's the more
10 fundamental question I'm asking.

11 MS. GOLDEN: Got it. Okay, got it.
12 I'll talk more about some enrollment trends when
13 we get to preservation as well, because we've dug
14 into that. But I think we understand the
15 question and we can also follow-up offline.

16 MEMBER DEESE: Thank you.

17 CHAIR ALLEN: Dr. Ross.

18 MEMBER ROSS: Yes thank you and Ryan,
19 thank you for breaking those apart. But I think
20 a more fundamental question is the access to
21 technology when we talk about infrastructure for
22 those who are not attending our institutions.

1 For example, many of us have received the NTIA
2 grant to help serve in the community to broaden
3 that access to technology.

4 So I think we kind of serve as hubs,
5 in one way or another, to not only, you know,
6 build up our infrastructure but also serve as
7 that resource to the community, which I think in
8 turn translates to once we can reach say those
9 rural areas to help give access, then that goes
10 to, directly to the enrollment question.

11 MS. GOLDEN: Yeah, okay.

12 MEMBER MOSES: Hi thanks. I had just
13 a question. I didn't hear a lot about anything
14 that was looking at green infrastructure or
15 resiliency, because you just mentioned in fact
16 that most of our campuses are within 100 miles or
17 so of the coast. So there are more risks for
18 hurricanes, for seawater encroachment.

19 Since buildings, since we're talking
20 about the fiscal infrastructure side, last for 50
21 years, by the time these buildings are well into
22 their prime, they could be facing a very

1 difficult kind of climate. So I was just
2 wondering if there were opportunities in the
3 report to talk about taking advantage of some of
4 the investments that are going into green
5 infrastructure, and also I think relating to Dr.
6 Ross' comments.

7 Is this idea that a lot of these
8 colleges are really hubs and anchors in small
9 towns or in neighborhoods that are often
10 overlooked, and if there's perhaps maybe adjacent
11 funding, not specifically targeted at HBCUs but
12 HUD funding and things like that for community
13 development that could be tapped into, to make
14 the surrounding communities a little bit more
15 attractive, which I think also benefits, to
16 answer the earlier question, the attractiveness
17 of the campus to students and enrollment?

18 MS. GOLDEN: No, that's right. It's
19 a great question. Let me quickly clarify. I was
20 saying that of the Black learners, the market so
21 to speak, they are about 100 miles, within 100
22 miles of our placement of HBCUs. But you're

1 right, they are mostly coastal. But just to
2 clarify that, because I don't, I don't have the
3 exact facts on it.

4 And then your question around green
5 and local funding, we'll take that note and see
6 what research we can incorporate there. I don't
7 think that we -- that's not an area we've
8 explored today. Thank you.

9 CHAIR ALLEN: All right. Any other
10 questions before we go on to the next pillar?

11 (No response.)

12 CHAIR ALLEN: Okay.

13 MS. SMITH: All right. We will
14 transition to the research pillar, and just for
15 context, we'll sort of just start with sort of
16 where the subcommittee may have landed on some of
17 their recommendations, based on previous
18 conversations. And so you know today, we're
19 mostly going to talk about sort of Carnegie
20 classifications.

21 We know there was some conversation
22 around kind of exploring the opportunities to

1 broaden the scope of HBCU research, and then
2 thinking, also thinking about potential ways to
3 increase public and private funding for research
4 for HBCUs. Just some of the other contacts that
5 I'll mention that was in the preview but isn't
6 shared here today is just really thinking about,
7 you know, when we start to talk about just the
8 potential funding that could be needed, to help
9 our HBCUs move to R1, conversations about what
10 could be some of the implications of that as it
11 relates to how else those resources could be
12 used.

13 And if we think about sort of the
14 scope that we've planned out, today we're mostly
15 focused on dispersed, disbursement around, you
16 know, pathways for HBCU R2 institutions to move
17 R1. Would love to, you know, as we discuss, kind
18 of unearth other topics as well.

19 But the two that we've sort of mapped
20 out so far in addition to Topic No. 1 would be
21 one, looking at sort of innovation and
22 commercialization metrics where possible for

1 HBCUs, to try to understand more broadly not just
2 for classifications but, you know, what might
3 stats on patents, start-ups, commercialization of
4 innovations look like for HBCU campuses.

5 And then the last thing, which is
6 across-cutting across all four pillars, but our
7 understanding the landscape of public funding,
8 private funding and then talent and capabilities.

9 So just to ground everyone, which
10 everyone, I believe everyone should be somewhat
11 familiar. But if there are questions, I'd be
12 happy to pause. You know, when we talk about
13 sort of transitioning from R2 to R1, we're
14 talking about the Carnegie classification. And
15 so if we think about the framework, today's
16 discussion is really focused on what you see in
17 that top row around doctorate-granting
18 universities.

19 I would just caveat that those aren't
20 just institutions that grant doctorates. The
21 Carnegie classification requires that they award
22 at least 20 research or 30 practice doctorates

1 per year. And so the way they think about that
2 is along three categories, R1 being very high
3 research activities, R2, high research activity
4 and then there's the last tier of
5 doctoral/professional universities.

6 And before we dive in, just to set
7 context for some of the data that you'll see
8 here, we really thought about really the four
9 variables that Carnegie uses when actually
10 classifying institutions. So one being science
11 and engineering R&D expenditures, the second
12 being really remaining R&D expenditures that
13 don't, that aren't classified under the science
14 and engineering umbrella.

15 The third is really thinking about
16 kind of science and engineering research staff,
17 and then the last is the number of doctorate
18 degrees conferred really across several fields.
19 And so what you -- what we'll talk about but is
20 not necessarily is kind of part of the four
21 criteria, we also looked at just overall faculty
22 levels by institution to understand what the gap

1 could be between R2 HBCUs and R1 institutions.

2 Taking a step back to say okay, well
3 you know, why does this classification matter? I
4 know what might we be -- why are we talking about
5 it in terms of the benefits to institutions? We
6 really thought about it three ways.

7 So one being funding and partnerships,
8 two being faculty and students, and three being
9 reputation and societal impact. So I won't dive
10 into too much of the details here, but if we
11 think about, you know, R1 institutions may be
12 able to better attract external funding and
13 research partners to be able to do research.

14 Two, when you think about faculty and
15 students, right, it can be a point of importance
16 really for graduate students and also faculty
17 that may be interested and thinking about, you
18 know, where do they go to actually work and what
19 institutions are most attractive to them.

20 And then the last piece on reputation
21 and societal impact, I mean there is overall
22 reputation and prestige involved in Carnegie

1 classifications and, you know, depending on
2 certain institutions there's kind of an ability
3 to actually do kind of cutting edge research on
4 various topics that are really important for
5 society.

6 And so I'll pause there and just see
7 if there are any questions before we sort of dive
8 into the analysis, because we will start to get
9 into the specific kind of four criteria for
10 Carnegie institutions, and how HBCUs compare.

11 CHAIR ALLEN: Ms. Blake.

12 MEMBER BLAKE: Hello, hi. I'm Paige
13 Blake, the student member of the board. I
14 actually have a question that a student at Morgan
15 State had asked about R1. They want to know how
16 would R1 affect or alter the culture of HBCUs if
17 their school became an R1?

18 MS. GOLDEN: I mean it's an
19 interesting question. I don't think that there's
20 any published research on the impact of an R1
21 designation on culture per se. But what we know
22 would have to happen is that that institution

1 would have to hire significantly more faculty.
2 They would have to be conferring significantly
3 more degrees.

4 The research that they're doing would
5 broaden dramatically, which I believe would be
6 less of a culture impact but more of a student
7 experience impact, because what you're going to
8 see is more opportunities to research new and
9 different topics.

10 You're also going to likely have more
11 internship and other opportunities, right, that
12 are going to be good for you professionally and
13 personally as well. But I, I can only see a
14 downside of a culture impact of an institution
15 were to invest at the -- or invest in research
16 and science capability, at the expense of putting
17 those dollars into student, impacting student
18 experience, right?

19 And I would think and Mallory will
20 talk about this, we'll get into it, but a lot of
21 what would have to happen for institutions that
22 are currently R2 is that it wouldn't just be an

1 institution investment to get to R1. It will
2 have to take place in concert with other
3 partners, federal agencies and other research as
4 well.

5 So I couldn't imagine that an
6 institution would decide to flip their entire
7 operating budget in an attempt to transition from
8 R2 to R1. I don't know if any of the presidents
9 on this board have the perspective on that
10 either, but that's mine.

11 MR. COPELAND: I would add one
12 additional point, and I think we highlighted a
13 little bit of the survey data in the previous
14 subcommittee. But I think -- and some of the
15 survey data of why students even pick an
16 institution. Academic reputation is one of the
17 primary drivers, actually number two on those
18 survey results.

19 So as I think about the -- what we
20 have highlighted here on this page, particularly
21 the reputation and societal impact, I think
22 that's huge boost to a student's self-confidence

1 while admitted and while being a student of the
2 institution.

3 CHAIR ALLEN: Oh sorry. Dr. Kimbrough
4 and then Dr. Abdullah.

5 MEMBER KIMBROUGH: So two points. I
6 want to follow up on what Paige talked about.
7 Are you guys aware of the research that Felicia
8 Commodore, she's a professor at Old Dominion is
9 doing with Lumina? So she's looking at Carnegie
10 classifications as it impacts particularly
11 minority-serving institutions, and we -- I'm on
12 that advisory group.

13 We had a conversation about moving up
14 to R1. So I think it goes to Paige's point, that
15 she's been talking to people at HBCUs and there
16 really is a range of thoughts about it, that
17 everybody's not on the same page in terms of what
18 really is the impact of being R1?

19 So for example, because I questioned
20 how are we measuring ability to recruit high
21 quality faculty and overall reputation? I'm in
22 Louisiana. The University of Louisiana-Lafayette

1 is R1. Don't nobody care about ULL. I'm just,
2 it's not impressive. Nobody cares. Nobody in
3 Louisiana knows that they're R1. It doesn't
4 matter. Utah State University is R1.

5 So you know, I think the challenge is,
6 going back to Paige's point, I think there are
7 people who are concerned that we're chasing
8 something when we're still dealing with some of
9 the basic issues. Students don't have money to
10 go to school, they don't have housing, and we're
11 talking about R1.

12 So I think that that's the tension
13 that she's reflecting that people are asking that
14 question, because we've heard that as a part of
15 this Lumina project, that people are saying it
16 sounds good, but maybe there's a segment of the
17 institution that's chasing R1, when you know,
18 we're trying to figure out how are we going to
19 pay faculty more, how we're going to X, Y and Z.

20 So that's -- I just wanted to sort of
21 give some additional voice to what Paige is,
22 because our advisory board heard the same thing.

1 MEMBER BLAKE: Yes. Thank you, Dr.
2 Kimbrough.

3 CHAIR ALLEN: Dr. Abdullah.

4 MEMBER ABDULLAH: I will say that Dr.
5 Kimbrough and Paige said it very well, and so I
6 think there are certainly possible downsides to
7 it. I wanted to highlight some of the good
8 things, more access to research opportunities for
9 students, more access to graduate programs for
10 students. But I think that what my colleagues
11 bring up is very important in terms of making
12 sure that we provide that balance, and making
13 sure that we keep students at the center of
14 chasing these designations.

15 MS. GOLDEN: Yeah. The one thing I
16 know, we talked about this with this group in
17 December, and we had brought up there's the
18 active getting to R1, but then there's also the
19 active maintaining it. So it's just like it's
20 costly to get there, and it's also costly to
21 maintain.

22 And even if you look from year to

1 year, you see a lot of really well-resourced
2 institutions fall out. Like for instance, I know
3 Dartmouth was one of the notable ones that fell
4 out a couple of years ago. So it's definitely an
5 investment, and you know, I think you could make
6 the argument that it, especially when we get to
7 the numbers of what it would actually take for an
8 institution to do it, knowing that there are
9 other priorities, is that the best place to put
10 your resourcing? It's a great question.

11 VICE CHAIR GLOVER: And I just want to
12 -- I just want to add one point, to make sure we
13 don't lose sight of. It's not the research that
14 you're doing; it's the R&D spending that counts
15 towards your R1 to R2, I mean R2 to R1, just like
16 it was from R3 to R.2 It's your R&D spending
17 that, you know, that you submit in your portal
18 because you can have \$100 million in research
19 that you got from various agencies, which R&D
20 spending may be only 30 million.

21 So that is the point, that they make
22 sure, they make clear to schools that are seeking

1 to go from R2 to R1.

2 CHAIR ALLEN: Ms. Jackson.

3 MEMBER JACKSON: Thank you Mr. Chair.

4 I just wanted to point out that, which I think
5 was pointed out at the beginning. I couldn't
6 agree more with the comments from Paige, Dr.
7 Kimbrough, Dr. Abdullah, that this should not be
8 seen and as you'll see in the presentation, is
9 not the only path.

10 Our mission is broader than that.
11 It's to increase federal and private resources
12 and support for research, and I don't think
13 there's any doubt amongst us that we need more
14 research done by us at our institutions. We need
15 to build that muscle. We need to strengthen it.
16 It is not because we can't do it; it's because
17 it's been -- the resources, the facilities, the
18 capital expenditures haven't been made, so that
19 our voice can be heard.

20 I'm a member of the Black Women's
21 Health Study, and it just shocks me to this day
22 how long it took for people to realize what an

1 important part of health that study had to be.
2 So I don't want us to spend too much worrying
3 that this, that recommending R2 to R1 is the only
4 thing we should recommend.

5 Maybe I should flip it and say we are
6 looking for our colleagues' ideas on other ways
7 to increase that support, that aren't directly
8 tied to that smaller number of institutions to
9 may elect to really try to make that a huge part
10 of their strategy. We want the government, the
11 federal government to meet them at that, on that
12 journey.

13 But for others who don't want to take
14 that journey, we also want to make sure we're
15 including recommendations to assist them in the
16 capacity-building, whether it's in the grant-
17 making and research offices or procurement
18 offices that are going to be needed to start to
19 secure more private or other government grants.
20 So I appreciate it. I just want to thank
21 everyone for the good comments.

22 CHAIR ALLEN: Thank you, Ms. Jackson.

1 Mr. Moses.

2 MEMBER MOSES: Yeah, I just wanted to
3 echo Lisa Jackson's comments, and maybe just a
4 slight adjustment to the reputation and social
5 impact, societal impact is the agenda-setting
6 possibilities. Not for every institution, but
7 for at least a couple of HBCUs to be at the
8 table.

9 And then the other one is there is
10 some at least correlation between undergraduate
11 research and I think probably some causality and
12 persistence in graduation rates. It's a high
13 impact practice by -- it's been identified as
14 one.

15 So that that would be another thing
16 that I think goes sort of in the middle column,
17 just because if you give those undergraduates an
18 opportunity to do that kind of research, you
19 often have them in a career for life, and that
20 goes back to some of the other discussions we've
21 had today.

22 MEMBER JACKSON: Thank you.

1 MEMBER BLAKE: Thank you.

2 MS. SMITH: Alrightee. So we'll start
3 to dive into the numbers here, and really talk
4 about what the potential sort of financial gap
5 looks like. Just to ground everyone, on the like
6 landscape of Carnegie classifications across
7 really non-HBCUs, on Hispanic-serving
8 institutions and HBCUs, I'll focus on HBCUs.

9 So there are 11 HBCUs classified as
10 R2. You'll see them listed here. The thing
11 though we would just, we would just point out is
12 that, you know, there are no HBCUs classified as
13 R1 and that is, you know, not the same case when
14 you compare it to non-HBCUs or even Hispanic-
15 serving institutions.

16 More broadly, if you sort of look at
17 just the sort of -- if you combine R1 and R2
18 together, you'll see that the like relative
19 proportion of universities that could be
20 considered for R1 classification are about the
21 same. So you'll see about 36 percent of non-
22 HBCUs really making up that R1 plus R2 category,

1 and then for HBCUs, right at 39 percent.

2 And so this piece of research is more
3 so looking at so what could be the potential
4 implications or what could it take to move these
5 11 R2 HBCUs to R1.

6 And so the sort of big ticket number
7 here is that if you were going to think about
8 what it could take to move the 11 R2 HBCUs to R1
9 status, it could take roughly \$6.3 billion. So
10 that was really in terms of thinking about across
11 those categories that we talked about, the first
12 four being the ones that are really kind of
13 factors evaluated for Carnegie classification.

14 So R&D expenditures, science and
15 engineering research staff and then doctorate
16 degrees conferred, and then the last piece
17 looking at that. If you just thought about the
18 gap in the overall faculty, that totals that
19 roughly \$6.3 billion. On the right-hand side,
20 you'll sort of see like what that looks like per
21 institution, right?

22 So you're talking about almost, you

1 know, most of it is R&D and that may be roughly
2 around \$450 million per institution. You think
3 about some of the additional research staff that
4 would be needed, we're looking at over, you know,
5 500 estimated additional research staff needed
6 per institution. And then if you think about the
7 number of degrees conferred, you're talking about
8 an additional almost 300 doctoral degrees
9 conferred per year.

10 And so to Ryan's point earlier, the
11 \$6.3 billion is looking at okay, what does it
12 take just on an annual basis if you compare the
13 average of the R2 HBCUs to the average R1
14 institution, and that's where it helps us to
15 quantify that gap.

16 CHAIR ALLEN: And that's 6.3 per year?

17 MS. SMITH: Yes.

18 MS. GOLDEN: No, per year?

19 MS. SMITH: Yes. And this page more
20 so goes to break it down by institution, and I
21 think some of the same messages ring true, right?
22 You'll see that if you look at the legend to the

1 right and then sort of this bar graph on the
2 left, both of it is dark blue. So a lot of it
3 has to do with actually spending more on R&D, if
4 you think about quantifying the gap, with sort of
5 the second runner up on some of the gap really
6 being related to research staff and faculty.

7 And so there, you know, the range is
8 actually like, you know, relatively kind of small
9 when you think about what the gap, what the
10 actual gap is per institution, ranging anywhere
11 from about \$540 million to \$609 million in terms
12 of the potential gap financially that it would
13 take to move an R2 HBCU to R1.

14 MS. GOLDEN: I did just want to add
15 one reflection I had on that page, and this is in
16 general. I know that previously we had spoken
17 about an offer from Carnegie to come before this
18 board and talk about how they think about the
19 methodology, and their -- I know that they've
20 publicly said they're redesigning their process.

21 And for me as I look at these numbers,
22 I think it is a really compelling question to

1 kind of bring forth to them in terms of this is
2 what has been set forth, and understanding
3 historical funding levels and even current
4 funding levels. You know, what is the actual
5 impact of the framework that you've set forth to
6 become an R1 institution on HBCUs, you know,
7 MSIs, HSIs, etcetera.

8 So if there is still interest from
9 this board to talk to them, I could only suggest
10 that this is a good set of information to share
11 with them.

12 CHAIR ALLEN: I guess what I would
13 add, and I'm sure Dr. Glover has an opinion here
14 too based on the earlier conversation, the
15 question is, is it the right classification for
16 all HBCUs to be chasing, which I think that
17 answer is no. The second though is the last time
18 -- we didn't have them before this board, but
19 many people have heard from Carnegie on these
20 issues, and they are trying to redesign a
21 completely different classification that I think
22 could also be problematic in a different way.

1 So if you're not R1, it's a bit more
2 of a DEI kind of index thing, which may come off
3 as less than. So I think the question for this
4 board longer term is where do we stand on those
5 kinds of ratings generally, and then what could
6 we do to particularly implement something of our
7 own?

8 I don't mean the PBA itself, but in
9 the HBCU network that gets at the things that we
10 think our students and research staff are most
11 interested in. Dr. Glover.

12 VICE CHAIR GLOVER: I think we were
13 saying the same thing, because we have had some
14 conversations about it. That's very
15 representative.

16 CHAIR ALLEN: Okay. Mallory, go
17 ahead.

18 MS. SMITH: Thank you. So I'll
19 briefly over this slide, because it actually
20 recaps some of the things that we talked about,
21 but you can see it more on a kind of dollar and
22 number basis. It's just looking at some of the

1 gaps for the average R2 HBCU versus the average
2 R1 HBCU. So you see, you know, for R&D
3 expenditures in science and engineering, you're
4 talking about, you know, upwards of \$400 million
5 per institution.

6 For other R&D expenditures, you know,
7 you're talking about a number that's upwards of
8 \$25 million per institution. And then you think
9 about some of the staff that would have to be
10 hired and degrees that would be conferred, that
11 was in the hundreds. So to Dr. Allen's point of
12 like okay, you know, is it all 11 HBCUs or some?

13 We did do an analysis to try to
14 understand, you know, which HBCUs might be closer
15 to R1 than other R2 HBCUs, and I think, you know,
16 there's two things to note here. One is just you
17 dig into the numbers and they might be hard to
18 see. The gap is large, you know, really across
19 the board.

20 But if you look at the institutions,
21 relative to each other, you'll see that there are
22 four institutions that relative to the other

1 institutions in the set of 11, may be closer to
2 R1 status. So those are Howard University,
3 Florida Agricultural and Mechanical University,
4 North Carolina A&T and Morgan State.

5 Those four institutions have also, you
6 know, had some type of public press or statement
7 related to their current status. You know,
8 Howard's talked about being able to regain its R1
9 status that was lost some time ago, you know.
10 FAMU has put out their thinking about getting
11 designation by 2030. The same thing for North
12 Carolina A&T and Morgan State, you know, has had
13 some conversation about becoming the first public
14 R1 HBCU.

15 I would say that this trend also is
16 the same if you look at the per capita numbers
17 for R2 HBCUs, and just so everyone's aware, the
18 per capita numbers for this analysis, the way
19 Carnegie does it is per faculty member. So we
20 may talk about it a bit differently throughout
21 the deck, but for Carnegie, it's a per faculty
22 per capita number.

1 CHAIR ALLEN: Dr. Glover.

2 VICE CHAIR GLOVER: I was going to say
3 I think some schools are putting it out there.
4 They're really interested in going to R1, and I
5 think many schools are. But everybody doesn't
6 have a press conference and say this is our
7 objective. You just quietly do it. In some
8 states, you've learned when you announce you're
9 going to do something, there are types of
10 roadblocks that will be put in your way.

11 So you do things quietly. You do
12 things when they're not listening and looking at
13 you. So because someone has declared something
14 that that is their intention, that's very good.
15 It doesn't mean that they're any closer, because
16 on any given day we may just -- Norfolk State
17 could just say I'm going to bring in 50 more
18 faculty that will produce X number of Ph.D.s in
19 those programs, and then I'll get more research.

20 And then two or three years, they'll
21 be the number one school there to do it. So I'm
22 saying, these are based on declarations and some

1 research, but not to say that these are the
2 closest.

3 MS. GOLDEN: I think for the metrics
4 that -- the metrics that are feeding the Carnegie
5 classification, we're saying that these are the
6 four in the 11 R2 set that are the closest that
7 exist right now by the numbers. So I disagree.

8 VICE CHAIR GLOVER: Okay.

9 CHAIR ALLEN: Want to keep going.

10 MS. SMITH: So we can -- I know we've
11 had a bit of discussion on research as we talk
12 through sort of the presentation here, but happy
13 to open the floor for other comments and
14 questions.

15 CHAIR ALLEN: No, I just want to go
16 back to this whole notion, I think Ms. Jackson
17 talked about it, with respect to the real goal of
18 this Committee being twofold, right? So there,
19 it would be a subset of HBCUs that we would
20 support moving to the R1 status and we'd have the
21 fact pattern to do that.

22 But we also think that there are some

1 research opportunities, particularly in the
2 private sector, for all HBCUs. Not just the
3 private sector, but particularly there, where we
4 could use our intellectual capital and discipline
5 to help solve some of their most pressing
6 problems. So this is probably a question for Ms.
7 Jackson and Dr. Glover, but we do want to make
8 sure that's a part of the construct with respect
9 to our recommendations to the President.

10 VICE CHAIR GLOVER: It is, it is. The
11 research, it was R2 to R1 is part of it, but
12 that's only a part of the Committee's report. I
13 think she's kind of basically classified and put
14 together pretty much what we're saying after the
15 conversations, so good.

16 CHAIR ALLEN: Dr. Kimbrough and then
17 Dr. Adams-Gaston.

18 MEMBER KIMBROUGH: And I was just
19 going to say that, you know, if you look at the
20 list, there's only one UNCF institution on that
21 board, and so a lot of this conversation leaves
22 out small, private institutions which could

1 benefit from additional researchers. We've
2 talked about, particularly in terms of the
3 academic space, those opportunities for students
4 to do the research.

5 If you still look at those, at that
6 data from the National Science Foundation of
7 undergraduate institutions, where people who get
8 Ph.D.s, they come from the Dillards and the
9 Tougaloo and the Fisks. So to have that kind of
10 research money allocated to those institutions,
11 it helps those institutions prepare those
12 students to go on and get doctorates.

13 So yeah, I don't want everything to
14 get lost in the R2-R1, because that leaves out
15 basically half of the 90. I just want to make
16 sure that we're still on the table.

17 CHAIR ALLEN: And I'll just second and
18 just remind as you said, Dartmouth no longer has
19 R1.

20 VICE CHAIR GLOVER: We didn't create
21 this, this system. It was created by not HBCUs
22 and not African-Americans. We didn't create this

1 system.

2 MEMBER ADAMS-GASTON: I do think that
3 the conversation has been very rich, and I
4 appreciate that. I want to second Dr. Glover's
5 thoughts on quietly doing some of the things that
6 you want to do, so you don't raise yourself to be
7 a target. But I also think that it's important
8 for this committee to do a broad-based
9 recommendation.

10 I think the R2 to R1 is legitimate.
11 I have no problem with that, but I think more
12 funding and helping the rest of the schools
13 really think about the importance. I don't think
14 we have a problem thinking about the importance
15 of research, but finding ways to get funding for
16 research, because I think Dr. Kimbrough brings a
17 good point, which is those students have a lot of
18 -- that have opportunity to engage in research,
19 have a lot of opportunity in graduate or
20 professional schools.

21 So we know that. We know that that's
22 happening across the spectrum of HBCUs. So we

1 want to make sure that piece doesn't get lost.

2 MS. GOLDEN: That's right. I think
3 that and what Lisa said earlier around the other
4 pieces of research that will complement this that
5 we didn't discuss today. But there was this
6 piece around broader agency funding, and how do
7 we make -- what is the landscape of that?

8 What is parity, because what we know
9 right now is that I think like two percent of
10 agency funding is going to HBCUs for research,
11 right? So like that's a very easy one that we'll
12 also want to incorporate.

13 MEMBER ADAMS-GASTON: And part of
14 what they say is because we're not Research 1,
15 and that's really not true.

16 MS. GOLDEN: Yeah, yeah.

17 MEMBER ADAMS-GASTON: But the other
18 thing is I do think that we have to look at how
19 we approach some of these funding agencies, and I
20 think we're -- this is a case where we're better
21 together.

22 MS. GOLDEN: Thank you.

1 MEMBER ADAMS-GASTON: Ms. Jackson,
2 then Dr. Ross.

3 MEMBER JACKSON: Sorry, I think
4 actually while I had my hand up, some of these
5 points got made. But I think the private sector
6 is where I'm going to spend some time. From a
7 research perspective, we really need to do some
8 additional work on models that work. What has
9 worked for schools in making partnerships with
10 the private sector, where they help invest?

11 I think of Apple and the program we
12 have, where we take our old ship-making
13 equipment. It's too old for us because we're
14 cutting edge of course, but it's wonderful to go
15 in a lab at a school where we can then see the
16 lab for silicon design. And so I think there are
17 opportunities like that that would help to close
18 the gap from a capital and also a culture and a
19 know-how standpoint.

20 I think there's a lot more interest in
21 research when people understand the application
22 of it in careers, the kind of graduate level

1 research that we see for our R1 often. So I
2 think private sector is a huge and rich area for
3 us. I can certainly lead that.

4 But we really need help from the
5 members on suggestions for other obstacles that
6 are standing in the way, you know. Put R1, R2
7 aside, what kinds of investments could be helpful
8 to make, to make you feel more ready or able to
9 get private sector of shared funding in
10 consortia?

11 I just want to echo Dr. J's point
12 about I think having, having run one of those
13 institutions, a lot of times it's well to make an
14 MOU or an agreement with an HBCU to fund a
15 particular research need, and we can move forward
16 from there. It does not require the R1 unless
17 that's being used as an excuse. So I think there
18 is some opportunity there on the federal levels.

19 CHAIR ALLEN: Dr. Ross.

20 MEMBER ROSS: Yes thank you Mr.
21 Chairman, and listen. It's been a robust
22 discussion about R1 and R2, but I go back to

1 Paige's initial question, because if you ask a
2 student on my campus what R1 or R2 was, they'd
3 probably flunk that test.

4 But the broader issue I think, and I
5 think it's been raised in all of the discussion
6 and Dr. J and also the Chairman and going back to
7 Kimbrough, is how can we collectively partner
8 together, because you know, put everything aside,
9 research or not, is an economic driver. It's
10 funding for our institutions. It's funding for
11 institutions, right?

12 So how can we provide the shared, you
13 know, resources to combine together to receive
14 this funding, and not leaving out any
15 institution, right? Whether it's a UNCF school,
16 whether it's a TMCf school. But us collectively
17 working together and having the, whether it be
18 the Carnegie unit or the federal government,
19 recognize it as such, right?

20 See because right now we have to, and
21 I guess the closest thing that you see to it is
22 what has happened with Howard and the consortium,

1 so to speak. But you know, all of the nuances
2 that it took to get there and you really don't --
3 the devil is in the details.

4 But to remove some of the bureaucracy,
5 to really let us couple together in a shared way
6 to achieve receiving this funding for the
7 research, but you know, ultimately to help
8 sustain our institutions is I think the question
9 at hand. What can we do to make that possible?

10 CHAIR ALLEN: Dr. Abdullah.

11 MEMBER ABDULLAH: Thank you. First I
12 want to thank our friends from McKinsey for, if
13 you will, answering the questions and having the
14 questions directed at you, when I think we are
15 really directing the questions at ourselves,
16 right? And I fully support, by the way, Florida
17 A&M, Morgan State --

18 MEMBER BLAKE: Howard and North
19 Carolina A&T.

20 MEMBER ABDULLAH: Howard and North
21 Carolina A&T moving towards R1. I think whatever
22 we can do to support them I think we should. At

1 the same time, I think it's clear that the R1 and
2 R2 designations are really arbitrary designations
3 by an entity that can change those designations.

4 So I think the real key is not the
5 designation itself, but the student interaction,
6 the impact of our institutions for providing more
7 research and contracting opportunities for our
8 institutions.

9 And in shaping this, because I think
10 we should support that and for all of our
11 institutions that want to do it, that we make
12 sure that we're also shaping how all of our
13 institutions can get more research funding, more
14 contract funding to benefit our great students in
15 our institutions.

16 CHAIR ALLEN: Last comment. Dr.
17 Adams-Gaston.

18 MEMBER ADAMS-GASTON: And the only
19 thing I want to add to that is I think, and I'll
20 just say this publicly. I think that Carnegie
21 went in a direction with DEI that was not the
22 point. The point is getting more institutions to

1 be able to be under the tent, and DEI I don't
2 think is the way in this particular, you know, to
3 have a sub-classification and over there, to your
4 point.

5 You can't do that and say that you are
6 a part of the tent. You are outside of the tent.
7 So if we could work with them, to have them re-
8 think what they -- what is really intended here,
9 which is to get more people in the tent, not to
10 move more people outside.

11 CHAIR ALLEN: So thank you for this
12 robust discussion. The thing I would have for
13 Dr. Glover and Ms. Jackson, as subcommittee
14 chairs for this effort, is just that we continue
15 to broaden our goals with respect to research,
16 particularly as it relates to more engagement
17 with the federal government across the HBCU
18 landscape and in the private sector as we move
19 forward here.

20 Certainly continue to uplift our
21 sister institutions who look closer to R1, and I
22 think also, and this might be for the writer of

1 the report, make some specific connections
2 relative to our feelings on the topic with
3 respect to the Carnegie classifications overall.
4 Is that fair everyone? All right.

5 All right. Before I go on, let me
6 just ask, does anybody need a break?

7 (No response.)

8 CHAIR ALLEN: You're ready to
9 continue. All right. Let's power forward.

10 MS. SMITH: All right. We'll keep
11 moving along, and we'll actually jump to the
12 preservation and growth section of today's
13 conversation. So here, you know, as on kind of
14 the other pages, just teeing up some of the
15 recommendations that came out of the January
16 board meeting.

17 And so there were really four around
18 sort of really reviewing and assessing lending
19 policies and guidelines, specifically for the
20 HBCU capital financing program, because there
21 could be challenges that are experienced by HBCUs
22 in taking advantage of this. I think that

1 there's a piece on kind of encouraging government
2 to maintain commitment to HBCUs, and then a last
3 piece around sort of encouraging advocacy
4 organizations to really collaborate and advocate
5 for much-needed resources.

6 Some of the kind of background.
7 Before we sort of got to the January board
8 meeting around this topic, you know, there were
9 things around really thinking about, you know,
10 not just is there like an emphasis on small
11 HBCUs, but I think recognizing the fact that when
12 you think about preservation and growth, the
13 needs of schools may be different. And so it may
14 not be a one-size-fits-all solution to some of
15 the issues that different schools may be facing.

16 Secondly, I'm really thinking about
17 what are some of the like creative ways to think
18 about really HBCUs from a preservation and growth
19 perspective? And so that may be looking at
20 things like M&A as a mechanism for preserving
21 HBCUs; strategic partnerships and alliances also
22 a mechanism for preserving HBCUs.

1 And so when we think about sort of
2 what we'll discuss today, right, this kind of
3 gives a landscape of our actual sort of research
4 plan for preservation and growth over the next
5 seven weeks. What we're going to talk about
6 really is kind of on some key metrics of
7 performance, you know. How do HBCUs actually
8 perform? We won't really talk about like
9 specifically low-performing HBCUs, but we'll give
10 some thought-starters on how you could think
11 about that, and that's something we can continue
12 to kind of flesh out with the Committee chair and
13 co-chairs.

14 And then the last piece, and Ryan will
15 kind of jump in on this conversation, is just
16 providing a bit more color on what M&A alliances
17 and partnerships really look like in the broader
18 higher education sector. As with all other
19 pillars, there will be a segment of the research
20 that is cross-cutting, but includes a landscape
21 of public funding, private funding and talent and
22 capabilities.

1 So this really is here to just sort of
2 like set the context for not why this only
3 matters to HBCUs, but really the sector more
4 broadly. And so when you think about the broader
5 higher education sector, you know, declining
6 undergraduate enrollment, you know, has in
7 particular been an issue. I think if you take
8 that sort of with the historical context of
9 HBCUs, that trend overall could have more
10 pronounced effects.

11 And so if you look on the left-hand
12 side, just some of the things that, you know,
13 have happened more broadly, right. You think
14 about the pool of high school graduates that may
15 be going to college shrinking, especially you
16 know, as people may start to have sentiments that
17 college may no longer be worth the money or worth
18 the time.

19 You know, the second thing is also
20 thinking about growth and online learning as a
21 factor, especially in light of the transition
22 that happened during the COVID-19 pandemic. How

1 you specifically see that growth happening more
2 in larger for-profit institutions, and then you
3 think about institutions more broadly, right, if
4 they have stagnant state funding, that can
5 continue to place financial pressure on
6 institutions to be able to sustain themselves.

7 And so some of the pronounced effects
8 that you might see, you know, on HBCUs, right,
9 and we'll talk about some of this a little later,
10 right? There could be things around
11 accreditation, modest enrollment after the
12 pandemic, and even thinking about people,
13 individual institutions' financial health. As of
14 March 2022, there were three HBCUs on the federal
15 watch list, which may signal that, you know, they
16 have been put under critical cash monitoring.

17 And then if we think about the last
18 decade, you know, several HBCU institutions have
19 closed, including St. Paul's College, Concordia
20 College and Lewis College of Business. So this
21 more so kind of teases up, you know, when we
22 really think about what are some of the factors

1 that could like contribute to HBCU preservation
2 and growth more broadly, we really want to sort
3 of do a deep dive on both key financial metrics,
4 to see how HBCUs may compare to non-HBCUs, but
5 also student outcomes metrics as well.

6 So I'll start with the key financial
7 metrics. You'll see kind of a wide array of
8 seven metrics that we looked at. And so really
9 to highlight some of the things that we saw, I
10 think you know, if you look at kind of this top
11 line, it's more around, some things around
12 revenue and expenses.

13 So HBCUs in 2021 did have a higher
14 ratio for revenue to expense. If you also look
15 at the five-year CAGR for revenue, you'll also
16 see that that was also higher for HBCUs versus
17 non-HBCUs. I think you could think about
18 actually attributing some of that to like recent
19 racial equity efforts in 2020 and even some of
20 the funding that came during COVID-19.

21 You see the same thing on the
22 concentration of revenue, and so we'll dive into

1 those a bit more deeply. And then on expense
2 growth, you know I think on the surface, you
3 know, in a normal context you say oh, if my
4 expenses are growing at a slower rate compared to
5 other educational institutions, in a traditional
6 sense it could be a good thing.

7 You know, we did want to indicate
8 that, you know, underspending on expenses could
9 indicate that the other critical enablers like
10 Career Service supports, faculties, faculty,
11 staff and operations could be being, you know,
12 could potentially be underfunded when you look at
13 HBCUs compared to non-HBCUs.

14 And then across the bottom row, you'll
15 see sort of three metrics that sort of get some
16 more of just like I'd say less of the short-term
17 financial metrics, but looking at things like
18 people's endowments growth, private and reserve
19 ratio and viability ratio. And so despite the
20 fact that you, you know, would have witnessed
21 higher revenue built for HBCUs, when you look at
22 that on an endowment basis, HBCUs have

1 experienced lower endowment growth of the five
2 year CAGR compared to non-HBCUs.

3 We see some similar trends around
4 financial metrics, so the primary reserve ratio
5 and the viability ratio, and essentially those
6 really measure kind of an HBCU's ability or
7 institution's ability to cover their debt or
8 expenses with existing assets. And so primary
9 reserve ratio, HBCUs tend to perform slightly
10 lower than non-HBCUs, and then on the viability
11 ratio, there can be such a wide array.

12 That one's sort of more on par,
13 because we really looked at, you know, the
14 percentage of HBCUs with a greater than, with a
15 ratio of greater than or equal to one. I'll
16 pause here to see if there are any questions
17 before we kind of do a deep dive on revenue for
18 HBCUs.

19 (No response.)

20 MS. SMITH: Okay. So we did sort of
21 two deep drives. I think, you know, one is this
22 if you look at revenue per institution really

1 from 2012 to 2021, but the five-year CAGR doesn't
2 tell the whole story. It may seem that, you
3 know, HBCUs are growing at a faster rate. You
4 look at right around the 2020 mark, you know,
5 that likely has a lot to do with COVID funding or
6 additional funding that came in, that came in to
7 support racial equity.

8 If you look, you know, back to 2012,
9 right, there's a large gap in revenue over time.
10 Even as of 2021, that gap was about 230 million,
11 and in one specific analysis I will caveat that
12 it is like scenario-based, right. If you just
13 thought about the average HBCU versus the average
14 non-HBCU and what the CAGR would have to be for
15 an HBCU to actually like reach parity with a non-
16 HBCU, by 2026 HBCUs would have to grow at a rate
17 of greater than 30 percent annually. So that's
18 three times the CAGR for the last five years.

19 And so I think, you know, it opens the
20 door for conversation about how realistic that is
21 and what actually, what actual mechanisms would
22 be required to potentially close the gap.

1 CHAIR ALLEN: Mallory, could you
2 repeat that last point again.

3 MS. SMITH: Yes. So if you look at
4 the average HBCU versus the average non-HBCU in
5 terms of annual revenue, and if you just said
6 okay, we want to close -- by 2026 we want to
7 close the gap, and to do that we're going to
8 assume that HBCUs grow at the same rate -- that
9 non-HBCUs grow at the same rate for the next five
10 years. There's no change in their growth rate.

11 By what rate would HBCUs have to grow
12 at to be on par with non-HBCUs by 2026, the rate
13 is over 30 percent on average per year. So I
14 think it begs the question as to one, how
15 realistic is that and two, what would it take to
16 potentially make that happen?

17 CHAIR ALLEN: Dr. Abdullah.

18 MEMBER ABDULLAH: And that's over five
19 years. If it was over one year, what would that
20 be? Because I think you actually tried to make
21 it look smaller and it's still big, right?

22 MS. SMITH: Yeah.

1 CHAIR ALLEN: Dr. Glover, did you have
2 something to add? I'm sorry. No?

3 VICE CHAIR GLOVER: I was just looking
4 at the types of revenue. You know, most of us
5 are very tuition-dependent, even those that have
6 state behind their name, because there is no such
7 thing as a state-supported school anymore.
8 They're state-assisted; they're not state-
9 supported. So revenue comes from tuition and
10 fees.

11 So unless we're going to engage in,
12 you know, something you can -- some kind of gifts
13 or you get some public/private partnership
14 funding, sale of some kind of service, you have
15 to now start really broadening the ideas of where
16 the revenue will come from, because we know that
17 it does not come from the traditional source from
18 years ago. It comes from other sources.

19 So I think we've got to really take,
20 do a deeper dive into that. The grants, yes.
21 The grants and gifts and that's all I can think
22 of.

1 CHAIR ALLEN: All right.

2 MS. GOLDEN: Yeah. If you go to the
3 next page, I think that's where we looked at some
4 of the different categories.

5 MS. SMITH: Yeah. So we actually
6 looked at public institutions, just to sort of
7 not skew the data to actually compare public
8 HBCUs to non-HBCUs on sources of revenue. So I
9 think there are a couple of things that come out
10 when you look at this chart, right? You know, on
11 average, right, there's a gap in funding between
12 HBCUs and -- real gap in revenue between HBCUs
13 and non-HBCUs, and some of the funds that come
14 out.

15 You know, when you look at things like
16 sort of federal funding, state funding and even
17 local funding, those things tend to make up a
18 larger proportion of revenue for HBCUs. And
19 where you might see, you know, see some of the
20 gaps, looking at things like actual revenue from
21 sales and services, so that can be sales of
22 literary publications, you know, revenue from

1 hospitals.

2 That for non-HBCUs, that actually
3 tends to take up a larger proportion of revenue,
4 and it's a much smaller proportion of revenue for
5 HBCUs. I think Dr. Glover, happy to pause here
6 to talk a bit more about sort of what some of our
7 initial kind of findings were when we looked at
8 the breakdown of revenue for HBCUs compared to
9 non-HBCUs.

10 (Off mic comment.)

11 MS. SMITH: The sales and funding
12 should actually be -- sales and services is like
13 this teal blue squares. If you look at public
14 non-HBCUs, 11 percent, and then tuition and
15 revenue is that kind of light purple one just
16 under, just underneath it.

17 (Off mic comment.)

18 MS. SMITH: Correct.

19 CHAIR ALLEN: But I think one of the
20 broader points here, and I think this goes back
21 to Mr. Deese, even your earlier question around
22 stability of revenues at HBCUs, and Dr. Glover a

1 little bit to your point around tuition and
2 enrollment, enrollment is one piece, but there's
3 a tremendous opportunity around these other
4 categories of revenue in terms of improving not
5 only the size of the revenue but also, I think
6 Mr. Deese, your point around sustainability of
7 that revenue going forward, particularly as we
8 compare our HBCUs to their non-HBCU peers. Dr.
9 Glover.

10 VICE CHAIR GLOVER: You know, it's
11 just a thought. Is it time for us to start
12 looking at our investment policies again, to see
13 if we could do some of the non-traditional
14 things, like the real estate, the REITs, some
15 more -- we just have investment policies that
16 allow us to do just a little bit in stocks and
17 bonds, a little bit of market, a little bit of
18 international. But maybe for us to look at
19 taking a portion of our endowment and investment
20 -- to be a little bit more aggressive in part.

21 It's just so we have to do some
22 serious thinking about the revenue model, the new

1 revenue model for HBCUs, but it's definitely not
2 what it -- we continue to do the same old thing
3 the same way and expect a different answer,
4 something like that. We almost approach that --

5 (Laughter)

6 We can't do that. We have to find
7 ways to generate more income, revenue and income
8 for the university and the scholarships for
9 students.

10 MS. GOLDEN: Yeah, that's a great
11 point. I mean one of the discussions that we had
12 had with UNCF recently was this thinking around a
13 shared endowment and what that could potentially
14 look like. We had had a conversation with public
15 HBCU/CFO recently, and he was just disclosing
16 where their endowment, how they were going about
17 investing the endowment.

18 It was, it was really actually in a
19 savings account. Like it wasn't even being
20 invested, and I think that -- like he was being
21 candid. I'm sure he's not the only school,
22 right, who's doing that sort of thing. So I

1 think there is obviously a lot of missed revenue
2 opportunities even with something like that.

3 CHAIR ALLEN: All right, go ahead.

4 MS. SMITH: Great. So I mentioned the
5 second category we looked at was more on kind of
6 key student demand and success metrics. So for
7 this piece, we looked at five metrics, really
8 kind of net price per FTE, enrollment growth,
9 first-year retention rate, six-year graduation
10 rate and then a ten year NPV for students.

11 This sort of looks at it from a
12 preservation and growth perspective, you know,
13 what are these -- that sort of starts to
14 highlight about student demand for going to
15 HBCUs. And so you'll see that on average pricing
16 is lower for HBCUs, and then you also see that,
17 you know, despite that though on enrollment,
18 right, and I'll just pause here because the
19 visual may make you think that HBCUs are going
20 faster.

21 But if we look at the numbers, the
22 five-year CAGR on enrollment growth for HBCUs was

1 negative 1.9 percent, while it was negative .6
2 percent for non-HBCUs. That's even more
3 pronounced for small HBCUs, which are
4 institutions with under 2,500 students. And so
5 you were looking at negative 3.6 percent of five-
6 year CAGR versus negative .9 percent for small
7 HBCUs versus small non-HBCUs.

8 So you see that enrollment growth is
9 actually lower for HBCUs, and once enrolled
10 retention, you know, is also worse. So a 64
11 percent retention rate for HBCUs versus a 74
12 percent first-year retention rate for non-HBCUs.
13 And lastly when you start to think about okay,
14 well you know, once those students stay, you
15 know, how does that actually impact? Do they
16 ultimately graduate and what their earnings are?

17 So the six-year graduation rate,
18 you'll see some disparities there, looking at 34
19 percent for HBCUs versus 58 percent for non-
20 HBCUs. Ultimately, when those students do
21 graduate, you know, what does that actually mean
22 for the ten-year NPV? So what, what is the net

1 present value in terms of the work of going to
2 school, thinking about the class that may have
3 gone into it and then earnings after school.

4 For HBCUs students on average, you're
5 looking at roughly 44,000 versus almost 78,000
6 for non-HBCU students on average. And so this
7 begs the question from a -- you know, separately
8 from the financial side when you look at
9 preservation and growth from a kind of student
10 demand and ultimate outcome perspective, what,
11 you know, what questions come to mind, and we'd
12 love to hear how, what your reactions are.

13 CHAIR ALLEN: Dr. Kimbrough.

14 MEMBER KIMBROUGH: So I want to push
15 back on the data. On enrollment growth, if we're
16 not disaggregating the data, so you're comparing
17 Black students, it gives you I think a false
18 understanding of those numbers, because Black
19 student enrollment growth has dropped greater,
20 and when you compare Black students at HBCUs
21 versus Black students overall, HBCUs are
22 outperforming.

1 The second part on the data is that if
2 retention, if you aren't controlling for Pell-
3 eligible students, that's going to be skewed as
4 well because institutions that have fewer Pell
5 students have better retention and graduation
6 rates. So I've always, I always push back on
7 that kind of data, because it presents a
8 narrative that's not accurate. So that's my two
9 cents.

10 MS. SMITH: Thank you.

11 CHAIR ALLEN: Dr. Glover.

12 VICE CHAIR GLOVER: That's, yeah. I
13 think that's probably true overall. I just think
14 we have to get out of the mold of where we are
15 now with if it's -- if your numbers or what I'm
16 hearing three years from now, there's got to be
17 something massive that has to happen, because I
18 mean I think we should look at some more vehicles
19 like, I was saying private equity, commercial
20 real estate, you know, private credit.

21 There has to be something else, and
22 it's our thinking. We can't continue the non-

1 traditional thinking for the whole gamut. I mean
2 just parts of what we do has to be a little bit
3 more non-traditional, so that we can move into a
4 space where we can survive at a different level.

5 CHAIR ALLEN: Any other comments or
6 questions on this point? I do presume McKinsey
7 could disaggregate by Black students --

8 MR. COPELAND: Yeah, I think a couple
9 of specific responses Dr. Kimbrough to your
10 question. I think one on the disaggregating the
11 enrollment, we can absolutely try. I think to
12 your point, right, the five-year CAGR is probably
13 not the best picture. I think that the second
14 piece related to Pell-eligible students and the
15 impact there. We'll dig a little bit deeper in
16 that and part of the financial supports for
17 students.

18 CHAIR ALLEN: The only thing I would
19 add as an addendum is that given where we've been
20 over the last couple of years, the narrative has
21 been that HBCUs are in a renaissance, and this I
22 think is some cold water on that, that we

1 probably need actually to the broader community
2 about our continued need for infusions of
3 capital, additional support and new revenue
4 streams.

5 So Dr. Kimbrough, I don't think it's
6 all bad. Just given where we are and what people
7 think is happening in the HBCU community,
8 although the persistent truth lies somewhere in
9 the middle here. So I think we have to make that
10 case strong, and we should do that in the report
11 as well. I think one of the -- I'm sorry.

12 MR. COPELAND: Yeah, I was going to
13 build off on one point. I think that's
14 absolutely right, Dr. Allen, and I think some of
15 the research that we've seen external to this,
16 even on some of the more leading indicators that
17 come on not only IPEDS but also National Student
18 Clearinghouse is that right, HBCUs have actually
19 been accelerating on enrollment.

20 I think in particular those that we've
21 seen as part of some of the -- those involved
22 with the HBCU Transformation Project are also

1 performing at a great pace. So we'll highlight
2 that, I think, as part of the narrative overall.

3 CHAIR ALLEN: I think one of the
4 things that this is highlighting that we all see
5 all the time is the inadequacy of retention rate
6 and graduation rates that define success in our
7 institutions. That's a larger question and I'm
8 not -- I know I don't have an answer and I'm not
9 sure that McKinsey has one either.

10 But in terms of comparing us with
11 those metrics, we all know that there are
12 challenges with it. I think what we ultimately
13 have to do somehow is to find a better way to do
14 it. Continue ma'am.

15 MS. SMITH: Great. I will actually
16 pass it over to Ryan to talk. Well, I'll say one
17 thing, sorry about that. We're going to actually
18 work on this with Dr. Ross, but wanted to
19 actually think about sort of what it could look
20 like to start sort of identifying HBCUs that may
21 be, maybe at risk from a viability perspective.

22 And so this is more like an

1 illustrative example to say there could be sort
2 of actual archetypes of HBCUs that we could look
3 at, to see how they perform across these metrics,
4 but also perform relative to others and, you
5 know, as part of our fact base, actually kind of
6 provide a short list of HBCUs that based on the
7 data could be more at risk than others.

8 Okay Ryan, I'll turn it over to you
9 now.

10 MS. GOLDEN: All right, thanks. So in
11 the vein of thinking about preservation for
12 HBCUs, we also wanted to spend some time just
13 really understanding what are some of the
14 different partnership and alliance models that
15 we're seeing in higher education more broadly and
16 that could be applicable to HBCUs as we think
17 about sustaining them going forward?

18 Many people probably start this
19 conversation around M&A. I actually think it's
20 far more broad than that, and what we're seeing
21 as effective and quite broad is actually how do
22 you think about a whole range of things on a

1 spectrum that can help institutions partner
2 together for efficiency and for scale and be cost
3 effective, and also really improve student
4 experiences and outcomes.

5 And so as we think about that, the
6 biggest thing you can do is a merger or an
7 acquisition, you know, and a great example of
8 that is Delaware State's acquisition of Wesley
9 College that Dr. Allen led, right. So that's one
10 thing and that's probably one of the more
11 transformative things on that scale that you can
12 do.

13 But other things that we're working,
14 we're working on and particularly through the
15 HBCU Transformation is this concept of how do you
16 think about HBCUs as a network, and really bring
17 forth some shared services that really enable
18 outcomes. So a few of the things that we're
19 seeing, both TMCF and UNCF institutions pick up
20 on, are things like student coaching, student
21 coaching offerings as well as like AI chat bot,
22 things of that sort, online programming, area or

1 shared services like that, that its scale can
2 really have great impact.

3 There's also this thing about joint
4 ventures, different research and program
5 reciprocity that both can help HBCUs as they
6 partner together, but also just with other public
7 and private institutions in the state, right. So
8 this is kind of the landscape or the context
9 setting around how we think about what are some
10 of the ways that for the institutions that are
11 struggling, or conversely just really want to
12 grow their footprint, things that they can
13 consider.

14 Go the next page. I did want to
15 highlight that even outside of the network, we're
16 seeing M&A activity really increase more broadly.
17 So if we think about the past 20, the past 20
18 years, we've actually seen transactions that have
19 been reported double. And so you can see from
20 2001 to 2010, we've actually doubled the number
21 of, or you've seen the number of transactions
22 that have taken place double, as well as there is

1 a recent survey that went out to university
2 presidents, and about 16 percent said yeah.
3 Actually, we are thinking about a different range
4 of M&A opportunities.

5 It's been pretty comprehensive, I
6 think, even as we think about some of our
7 clients, even our non-HBCU clients. It is a
8 topic that's on their mind and they're constantly
9 reaching out to think about what are some of the
10 opportunities here for us to partner and
11 collaborate with other institutions.

12 Okay. One thing that I think is
13 important is that -- or to note is that typically
14 the institutions that are merging are the smaller
15 ones.

16 So as we think about preservation and
17 particularly for the smaller HBCUs, one of the
18 things that we've talked about with this board
19 previously is how do we ensure that as we see
20 smaller HBCUs that are facing financial distress
21 and other operational distress, you know, what
22 are the things that we can do to help them rally

1 or for us to rally and help them ensure that if
2 they are going to -- if they're facing these
3 issues, that they're not actually going to be
4 acquired by a non-HBCU.

5 So how can we actually keep the
6 network thriving and strong. This is the sort of
7 thing that we'd like to dig more deeply into as
8 we think about the research that will go with
9 this section, but we did want to note that it is
10 typically institutions, you know, up to about
11 4,000 or so enrolled students who are undergoing
12 M&A.

13 The last thing I wanted to say on this
14 topic is that M&A is really hard. Our research
15 in the firm actually shows that 70 percent of
16 deals in the private sector actually fail. So
17 they fail to get the, you know, whatever
18 strategic uplift or value capture that they
19 thought that they would get by coming together.

20 That's in the private sector, so those
21 are companies that actually have, you know, M&A
22 capabilities, M&A departments, folks who are

1 dedicated to that sort of thing. So if we
2 extrapolate that and think about universities and
3 in particular our HBCUs, it's the sort of thing
4 where, you know, you're academics. You're not
5 going to be practiced and be experts in M&A.

6 And so it is the sort of thing that
7 you really want to approach with caution, just
8 given what we know we've seen results in other
9 areas. So that's just a bit on M&A and the
10 thinking around partnerships and alliances and
11 higher education more broadly.

12 MEMBER ABDULLAH: I have a question,
13 Mr. Chair. I wanted to know if, if one was
14 thinking about that kind of thing, then who
15 should one talk to? Because I think you're
16 right. I think we should be wary of the idea of
17 being able to be in that kind of position,
18 because it's not our business. How would you
19 suggest?

20 MS. GOLDEN: Yeah. I mean are you
21 saying interested in institutions, like different
22 institutions you would partner with? There are,

1 like what do you mean by who would you talk to?

2 MEMBER ABDULLAH: I'll ask my question
3 offline. Thank you so much.

4 MS. GOLDEN: Thanks.

5 MEMBER ROSS: Mr. Chairman if I may,
6 it's Dr. Ross. Aside from President Abdullah,
7 your question, but I think the broader, you know,
8 context is speaking amongst HBCUs, right? What
9 is it that we can do from keeping one HBCU from
10 closing? I think that's the broader context of
11 what we're going with, this kind of merger and
12 alliance, changing the thinking in the minds.

13 Yes, you have opportunities for say
14 like a Wesley, but amongst HBCUs, what can we do
15 to keep one from closing, and to your point, and
16 that's where our committee went, was where could
17 we get funding if there was an HBCU that wanted
18 to chip in and say hey, let me throw a lifeline
19 to this institution for an amount of time or, you
20 know, to just help them get back to where they
21 were?

22 I think we have to look at what is it

1 that causes, you know, the HBCU to be in that
2 position? So I think we can sit around this
3 table and say that number one is, you know, is
4 finance. So what do we do to throw a lifeline to
5 say there, and then when you look at our
6 accrediting bodies, to lose our accreditation and
7 lose Title IV funding.

8 You know, those are issues that are
9 real. So where we can we park resources, where
10 can we get that help as HBCUs, to help one
11 another? I think that's kind of the broader
12 context of what we're discussing. Thank you, Mr.
13 Chairman.

14 MEMBER MOSES: Mr. Chairman?

15 CHAIR ALLEN: Yes.

16 MEMBER MOSES: I just want to ask if
17 the team has had a chance to maybe talk to
18 SeaChange and the Transformational Partnership
19 Fund? They've done a number of mergers or
20 acquisitions on that spectrum. Some of them are
21 confidential. I know at least a couple have been
22 with HBCUs.

1 MS. GOLDEN: Yeah.

2 MEMBER MOSES: But it might be
3 interesting to see what's there. The other
4 thing I just wanted to add is a point that came
5 up earlier, is when you think about the student
6 impact, when a school shuts down as opposed to
7 finds a new home. I think about 60 percent of
8 the students who are enrolled at that institution
9 never graduate from anywhere.

10 So it's a pretty fatal impact. So
11 it's hard on HBCUs obviously, but on the students
12 who might be affected by it it's even worse. So
13 thinking about how we can support institutions
14 before they get to that point. But when they do
15 get to that point, how do we support them to do
16 it in a fair and humane way?

17 MEMBER HOGAN: This is -- this concept
18 of mergers and alliances and institutions,
19 particularly historically Black colleges and
20 universities, is not really new. There are some
21 models about there. Back in the 1950's and
22 1960's, where institutions did merge for a number

1 of reasons. Some of it was because they had
2 similar missions and they were going to similar
3 sources for funding, and they -- the
4 institutional leaders, the governing bodies
5 looked at that and merged those.

6 So you might want to do some, look
7 into those areas. But there are some benefits to
8 that and there are some challenges as well. But
9 it's something that I think that for the greater
10 good, the societal impact, and that's getting
11 more students an opportunity to access college
12 and then having institutions that are
13 sustainable, and that could provide the quality
14 of education that we want for all of our
15 children, I think is something that we should
16 open our minds to and look at, begin to look at
17 it.

18 But the institutional leaders and the
19 governing boards are the ones who are going to be
20 ultimately decision-makers of how that -- and
21 with private and publics, you know, the public
22 institutions are going to have some limitations

1 that the private institutions will not have.

2 CHAIR ALLEN: Thank you, Dr. Hogan.
3 Dr. Kimbrough.

4 MEMBER KIMBROUGH: Yes. This is very
5 timely. There is an article in Diverse this week
6 about this, because I actually talked to them
7 about it. Having served as president of two
8 United Methodist institutions that both are part
9 of mergers. So as Dr. Hogan said, particularly
10 in the 1920's, you had a number of those schools,
11 Huston-Tillotson is a merger, Dillard, Philander
12 Smith, Bethune-Cookman, and then in the 80's you
13 had Clark Atlanta.

14 But they were right there together and
15 one was a graduate school and one was an
16 undergraduate school. You mentioned Albany
17 State, I used to work there. They merged as a
18 part of that University System of Georgia, merged
19 in 2017.

20 But there are some reports that said
21 that didn't save the money that the University
22 System of Georgia thought, and particularly for a

1 place like Albany State, the culture there still
2 hasn't adjusted to that because the two-year
3 school that it was merged into, Darden College,
4 was created so that whites in Albany didn't have
5 to go to school with Black folks at Albany State.

6 So that's been part of the challenge.
7 So I'm glad you mentioned the part about 70
8 percent of those private mergers failing, because
9 that is a challenge. The other part I think,
10 particularly for -- because when we think about
11 mergers, if it's state institutions, to me and
12 the state presidents, that would seem scary to me
13 because you don't know where the politics are
14 going to be involved that would do that.

15 People have pushed back on that. When
16 Ron Mason was president of Jackson State, he had
17 an idea to have Jackson State as a flagship with
18 Alcorn and Mississippi Valley, and people raised
19 hell about that. They didn't want to do that at
20 all, and he was -- and they were still in the
21 same system.

22 For private institutions, then you

1 start to deal with some of the denominational
2 issues. So even though you have a Benedict and
3 an Allen across the street from each other, I
4 think they're different denominations, so then
5 you've got those issues. And then if it's like
6 an AME school and the bishop doesn't want to give
7 up their school.

8 So those are the challenges as a part
9 of that. I think we've got to think of some
10 other ways, but I think it's easy to say, you
11 know, in 1930 you merged Straight and New Orleans
12 University into Dillard because you have less
13 than 50 years of history. But now you're talking
14 about 150 years of history, and I think there
15 have become somewhere like people feel a violence
16 is done.

17 So to Bill's point, these people
18 leave, which is what they're starting to see from
19 Albany State and Darden. It grew really big
20 because they merged them, but now those folks who
21 never would have gone to Albany State are going
22 to Georgia Southwestern in Americus.

1 So those are the challenges that you
2 see. So I think it's an important topic to
3 continue to have, but I know that it creates a
4 lot of fear. I'm just trying to think how do you
5 do that now geographically, because now you have
6 people that are sort of -- the institutions are
7 more spread out, and I don't know if there are
8 any natural, you know, places to merge.

9 They tried to, ten years ago they
10 tried to merge St. Paul's with St. Aug, yeah.
11 But that was, they couldn't because St. Aug
12 didn't want to take on their \$5 million balance
13 that they owed. So that becomes a challenge too.
14 So I -- I think it's a really good topic, and I
15 don't know how people wrestling with that, but
16 like I said, I've been thinking about this a lot
17 since I just talked to some folks about it about
18 a week ago.

19 MS. GOLDEN: So we did, we tried to
20 dig into the numbers on the results of the higher
21 education mergers. The data, it's not as easy to
22 get through as it is in the private sector but --

1 and this is what's on the next page. I was going
2 to skip it, but since you brought it up, I was
3 going to say when we looked at a few of the
4 larger-scale mergers a few years out, because
5 some of them are relatively recent, suffice to
6 say if you look at enrollment, NTR growth, net
7 tuition by student and then the retention rate
8 change, what you actually saw was declines across
9 each of those areas.

10 It's still very early, right, but I
11 think to your point, and this is why we say it's
12 not an easy thing. But if you want to do it, I
13 think there are opportunities to do it and be
14 successful. There's a lot of, you know, thinking
15 that we have and work that we've done with
16 institutions like DSU and others, and so to set
17 you up for success. But it's a great point,
18 right. Like if you look back on it, there are
19 still some mixed results.

20 MEMBER HOGAN: I do, I didn't intend
21 to say that this is something we should jump
22 into, but I said we need to keep our -- let me be

1 clear. We need to keep our minds open, and that
2 more research is needed in really looking are
3 there best practices out there? When should
4 institutional leaders begin to look at this and
5 what kind of playbook can be developed for, as a
6 guide?

7 MS. GOLDEN: Yeah, yeah. We would
8 love, we can actually share a lot of that
9 information, and we can do that after this.

10 CHAIR ALLEN: Dr. Ross.

11 MEMBER ROSS: Yes, and I agree, you
12 know. Nobody ever said it was going to be easy,
13 you know. Running the institutions aren't easy.
14 But as an option in terms of preservation, I
15 truly think it's something that has to be, you
16 know, looked upon and again to use Dr. Hogan's,
17 we have to have a playbook, you know.

18 You know I'll give this, you know, I
19 gave this example before. Being in the position
20 that we're in at Alabama State University in
21 2017, I couldn't foresee helping Concordia
22 College, which was less than 45 minutes away,

1 right, based on the financial position our
2 institution was in there.

3 But today, you know, looking back on
4 that, had there been some type of resource that I
5 could have gone to to sustain where I was, which
6 we were stable, to again throw them a lifeline,
7 Concordia College, which is a beautiful campus 45
8 miles away from us, would still be open, to the
9 tune of maybe three, two or three million dollars
10 is why they closed.

11 And so offering those resources for
12 the students to have an opportunity to come to
13 the school, that worked, trying to provide jobs
14 for them. But it was a closure in an area that
15 we really could still use in Selma, Alabama, a
16 presence of higher education. I think Selma
17 University is another example that is trying to
18 come back this way.

19 But having that option somewhere, I
20 think, is what, you know, what I would like to
21 envision.

22 MS. GOLDEN: Great, okay. I think we

1 -- thanks for the feedback and the discussion on
2 this one. I think it will be good to continue to
3 build it out. One more section.

4 CHAIR ALLEN: So we're going to the
5 next pillar here, and how are we --

6 MS. GOLDEN: I think we can take a
7 break after this, and then go --

8 CHAIR ALLEN: Yeah. From your
9 perspective, how are you doing on time? I know
10 you want to go to a breakout session too?

11 MS. FRANKLIN: I think we're okay.

12 CHAIR ALLEN: Okay. We'll take a
13 break right after this then.

14 MR. COPELAND: Fantastic. So I'll
15 also push to be relatively quick here. But I
16 think again, one of the grounders in the
17 recommendations coming out of the Committee, and
18 largely six recommendations. The first two are
19 around what we can do with government,
20 particularly on government incentives and the
21 legislative opportunities, in order to support
22 students across paid internships, work

1 preparation, etcetera.

2 The third is around the impact of
3 internships, and how we actually think about that
4 for lifelong, high wage, full-time career
5 opportunities. The fourth is around financial
6 wellness and thinking about that for student
7 supports again, with the focus here being both on
8 career and financial support for our students.

9 And then finally a playbook for
10 private sector explicitly, for how they think
11 about partnering with HBCUs and ultimately
12 increasing the hiring of HBCU students and
13 alumni.

14 If we can jump over to the next
15 section, what we've worked with the subcommittee
16 to date on is, right, the broad scope of research
17 that we plan to do here. We'll dive in today on
18 two of those, one around the student supports,
19 obviously financial being the biggest driver but
20 thought it was helpful to also blow that out
21 across additional student supports as we think
22 about retention drivers for HBCUs. Yes ma'am.

1 VICE CHAIR GLOVER: Would you
2 consider, I know it says "social," rather than
3 throwing in mental, you know, because the mental
4 support of students. That is just unbelievable
5 now.

6 MR. COPELAND: That's exactly right,
7 and I think in our conversations with the
8 subcommittee, I think that's exactly -- one of
9 the specific ones under social well-being that we
10 had highlighted. I think the emphasis now,
11 particularly after COVID, is even --

12 VICE CHAIR GLOVER: I'm saying we may
13 want to spell it out --

14 MR. COPELAND: Call it out explicitly,
15 yes ma'am, yes ma'am.

16 (Off mic comment.)

17 CHAIR ALLEN: I think Dr. J and Mr.
18 Hart are in favor of that, right? Okay.

19 MR. COPELAND: Can we go back to the
20 last page? I think there's a second piece around
21 just supports for careers and post-graduate
22 outcomes. I think this is a continuation of some

1 of the presentations that we heard earlier this
2 morning, from both Braven and SFI, as we think
3 about -- and these have come up as potential
4 solutions for supporting HBCU students and alumni
5 for participating, ultimately or in internships
6 initially, but ultimately for full careers.

7 CHAIR ALLEN: So Chris on that one, I
8 just want to make sure we're clear, and I'll ask
9 Dr. J and Mr. Hart to look into this. One of the
10 things that I think we want to do if we are
11 interested in those kind of supports like Braven,
12 is that we are asking the U.S. Department of
13 Education and other federal entities to support
14 that kind of work in our schools, as opposed to
15 having a fee for service relationship directly
16 with them, having a fee for service relationship
17 directly. So we may just want to refine that as
18 we move forward.

19 MR. COPELAND: Got it.

20 CHAIR ALLEN: Mr. Hart, are you on the
21 line? Okay, okay.

22 (No response.)

1 CHAIR ALLEN: Is there a question? Oh
2 yes, Ms. Uzzell.

3 MEMBER UZZELL: No problem, Dr. Allen.
4 I just wanted to say when we talk about the Black
5 student participation in internships, I want to
6 ask if we feel it's necessary to highlight paid
7 internships? It is to me, but I'm open to
8 whatever people think.

9 CHAIR ALLEN: Dr. J.

10 MEMBER ADAMS-GASTON: I think that's
11 critical. We have been very, very intentional
12 about the fact that students, for multiple
13 reasons, cannot have successful internships
14 without having them be paid and that African-
15 American students in particular are having fewer
16 paid internships, and they're not paying off for
17 them either so --

18 MS. GOLDEN: Agreed, thank you.

19 MR. COPELAND: Fantastic, and so we'll
20 dive into both of those topics. I think beyond
21 this, as we think about the additional fact pack
22 that will be supported here, there's a research

1 analysis that focuses on the investment, to close
2 the gap for not only your undergraduate students,
3 but graduate students as they continue along
4 their pipeline ultimately to graduation.

5 And then the, again the cross-cutting
6 pillars around public funding, private funding
7 and talent and capabilities, to ensure we provide
8 supports to these students.

9 I think as we move on to the next
10 page, we did want to ground a bit into context,
11 right, on both of these dimensions, HBCU student
12 supports and then the career supports and post-
13 graduation outcomes. I think just, and this is
14 non-exhaustive, so I will call that out first and
15 foremost.

16 But as we think about those students
17 at HBCUs broadly, 51 percent of folks highlight
18 financial reasons as a reason for dropping out of
19 college. I think 64 percent of those HBCUs
20 actually take out federal loans, versus a much
21 lower amount, roughly 47 percent, for their non-
22 HBCU peers.

1 I think as we think about the
2 potential factors contributing to graduation
3 outcomes, funding and scholarships explicitly has
4 a financial support for these students will be
5 critical in order to retain them. I think
6 external to just support for their on-campus
7 life, there is also a cost of living factor that
8 we also wanted to take a look at, particularly in
9 the geographies that HBCUs exist in.

10 And so what we have found, just
11 considering some of the financial backgrounds of
12 these students, HBCU students are more likely to
13 experience housing or food insecurity challenges.
14 I think that's an explicit challenge here, and
15 again I think the circular nature of our work
16 here is there's also an infrastructure highlight
17 that we talked about a bit more aligned with
18 that.

19 I think on the career supports,
20 roughly 19 percent have student debt, and so as
21 we think about post-graduate outcomes, net
22 present values of these degrees, what we see --

1 and this goes to the second point. What we
2 largely see is that Georgetown reports that
3 unfortunately most of our HBCU graduates have
4 lower net present values, debt obviously being
5 one of the drivers for that.

6 And so as we think about improving
7 that, paid internships, and again, I will
8 explicitly put the bold underline under paid, is
9 the explicit focus as part of our research here
10 today.

11 So as we think about the funding and
12 scholarships for HBCU students, right, I think on
13 average what we found in our research is that
14 HBCU students on a per capita basis get less
15 funding than their non-HBCU peers. Roughly,
16 there's a 6,900 gap between students at private
17 institutions versus their peers.

18 I think even where funding is more for
19 HBCU students, for example public institutions
20 have roughly a 1,700 gap between them and their
21 non-HBCU public peers, more students still need
22 to take a federal loan to cover those outstanding

1 costs. If we jump over to the next page, what we
2 tried to do here is really get granular down on
3 the cost of living expenses, and to build off of
4 what I highlighted a bit before.

5 I think three major callouts to flag
6 here, right? On and off campus room and board is
7 roughly a \$2,500 gap between HBCUs and their non-
8 HBCU peers. I think related to the economic
9 background of these students, 43 percent of HBCU
10 students have come from a low income background,
11 compared to 25 for their non-HBCU peers.

12 And then I think there's other living
13 expenses that we wanted to also call out, what
14 you'll see on the bars on the bottom, that HBCU
15 students will have to deal with, right? Things
16 like transportation, laundry, etcetera.

17 I think moving on to our final page,
18 what we -- what we have tried to do here is to
19 actually get a perspective around participation
20 in paid internships, and I will highlight that
21 this is Black students overall. Unfortunately,
22 we don't have the data to cut it explicitly by

1 HBCU students.

2 But I think a few things to highlight
3 here, right? 13 percent of Black students
4 compared to 22 percent overall participated in
5 internships, and roughly 43 percent of the Black
6 students that did participate in internships,
7 again so in unpaid internship compared to 40
8 percent overall.

9 So when we think about participation
10 in paid internships, not only for improvement to
11 costs of living while being a student, but
12 ultimately to the net present value of that
13 degree, these are critical drivers for that.

14 Why aren't student participating in
15 paid internships? And so we got some survey data
16 that highlights that, and I think that it's
17 roughly two factors that come across, or two
18 themes rather. One is just a sheer lack of
19 awareness. Many students have highlighted
20 limited knowledge on just how to navigate the
21 internship pipeline, as well as like their
22 awareness of lack of internship opportunities.

1 The second theme is just a lack of
2 time. Many of these students not only a heavy
3 course load, but I think because of the economic
4 background, also other job obligations that they
5 have as a result of participating as a student,
6 which limits that opportunity for participation
7 in paid internships. So as we think about it, it
8 is a -- there's opportunities present here, but
9 also just wrap-around supports that we also need
10 to think about.

11 Hence, the broader aperture here of
12 not only focusing on sheerly just financial, but
13 also some of these broader supports of the
14 students. I will pause here. Any questions on
15 the research findings?

16 CHAIR ALLEN: Questions or comments?

17 (No response.)

18 CHAIR ALLEN: Okay. I think -- first
19 of all, thank you. This was rich, I believe, and
20 I think the Committee applauds all of your
21 efforts here with respect to --

22 (Applause.)

1 MS. GOLDEN: Thank you.

2 CHAIR ALLEN: It is also just the
3 beginning of your work.

4 (Laughter.)

5 CHAIR ALLEN: I work with them all the
6 time. They know who I am. So I think what we
7 are planning to do is go to breakout sessions.
8 I'll have Sedika and Ryan talk about how that
9 will work. Probably we'll do that for 45 minutes
10 or so, is that about right?

11 MS. SMITH: So we're actually planning
12 to do kind of a gallery walk in the room with
13 everyone. That will happen for roughly 40
14 minutes, depending on timing and really how long
15 it takes everyone, and then after that we'll go
16 into breakout groups for about a 15 minute
17 debrief with each of the committees.

18 CHAIR ALLEN: Okay. So can we take a
19 ten minute break and start at about 2:00?

20 MS. SMITH: That will work.

21 CHAIR ALLEN: Right back here.

22 MS. SMITH: Thank you.

1 CHAIR ALLEN: Okay, all right. Thank
2 you.

3 (Whereupon, the above-entitled matter
4 went off the record at 1:50 p.m. and resumed at
5 2:03 p.m.)

6 CHAIR ALLEN: All right. We're back
7 in session.

8 MS. SMITH: Alrightee. So I know Dr.
9 Allen had everyone sit back down in the room. It
10 will just be for a second, I promise. Once I
11 finish talking, you'll get a chance to move
12 around. So earlier we mentioned that we were
13 going to spend sort of the second part of our
14 session doing a bit of a group ideation or
15 brainstorming.

16 And so what you're going to see around
17 the physical room at Norfolk State is that you
18 see different white board stations set up. At
19 each of those stations, you'll find basically a
20 poster that has a summary of recommendations from
21 January, but also some of the key insights and
22 takeaways from our conversation today.

1 Below that poster, you'll see another
2 poster that has -- that looks more blank, and
3 it's for you to really kind of fill out these
4 index cards that we have. What specific
5 initiative ideas that you may have for each
6 strategic pillar. So the idea is that I know it
7 says 40 minutes here. We may cut it a little
8 short depending on how things go.

9 But the idea is to walk from station
10 to station and at each station there's a set of
11 index cards and pins that you can fill out, with
12 specific ideas that you may have that end up
13 going into the -- that could potentially end up
14 going into the report later this summer.

15 And so my one push would be to be as
16 exhaustive as possible, so that we can collect as
17 many ideas as possible to share back around with
18 the broader team. Once we finish this session,
19 we'll split into debriefs for about 15 minutes
20 with the subcommittees, and in those debriefs
21 we'll just, really just kind of do a quick kind
22 of prioritization or thought around which ideas

1 excited people the most, and then talk about
2 priorities over the coming, over the coming week.

3 One note for attendees that are
4 virtual. In 30 seconds, we'll send you a
5 copy/paste a link into the chat. We'll do a
6 separate virtual kind of gallery walk together
7 with me on the line, so that you're able to get
8 the same experience as those that are in the
9 physical room today.

10 And so one thing to note is that if we
11 do like a bit of a refresh on what makes a good
12 strategic initiative, earlier today we talked
13 about the program policy product framework, and
14 then we also talked a bit about the smart kind of
15 initiative and how you can think about something
16 being, having a specific goal and being
17 measurable and actionable, etcetera.

18 Everyone in the room should have that
19 handout if they'd like to reference it, and just
20 as you are kind of thinking about your ideas,
21 some questions that you might kind of bring to
22 mind is that, you know, what particularly

1 resonated with you most during the discussion
2 today. Where might you think the White House
3 Initiative on HBCUs can make the most impact, but
4 also kind of expand that to think about the
5 broader kind of set of board members, where might
6 there be opportunity to make impacts.

7 The last thing is just thinking about
8 from a funding and capability perspective, you
9 know, across these topics. What might help HBCUs
10 better fulfill their mission? I have pasted the
11 link in the chat for the virtual attendees of the
12 board, and so I will join that Zoom shortly to
13 walk through the gallery walk with you.

14 But those of you in the room, you are
15 like now free to actually walk from station to
16 station, and there should be McKinsey kind of
17 hosts at each station with pens, index cards,
18 tape, etcetera, so that you can write down sort
19 of your ideas for each, under the project,
20 policy, program framework for each of the
21 pillars. Any questions before we get started?

22 CHAIR ALLEN: Mallory, how many

1 minutes do we have for this session?

2 MS. SMITH: I think with the time we
3 have now, let's try to keep it to like 30
4 minutes. We had initially done 40 minutes, but
5 just want to make sure we're able to debrief and
6 wrap-up on time.

7 CHAIR ALLEN: Okay.

8 MS. SMITH: So everyone spends
9 roughly, you know, seven to eight minutes a
10 pillar, we should be okay. Happy to come back
11 right around 2:40 p.m. Eastern Time.

12 MS. GOLDEN: Yep, and we'll monitor.
13 If we need to address, we'll do that.

14 CHAIR ALLEN: Okay.

15 MS. SMITH: Alrightee, thank you.

16 (Whereupon, the above-entitled matter
17 went off the record at 2:07 p.m. and resumed at
18 2:41 p.m.)

19 CHAIR ALLEN: Okay everyone, let's
20 reconvene. Looks like it was a good session,
21 judging by the number of cards. Mallory, we'll
22 turn it back to you.

1 MS. SMITH: So what we were going to
2 do is go into breakouts. I think instead of
3 doing that, we're just going to run through each
4 of the pillars and do a quick synopsis of the
5 themes that we heard. If any of the board
6 members would like to share ideas, specific ideas
7 that they had, then we would invite you to jump
8 in and do that. Sydney, we'll start with you.
9 Can you -- why don't you come to one of the mics
10 and tell us the pillar you're at, and then going
11 to the themes. Thank you.

12 MS. CLARK: Hello. My name is Sydney
13 Clark. I'm glad to be here with you all today.
14 One thing I noticed, there's a lot of cross-
15 cutting of themes between preservation and growth
16 and infrastructure. So that might be an
17 interesting opportunity to collaborate between
18 the two committees.

19 Two primary themes I think came out of
20 our session today. First one would be the
21 preservation of culture and history, doing for
22 example a mandatory HBCU history course, and then

1 the thoughtful maintenance of significant
2 buildings. I think one thing that we did here is
3 the fact that some HBCUs do have very old
4 facilities and functions.

5 For example, potentially like a 50
6 year-old like HVAC system. So it doesn't make
7 sense to pour a lot of money in maintenance of
8 those kind of old functions, but just thoughtful
9 maintenance was important. The second is
10 expansion of access to capital funding and
11 support through strategic financing. So one
12 thing that I heard was access to lower interest
13 rates, closer to zero to one percent.

14 MS. SMITH: Great, thank you, thank
15 you.

16 MS. UGOR: Okay, hi. My name is
17 Mimidoo. Yes, it sounds like music, and I'm by
18 the research pillar. So on this pillar, we had
19 three things that came out. The first one was
20 just considering what the implication of R1 would
21 be, but broadly for the entire institution, both
22 employees and students.

1 So for example, starting to introduce
2 research to undergraduate students pretty early
3 on and seeing how that impacts the institution as
4 a whole. The second piece is broadly around
5 policy, and making sure that there is policy that
6 supports research efforts across HBCUs. So an
7 example here Dr. Makola mentioned was that there
8 might be an opportunity to, you know, encourage
9 federal agencies to allocate specific portions of
10 grants to HBCUs, especially for the large grants.

11 Even though right now they have some
12 of that, there might be an opportunity to push on
13 that. And then the third piece is around
14 partnerships, and making sure that HBCUs are
15 protected in partnerships. So while the R1
16 should not be the primary focus on research, the
17 benefits are also there.

18 So in getting HBCUs on grant
19 applications in partnership with other R1
20 institutions, there needs to be a structure that
21 protects HBCUs so that the total funding
22 allocation that goes to them doesn't end up being

1 minuscule. Questions, thoughts?

2 MR. BELLO: Hi everyone. Can you hear
3 me? I'm Kyleb. I'm happy to talk to you all
4 about the infrastructure pillar. Fortunately, we
5 had a ton of ideas here. I think some of the
6 three biggest buckets, first was just about
7 expanding access to broadband. I heard some
8 creative ideas about like physically dropping in
9 broadband into some of these broadband deserts,
10 you know.

11 Whether that's like through drones or
12 through buses, albeit not a permanent solution,
13 could help bridge the gap while more of the
14 physical infrastructure is built to enable
15 broadband.

16 Secondly, we heard about expanding
17 federal funding. So that means not only having
18 federal agencies partner with state organizations
19 to provide the funding, but also expanding
20 existing avenues of funding such as Title III, to
21 (a) more projects but (b), try to make them less
22 specific to projects and encourage flexibility

1 for whatever the HBCU needs, relevant to like
2 avenues within physical infrastructure.

3 And finally similar to what Sydney was
4 saying, there's a little bit of, you know, cross-
5 pollination between infrastructure ad
6 preservation and growth. Two of the ideas here,
7 one was about environmental infrastructure. So
8 making sure that in the next 20-30-50 years, the
9 physical infrastructure will be able to withstand
10 some of the environmental challenges.

11 Secondly, making sure that there's
12 alignments across HBCUs and other higher
13 education organizations with federal standards
14 for infrastructure, to make sure that they are
15 built to last further into the future. Happy to
16 hear any questions, comments, thoughts. Great.

17 MR. COPELAND: Thank you. On the
18 student supports pillar, I'll break these down
19 across our three primary categories. So I think
20 under programming, there was a lot of excitement
21 related to how do we combine multiple different
22 efforts.

1 One explicit -- for example, one
2 explicit example was how do we combine federal
3 work study programs with existing companies, to
4 not only provide additional funding for students
5 while they're working, but also a lever to
6 providing longer-term career opportunities for
7 that student in that particular industry, job,
8 etcetera.

9 I think on the projects, the main
10 focus was really providing broader awareness to
11 students around job opportunities, and the
12 training to get there, right? And so there's an
13 effort on how do we create a digital resource,
14 effectively like a shared service for all HBCUs
15 that provides awareness around HBCU graduate
16 programs nationwide?

17 There is also a piece around
18 programming to help develop and train students
19 for professional degrees, and alternative
20 credentials for additional job opportunities.
21 And then on the policy front, it was largely
22 around how do we leverage federal funding

1 specifically to the institutions that are serving
2 again, our HBCUs who are overwhelmingly
3 supporting a larger number of Pell-eligible
4 students?

5 So how do we work with the Department
6 of Education on additional funding for these
7 schools that have high concentrations of Pell-
8 eligible students? How do we leverage federal
9 funding to support some of our career development
10 opportunities?

11 We heard from Braven today. There's
12 a explicit ask around how do we leverage DoE
13 funding to support expanding Braven across our
14 full network of HBCUs? Any additional thoughts
15 or questions? And now to our virtual group.

16 MS. SMITH: Yeah. I can give a quick
17 recap of the virtual group. I think some of the
18 themes and Willie, feel free to chime here as you
19 wish, that came through were one, which I think
20 some of my other colleagues cited, just the
21 interconnectedness of some of all of the things
22 that we talked about today.

1 So from a preservation and growth
2 perspective, being able to sustain enrollment.
3 Yes, infrastructure matters greatly to students
4 in terms of look and feel of campus and where
5 they choose to go, but also outcomes matter too
6 from a standpoint of when you're looking at the
7 NPV, you know. How does me going to this
8 institution ultimately impact my long-term
9 earnings?

10 I think the second theme was really
11 having HBCU leaders come together and agree on a
12 framework for performance, sort of performance
13 measurement, which I think we talked today,
14 right. Dr. Kimbrough had some thoughts around
15 well if these are the right metrics, how do we
16 normalize for Pell students, how do we normalize
17 for Black students? What would that look like
18 for HBCU leaders, to have a kind of standardized
19 framework of performance evaluation?

20 And I'll say the last thing, and
21 Thasunda brought this up, this was really in
22 relation to how do you actually change some of

1 those student outcome metrics. And so there was
2 a bit of a conversation around what could it look
3 like or what does it mean to be able to kind of
4 attract the type of students, that may actually
5 be able to help also shift the metric?

6 So if you think about the academic
7 profiles or sort of the mix of academic profiles
8 in your overall enrollment, there are some
9 students that are likely, that could likely
10 drive, you know, some NPV retention up, depending
11 on their background.

12 So what does it look like for HBCUs to
13 think about like how do you attract and retain
14 top tier students as well, so that they're, you
15 know, in some cases could be a broader mix?
16 Those are some of the just ideas that came up
17 during conversation.

18 CHAIR ALLEN: All right, thank you for
19 that. Is there any questions or additional
20 comments from the Committee? Yes, Dr. Kimbrough.

21 MEMBER KIMBROUGH: So just a couple of
22 things. On the infrastructure, physical

1 infrastructure, I think we're probably going to
2 have to maybe look at it two ways, and I think
3 Dr. Glover was making this point earlier. For
4 some state institutions, particularly land grants
5 that have been literally cheated out of hundreds
6 of millions of dollars, there is more of a moral
7 imperative in terms of their funding to address
8 some of the infrastructure needs.

9 For the privates, we're sort of in the
10 boat with everybody else. There's an article
11 from a few days ago in the Chronicle of Higher
12 Education that's all about deferred maintenance,
13 and they're talking about the Cal State system.
14 Everybody's got that issue. So it's hard for us
15 to say well we're special when everybody's like
16 well we're 100-200 years old too and we've got
17 the same problem.

18 So we've got to have a nuanced
19 conversation about how do we provide support for
20 small private HBCUs in terms of funding, when I
21 think there is that strong moral imperative for
22 the publics to address some of their needs. So

1 that's the first thing.

2 The other thing I would, I've been
3 thinking about too is just the distance education
4 piece and how do we address some of that. I mean
5 it's been something that people have wrestled
6 with for a while. If you look at the top degree-
7 producers of Black students over the last few
8 years, it's the for-profits. It's the Southern
9 New Hampshires and Phoenix and those kind of
10 places.

11 But Southern New Hampshire calls
12 themselves the Amazon of higher education. They
13 spend a quarter of all of their budget just on
14 marketing. And so how then do HBCUs as a sector
15 compete with somebody who's always on television
16 and always has that kind of -- I mean it's a
17 powerful analogy.

18 If I sit here and mention a great book
19 that I've read recently, none of you guys are
20 going to the website of Octavia Books in New
21 Orleans, and they can do online too. You're
22 going to Amazon, just like I do. So why would

1 somebody say I'm going to, you know, do online at
2 Dillard when I hear Southern New Hampshire every
3 day.

4 I think that becomes a challenge to
5 say even though you can offer online just like a
6 bookstore can offer online, that doesn't mean
7 people are going to go there. So I think people
8 are going to have to lean into what makes you
9 unique, what's the culture? Once again, living
10 in New Orleans, all of y'all can say you're going
11 to try to do an online Mardi Gras, but ain't
12 going to be the same as being in New Orleans for
13 Mardi Gras, am I right?

14 MS. SMITH: You're right.

15 MEMBER KIMBROUGH: Okay. I've got a
16 real live New Orleanian next to me. Yeah, look.
17 My daughter goes to the high school she graduated
18 from. So it's, I mean it's not, you know, you're
19 out there in the street. They're throwing beads.
20 You've got to keep your head on a swivel or
21 you're going to get hit in the head. You don't
22 get any of that online.

1 (Laughter.)

2 MEMBER KIMBROUGH: So I think that
3 that becomes a challenge with it and because our
4 population and there are studies that say
5 particularly during the pandemic, that Black
6 students really missed and wanted that in-person.
7 So when we move to -- when COVID began, 87
8 percent of Dillard students said we need to be
9 in-person, and we figured out how to make it
10 work, because they were just like, and our
11 faculty said yeah, some of us have these
12 comorbidities, but we need to be in person.

13 And I think that becomes a challenge
14 too. It works, I think for older students, but
15 for that traditional age, 18 to 24, there's
16 people who say higher ed, it's still the best
17 halfway house in America. My 17 year-old has got
18 -- she's got to go across the country. She's got
19 to not just get out the house, but I'm sending
20 her to either one coast or the other. She can't
21 stay with me and do online.

22 So I think those -- so how do you make

1 a robust experience that people say I want to be
2 in these places, and we've got to figure that
3 part out too. So those are just a couple of
4 other thoughts I would add.

5 MS. FRANKLIN: Can I just add --

6 MEMBER ABDULLAH: Mr. Chair?

7 CHAIR ALLEN: Dr. Medullah --
8 Abdullah. Sorry, good gracious.

9
10 MEMBER ABDULLAH: That's okay. That's
11 how most people mess it up. Dr. Medulla. Thank
12 you. Thank you Mr. Chair for acknowledging me
13 with my other nickname. To answer Dr.
14 Kimbrough's first question, Willie Deese, my co-
15 chair, has brought up really continually the idea
16 that we may be all in the same storm, but in
17 different boats, and he specifically brings up
18 the example of North Carolina A&T and Bennett,
19 which of course are right across the street from
20 each other.

21 So in the Infrastructure group, we've
22 talked a lot about that, a lot about providing a

1 level of flexibility for institutions to address
2 the needs that they have. I'd also love to say
3 that even though, as you know, our universities
4 do suffer from a lot of deferred maintenance, I
5 think what we need to do is to begin to compare
6 institution to institution.

7 I'm sure that there is an institution
8 of a similar age right in, smack in the middle of
9 New Orleans, that may in fact have the same
10 amount of deferred maintenance, but have many
11 more assets than you do and it starts to really
12 state the case in a different way.

13 I don't think we can just look at
14 deferred maintenance. Some schools might have
15 only ten percent of total assets that need
16 deferred maintenance, and that number of deferred
17 maintenance might be the same as yours, where you
18 have 70. So I think that's the difference.

19 I also think with online, I think you
20 just asked the question that I don't have an
21 answer to, but I firmly agree with you. We might
22 not be able to put Mardi Gras in the same way

1 online, but we've got to find out a way to put
2 our special sauce as HBCUs online, and I would
3 argue honestly that the kids are already doing
4 it.

5 We are behind as the educational part
6 of the institution, but the social part of the
7 institution is already, primarily your HBCU is on
8 social media. And so we have to adopt another
9 model to be able to compete because if we can't
10 with what we have, it is going to be trouble.

11 CHAIR ALLEN: Dr. J.

12 MEMBER ADAMS-GASTON: I guess I'd say
13 two things. One is that I think we're onto
14 something, and this Committee lets us be on to
15 how do we talk about HBCUs and branding HBCUs,
16 and why are we not doing a better job like, you
17 know, the online institutions of branding HBCUs.
18 If we pool our dollars and get some more support,
19 we could do that very well.

20 The students are branding for us.
21 We're not branding for ourselves, and so this is
22 one, you know, better together opportunity. But

1 I would say I would diverge from some thoughts
2 about the students being already ahead of us
3 online. They are social media ahead of us, but
4 they are not ahead of us in terms of how you
5 really use online for learning.

6 And I worry because I think we utilize
7 their savvyness with, you know, basic social
8 media stuff as the credibility of their ability
9 to use online and to use online learning. So I
10 think we have to do a lot better to help them
11 understand the difference, and to create avenues
12 for them to use that.

13 MEMBER UZZELL: Dr. Allen.

14 CHAIR ALLEN: Ms. Uzzell.

15 MEMBER UZZELL: Thank you. When we
16 talk about online, you know, we've been talking
17 quite a bit about the education itself. As a
18 person that's been leading in STEM, there's only
19 so far an online education in STEM can take you.
20 At some point you do have to be in person. You
21 have to collaborate, you have to build. There is
22 work that needs to be done and you cannot do an

1 entire engineering degree online. It's just not
2 possible, and I'll debate that forever.

3 I do think that there are
4 opportunities even beyond education for us to
5 create an easier experience for enrollment, for
6 processing, for payment. All of that are things
7 that could also be handled online. We've talked
8 a lot about the actual process of education, what
9 happens in the classroom itself. But I think
10 that we have to consider the actual process,
11 being able to answer certain questions, do
12 invoicing, pay your bills.

13 These are things that parents and
14 students need to be able to do quickly and
15 easily, to make the school just a place where
16 they have a better or a more modern experience.
17 I think that's something that we have to consider
18 too.

19 CHAIR ALLEN: Anybody else? How about
20 our teammates in the virtual space?

21 MEMBER DEESE: Good here.

22 CHAIR ALLEN: Mr. Deese, you're good?

1 MEMBER DEESE: Yeah, I'm good. Thank
2 you.

3 CHAIR ALLEN: Okay. Any final
4 comments from our McKinsey partners on this work?

5 MS. WILLIAMS: No. I mean thanks for
6 the discussion. Thanks for the opportunity to
7 join you all here today. Our team will follow
8 individually with each of the subcommittees, and
9 just the one thing we were discussing is that
10 given the discussion today, we'll likely cancel
11 the Friday afternoon meeting for this team.

12 CHAIR ALLEN: Okay. So let me just
13 talk about next steps, and Mallory, keep me
14 honest on what you've communicated to me already.
15 But the idea is that we wanted today to make sure
16 that we had the fact base for all of the
17 recommendations. I think we've accomplished
18 that. The second part of this now is for us to
19 do some meetings specifically with each
20 committee, one hour in total, probably in the
21 early May time frame, to really make sure we've
22 honed your recommendations.

1 So from this conversation, more
2 recommendations might have emerged, or you may
3 want to get a little bit more granular on the
4 specific recommendations as well. Once we do
5 that, McKinsey will again aggregate the data for
6 us and then turn that over to our writer, which
7 is actually Dr. Toldson, who's in the room.

8 So he'll be writing the report, and we
9 will have our next meeting on January -- excuse
10 me, June 21st, where we will actually vote on the
11 final report. So obviously you'll get a pre-read
12 on that final report as well, and then we'll talk
13 about outlets for ongoing marketing.

14 I should say and Ryan, you might want
15 to help me here, that McKinsey will be doing its
16 own set of publications around the research
17 findings from this group, and will find some
18 audiences for us to promote that work as well.
19 Is that accurate?

20 MS. GOLDEN: That's right, and maybe
21 a few of you have seen some of the research that
22 we've published through our Institute for Black

1 Economic Mobility. But we'll use the same
2 approach for all of the research that is done to
3 support your recommendations here. So we're
4 looking forward to that collaboration as well.

5 CHAIR ALLEN: Okay, all right. Any
6 questions on the timeline? All the Committee
7 members committed to a one hour session in the
8 May time frame?

9 MEMBER KIMBROUGH: So Tony, just real
10 quick.

11 CHAIR ALLEN: Dr. Kimbrough.

12 MEMBER KIMBROUGH: We have a chance to
13 sort of preview the work that you guys do before
14 you do your -- because like I said, I still want
15 to nerd out a little bit more on the data.

16 MS. GOLDEN: Yeah. So it will be the
17 analyses that we've discussed. What we'll do
18 between now and this early May meeting that he's
19 reviewing is go back, refine the analyses and
20 research we saw today based on the feedback. We
21 will also probably add a few other things based
22 on what you all have said. That's what we'll

1 continue to review in our weekly sessions.

2 In early May, the meeting he's talking
3 about is what we'll call the final research
4 review, and so after that we're going to try and
5 lock it up. That will then be shared with the
6 writer. The writer will write the report, and
7 that's when we'll start to work through the
8 publishing process of that research.

9 So this again, this is actually --
10 we're here. We're excited to support you all
11 about nine weeks formally. This is actually just
12 Week 2, so we have a lot more time going forward.

13 MS. SMITH: And Dr. Kimbrough we, you
14 know, we do try to have at least every other week
15 kind of working sessions or check-ins with the
16 subcommittee chair and co-chair, to at least
17 share like our research findings. So a lot of
18 people saw what we walked through today. I'm
19 happy to like, as we set them up with Dr. Ross,
20 kind of add you onto those and I think if you're
21 available, we'd love for you to come.

22 (Off mic comment.)

1 MEMBER ROSS: It's okay with me, Dr.
2 Kimbrough.

3 MS. GOLDEN: The timeline too.
4 Timeline is early summer, so it's not, nothing
5 imminent, yeah.

6 MS. SMITH: Great.

7 CHAIR ALLEN: Ms. Blake.

8 MEMBER BLAKE: Yes. Hi again. So my
9 question is how do you guys plan to share this
10 amazing information with HBCU students?

11 CHAIR ALLEN: Let me try to tackle
12 that initially, and then I'm sure the McKinsey
13 team will have a view. So it's important to note
14 that our report to the President is our report
15 to the President. We are not to share that with
16 anybody else until we report to him, and we will
17 take his counsel as to how we distribute that.

18 That's why the research fact pattern
19 is very important to us, because we can share
20 that information. It's my sense that there are a
21 couple of places we want to do that. One is the
22 HBCU Philanthropy Symposium, which is going to be

1 held in late July in D.C., and this is just
2 physical places.

3 The other one will obviously be the
4 White House HBCU Week programming. That will be
5 in September, and then Paige we're probably going
6 to lean on you and probably Mr. Uzzell to think
7 about how we can share in the social spaces in a
8 digestible way for our HBCU student community.
9 Ryan, did I miss anything?

10 MS. GOLDEN: That's right.

11 CHAIR ALLEN: Okay.

12 MEMBER BLAKE: Thank you.

13 CHAIR ALLEN: All right. If there are
14 no other questions or comments, again big round
15 of applause for McKinsey's facilitation this
16 afternoon.

17 (Applause.)

18 CHAIR ALLEN: I want to go, Ms.
19 Franklin, to the Public Comment period.

20 MS. FRANKLIN: Thank you, Mr. Chair.
21 We'll move to public comments. For those who are
22 in the room, if you are desiring to speak to the

1 board for up to two minutes in this ten minute
2 period, you can file your request at the desk.
3 For those who are online joining us virtually in
4 the public space, you can raise your hand to
5 provide public comment.

6 Again, those who request this
7 opportunity have up to two minutes in this ten
8 minute period. So we'll pause really quickly to
9 gain those who are joining us virtually into the
10 queue, and for those in the room, I think there
11 are a couple at least. I know Dr. Baskerville,
12 Dr. Williams will be coming momentarily.

13 (Whereupon, the above-entitled matter
14 went off the record at 3:06 p.m. and resumed at
15 3:09 p.m.)

16 CHAIR ALLEN: Order.

17 MS. FRANKLIN: Let's start with Dr.
18 Williams, Chief Programs and Membership Officer
19 at the National Society of Black Engineers.

20 (Applause.)

21 DR. WILLIAMS: Thank you all. It is
22 such a pleasure to stand before you. I am Dr.

1 Rochelle Williams, as she said, Chief Programs
2 and Membership Officer at NSBE, headquartered in
3 Alexandria, Virginia. I'm here today before you
4 as a degreed physicist, mechanical engineer and
5 engineering educator all from HBCUs, because in
6 third grade -- thank you --

7 In third grade, I attended the
8 Engineering Summer Institute Program at Southern
9 University-Baton Rouge. From that summer on, I
10 knew I would be an engineer. Today, I work for
11 an organization with a mission to increase the
12 number of culturally responsible Black engineers,
13 who excel academically, succeed professionally
14 and positively impact the community.

15 To support the fulfillment of this
16 mission, we have a program called the Summer
17 Engineering Experience for Kids. It's also
18 affectionately known as SEEK. So this is a
19 three-week summer program that is free for all,
20 grades 3 through 5th, and we aim to provide high
21 quality STEM programming and provide an
22 opportunity for students to have a robust

1 informal summer experience.

2 Since 2007, we have catered to over
3 28,000 students in 25 cities and 5 countries. We
4 focus on activities such as drones, autonomous
5 vehicles, gravity cruisers and more, and we
6 continue to grow our program each year. This
7 summer, we will be going back in person for the
8 first time since 2020 in six different locations,
9 and if you want to learn more please reach out to
10 www.seek.nesbe.org.

11 But why I'm in front of you today is
12 because we have a new venture that we would love
13 to partner with you on, which is SEEK by HBCU.
14 Next summer, we want to offer this program on
15 HBCU campuses. We want it to be able to do what
16 it did for me almost 40 years ago, which is
17 provide that engineering foundation, so that we
18 can get more Black students on the engineering
19 journey.

20 So if you're interested, please do not
21 hesitate to reach out to me. My email address is
22 rwilliams@nesbe.org, and again our goal is to put

1 this program on every HBCU campus, because we've
2 seen the effects of it. We're currently running
3 a longitudinal study to show the impact of this
4 program since 2007, and where those students are
5 now on their engineering educational journey and
6 workforce journey. Please don't hesitate to
7 reach out. Thank you.

8 CHAIR ALLEN: Thank you, Dr. Williams.

9 (Applause.)

10 MS. FRANKLIN: Next we'll have
11 attorney Joy C. West from NAFEO.

12 MS. WEST: Good afternoon. It pleases
13 me to be before you this afternoon. My challenge
14 is my glasses are sitting in my car in
15 Washington, D.C. So we're going to get through
16 this. But anyway, I'm coming here to speak on
17 behalf of Ecrid, which offers Federal Housing
18 Finance Agency's and other organizations' credit
19 in financing. Ecrid speaks about credit
20 evaluation platform, to provide a second chance
21 to establish a creditworthy history.

22 It's true that it is the first-Black

1 founded publicly traded credit business by
2 Cleveland Gary. He's the founder and a former
3 NFL Rams football player, if you're familiar with
4 the Rams. But anyway, in Ecrid, the program
5 provides a credit report. You can pay your bills
6 through Ecrid.

7 It provides easy approval apply --
8 helps you apply for loans and tracks credit to
9 secure better credit rating scores. The program
10 was designed to move the 80 percent of Americans
11 denied credit a fair chance of proving
12 creditworthiness and building back their credit
13 and helping to accumulate wealth by having a
14 strong credit background.

15 80 percent of people have been denied
16 credit due to the current business model.
17 However, Ecrid has created a different model for
18 evaluating creditworthiness, and this is what
19 distinguishes Ecrid from the other three credit
20 reporting companies. It provides more
21 opportunity to improve one's creditworthiness.
22 Right now, there's a need for Congress to include

1 in banking legislation provisions to include
2 Ecrd as one of the credit reporting agencies,
3 equivalent to Equifax, TransUnion, and Expedia.

4 The distinction between Ecrd and the
5 other agencies is that Ecrd credit report
6 holders can create their own Ecrd credit report,
7 including unconventional bills and to help
8 validate their current creditworthiness to
9 lenders. Ecrd is the nation's only publicly-
10 traded, minority-founded and controlled credit
11 bureau.

12 Unlike others, it has direct
13 transactions between business and consumers.
14 There's a need for HBCU presidents to join NAFE
15 on a letter to the House Financial Services
16 Committee, to support legislation to require
17 Ecrd to be considered on par with the other
18 three Equifax, TransUnion and Expedia.

19 Add Ecrd to the mix, anticipate
20 hearing more from NAFEO about this important
21 issue. Check out [www. E-C-R-I-D dot com](http://www.E-C-R-I-D.com), and
22 thank you for your attention. I have some

1 materials here that are available so you can
2 learn more about Ecrid, if you have any
3 questions, feel free to contact NAFEO. Thank
4 you.

5 CHAIR ALLEN: Thank you.

6 MS. FRANKLIN: Next, we'll have the
7 president and CEO of NAFEO, Lezli Baskerville.

8 DR. BASKERVILLE: Thank you so very
9 much President Adams-Gaston, Chair Allen, Vice
10 Chair Glover, members of this august body,
11 presenters and those who are joining by the
12 public, via public comment or public listening.
13 Thank you so, so very much for your tremendous
14 work.

15 I thank you on behalf of the nation's
16 106 historically Black colleges and 80
17 predominantly Black colleges who are NAFEO
18 members. NAFEO is the membership and advocacy
19 association for all 106 historically Black
20 colleges and universities and 80 predominantly
21 Black institutions.

22 The work of the President's Board of

1 Advisor, and particularly -- Advisors,
2 particularly this board, is tremendous and is
3 yielding favorable results already. We can tell
4 by the fact that we've gotten more dollars in
5 Congressional appropriations for HBCUs in the
6 last three years than we've gotten in all of the
7 years that I've been on the Hill.

8 We can tell by the fact that the
9 corporate investments in HBCUs are going up, and
10 your work is tremendous. I know my time is
11 short, but I want to thank you and tell you that
12 just today, I learned a tremendous amount. I
13 didn't hear the first presentation but I did hear
14 the presentation from Mr. Brown, I heard the
15 presentation from McKinsey. I've learned a great
16 deal.

17 But importantly, I came back home. My
18 mom's from Norfolk, Virginia and I grew up on
19 this campus in the summer some number of years
20 ago. But it's beautiful and it's a leading
21 institution, a leading American university and
22 STEM. Anybody who's considering a career in

1 STEM, an outstanding, exemplary, competitive
2 career in STEM, will do yourself a favor if you
3 come to Norfolk State University.

4 Take a tour. Talk to the people who
5 are leading that program and others, and consider
6 coming to Norfolk State University. Thank you so
7 very much.

8 So I want to talk briefly. There are
9 so many points that I'd like to talk about, but
10 I'd like to start off with one recommendation. I
11 think that the work that you do is so very
12 important, and it's synergistic with the work
13 that the heads of the three recognized and
14 longest-serving HBCU associations, NAFEO
15 representing all of the associations, Thurgood
16 Marshall, representing the publics, which is a
17 scholarship-awarding entity that also does
18 policy, and then UNCF, a scholarship-awarding
19 entity that also does policy.

20 We meet. Mr. Chairman, Ms. Vice
21 Chairman, members of the body, would you please
22 consider our having some type of standing

1 relationship, because I came with the budget, the
2 budget that's being presented to members of
3 Congress on behalf of all the HBCUs, the head of
4 NAFEO, Thurgood, UNCF and our teams, who sat down
5 and we talked about those of you who are go-to
6 people.

7 But there needs to be a way on the
8 front end that we could talk with you, and just
9 sitting here today and listening to your reports,
10 there are things that I'm going to propose
11 adjustments. But perhaps we can work in a
12 standing call or something to make sure, because
13 we're representing you and we really want to do
14 it.

15 At a minimum, if you can work in a
16 time for us to come to these meetings and maybe
17 we have an executive session. But anyway, so
18 that's that. What I want to talk to you briefly
19 about is the NAFEO Amesite relationship. The
20 McKinsey group talked about a number of important
21 things, and I have ten pages of notes.

22 But NAFEO recently entered into a

1 partnership with Amesite. Amesite is a minority
2 female founded and controlled publicly-traded
3 online eLearning platform. Dr. Ann Marie Sastry,
4 who's the Turnow (phonetic) Professor at MIT in
5 Engineering and Mathematics, who has stood up
6 research centers around the globe, who sold her
7 first company for \$90 million, decided after
8 talking with me at a social setting, that she
9 wanted to use her understanding of eLearning, and
10 she has a platform that is ranked number one in
11 the nation.

12 It has a 95 percent retention rate,
13 and as you know most MOOCs, they're between six
14 and nine percent. They're trying to do good to
15 keep people there. But she's designed one, and
16 we're finishing designing it together. So she's
17 going to offer to every HBCU with NAFEO an
18 opportunity for us to stand up.

19 You talked about McKinsey. One of the
20 challenges was the infrastructure, lack of
21 infrastructure. Another challenge was something
22 about faculty training, and there was a third

1 challenge that you mentioned. This program
2 responds to each one of those challenges. So Ann
3 Marie has the first in class. Dr. Sastry has the
4 first in class Amesite platform, and it's
5 patented, 95 percent success rate.

6 We meet with members, and 14 HBCUs
7 have already signed up. President Ross, you're
8 in the first cohort. Benedict College is
9 presently rolling out the pilot, but you'll be
10 next, and we raise the money. NAFEO and Amesite
11 are raising \$30 million. We're close to ten
12 million, and with your support of the concept and
13 what we can do, we can get to the 30 percent.

14 But we offer it and it offers a
15 turnkey program across markets, from front line
16 certificates and training, workforce training,
17 durable skills up to credential programs and
18 graduate programs. So we offer the gamut of
19 programs. The programs are designed by the
20 campuses. So the Amesite team gets together with
21 the campus. We find out what you want to do.
22 They can design and stand up their programs, 24

1 to 48 hours.

2 They provide training and the lead
3 person from the HBCU gets a fellowship, so that
4 they can supplement their salary with this
5 additional very important and time-consuming task
6 or service. So we do that, and it's branded,
7 institution-branded. So it's not the NAFEO-
8 Amesite program. When it's stood up, when it's
9 rolled out its Benedict College's eLearning or
10 whatever they choose.

11 No charge to the campus. The campus
12 can charge whatever the market will bear for
13 students, for community members and so forth.
14 For example, Benedict is right in the backyard of
15 a hospital, right in the backyard of a military
16 installation. They may decide that they want to
17 do certificate programs for nurses and help to
18 meet the need of the nurses in the area, their
19 service area.

20 They're certainly already involved
21 with the military, so they're doing that. We're
22 going to equip HBCUs and PBIs with the capability

1 to deliver customized programs built and
2 delivered using AI tools. We'll be with the HBCU
3 from the beginning to the end. One of the other
4 concerns that McKinsey pointed out was that the
5 programs, something about the diversity or lack
6 of Black folks or HBCU folks involved in it.
7 It's driven by HBCUs and they remain in it.

8 The platforms, they will have their
9 ability to have their own, but we keep their data
10 on a central platform to ensure the security and
11 also the uniformity of the programs. But I would
12 strongly suggest that for the reason that is the
13 best in class. It is owned by or founded and led
14 by a woman of color.

15 It is a program of, by and for HBCUs.
16 It responds to all the questions that I heard
17 presented today, that you would please consider
18 signing a letter of recommendation to the
19 Department of Education and the administration to
20 consider supporting this program, and I have
21 talking points and would be pleased to provide a
22 draft letter for your consideration.

1 I'll entertain any questions you have.
2 If not, I'm just so, so grateful for your
3 service. Thank you for allowing me to be here
4 today, and Ms. Sedika, you're the very, very best
5 Dr. Franklin, and thank you all, the entire
6 executive team. You're doing just remarkable,
7 remarkable work.

8 CHAIR ALLEN: Thank you Dr.
9 Baskerville.

10 MS. FRANKLIN: Thanks Dr. Baskerville.
11 Right. At this time, we'll open just one moment
12 for virtual, for any last call on the virtual
13 side. Tegin (phonetic), do we have any hands
14 raised?

15 OPERATOR: There are no hands raised
16 at this time.

17 MS. FRANKLIN: Great. So we'll
18 advance this slide.

19 CHAIR ALLEN: All right. Well Ms.
20 Blake, I'm sorry.

21 MEMBER BLAKE: Yes. I believe there
22 was a student listening in that had a question.

1 CHAIR ALLEN: Is there a student
2 listening in?

3 MS. FRANKLIN: Has that student raised
4 their hand yet Tegin?

5 MR. RICHARDSON: Hi, my name is Malik
6 Richardson. I'm a graduating senior from Bowie
7 State University. I had a comment on the (audio
8 interference) that's happening for Hispanics. I
9 don't think it's a great idea to do that, because
10 you don't give students a chance to, you know,
11 invest in the organization, and those
12 organizations are investments to the community,
13 and they also help our campus with (audio
14 interference), to also be a role model to leaders
15 for people to look up to on campus.

16 And if they're not going to an HBCU,
17 they're going to a predominantly white
18 institution. I believe that it's very important
19 to have (audio interference). So I would say for
20 students that are, again to be involved and Black
21 student associations or governments at their
22 schools. That's a place where they can feel

1 comfortable in joining, be an investment to their
2 campus and also and to the organization with
3 their membership.

4 So I think it's kind of a terrible
5 idea to ban it. I think they should keep it.
6 Thank you.

7 CHAIR ALLEN: Thank you, sir.

8 MS. FRANKLIN: Again, would you
9 restate your name and your institution?

10 CHAIR ALLEN: Ms. Blake, do you have
11 his name?

12 MEMBER BLAKE: Yes.

13 CHAIR ALLEN: Okay.

14 MEMBER BLAKE: His name is Malik --
15 yes, Malik Richardson at Bowie State University,
16 and he is a graduating senior.

17 MS. FRANKLIN: Thank you Mr.
18 Richardson.

19 CHAIR ALLEN: All right. We're going
20 to turn it back over. Hearing no additional
21 public comment, we'll turn it back over to the
22 Committee. I believe Dr. Glover and Dr. Abdullah

1 have some words. Dr. Glover.

2 VICE CHAIR GLOVER: Thank you. I want
3 to follow up with Dr. Baskerville and talk about
4 Ecrid. I am very familiar with Ecrid. Gary,
5 Cleveland Gary, you all -- many of you may know
6 Willie Gary, the outstanding lawyer in America.
7 They're related in their bloodline.

8 He has been and met with FDIC. It's
9 just a new credit evaluation platform that the
10 credit reports and loans and pay bills. It's
11 extended and it helps improve credit and somewhat
12 -- and wealth accumulation. It's just a new way
13 for evaluating creditworthiness. I just think
14 that's something that I'm glad they had a chance
15 to present, something we should probably maybe
16 individually first if not collectively, at least
17 take a look at, Ecrid.

18 CHAIR ALLEN: Thank you, Dr. Glover.
19 Dr. Abdullah.

20 MEMBER ABDULLAH: Thank you, Mr.
21 Chair. I wanted to mention I know earlier in
22 the conversation, we talked about data collection

1 and research, and including those HBCUs that are
2 four-year institutions. I wanted to try to make
3 sure that in some capacity, that we include the
4 data from the HBCCs, particularly for our
5 colleague, Quinton Ross, because he's got to go
6 back to Alabama and see all of them.

7 MEMBER ROSS: Fair enough.

8 MEMBER ABDULLAH: So I just wanted to
9 make sure that was on the record.

10 CHAIR ALLEN: Any other final comments
11 from the Committee before I close?

12 (No response.)

13 CHAIR ALLEN: Well let me just say in
14 closing thank you for what I think was a rich,
15 substantive discussion today. I appreciate
16 everything that went into it, and as I said thank
17 you to the McKinsey partners obviously. Thank
18 you to Dr. Adams-Gaston for being a tremendous
19 host at the Norfolk State University.

20 (Applause.)

21 CHAIR ALLEN: And her co-host, Dr.
22 Makola Abdullah, featuring -- like New Edition

1 and Bobby Brown. Thank you very much for your
2 efforts. To the virtual community, our
3 colleagues, thank you for hanging in there
4 throughout the session. We do have some good
5 work to do and are on a good track. I do want to
6 also take the time to thank Dr. Trent for her
7 continued leadership.

8 (Applause.)

9 CHAIR ALLEN: And I know Ms. Franklin,
10 just an incredible asset to us, has been that way
11 for many years. Thank you for your continued
12 hard work here as well.

13 (Applause.)

14 CHAIR ALLEN: And with that, our next
15 meeting is June 21st. It will be virtual.
16 Remember, that's the opportunity for us to vote
17 on the final report, which you will get in
18 advance. With all of that, I wish you safe
19 travels and a good holiday season for those who
20 are celebrating, and I'm happy to entertain a
21 motion to adjourn.

22 VOICES: So moved.

1 CHAIR ALLEN: Is there a second?

2 VOICES: Second.

3 CHAIR ALLEN: All right.

4 MEMBER ADAMS-GASTON: That is so quick.

5 MS. FRANKLIN: Any final comments from
6 our team virtually? Any members?

7 (No response.)

8 MS. FRANKLIN: If not, thank you.
9 Thank you for joining today and safe travels to
10 everyone. For those who are here, you are
11 welcome to join us on a short tour of Norfolk
12 State University. We will visit a couple of
13 buildings. The weather is still beautiful
14 outside, but for those who need to hop on a
15 plane, we wish you safe travels. Hopefully, the
16 tunnel won't be too terrible.

17 CHAIR ALLEN: Take care everybody.

18 MS. FRANKLIN: And for all the members
19 at the table, if you would send your Ethics
20 trainings certificates down to me. Thank you.

21 (Whereupon, the above-entitled matter
22 went off the record at 3:32 p.m.)

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C E R T I F I C A T E

This is to certify that the foregoing transcript

In the matter of: Board Meeting

Before: PBA HBCU

Date: 04-05-23

Place: Norfolk, VA

was duly recorded and accurately transcribed under
my direction; further, that said transcript is a
true and accurate complete record of the
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