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President's Board of Advisors on Historically Black  
Colleges and Universities, September 2019 to September  
2020

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UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE SECRETARY

FOIA Service Center

May 13, 2021

RE: FOIA Request No. 20-01706-F

This letter is a final response to your request for information pursuant to the Freedom of Information Act (FOIA), 5 U.S.C. § 552, dated May 24, 2020 and received in this office on May 24, 2020. Your request was forwarded to the Dept. of Education to search for documents that may be responsive to your request.

You requested the following: A copy of the meeting minutes from the President's Board of Advisors on Historically Black Colleges and Universities for the meeting held on September 11, 2019, and also for each meeting held since that date.

Available for Public Access Link (PAL) download are 624 pages of documents responsive to your request. The documents provided are:

- PBA Meeting Mins (20-01706-F)

You can access your PAL account or register for a PAL account at this link:

<https://foiexpress.pal.ed.gov/app/PalLogin.aspx>

Provisions of the FOIA allow us to recover the costs pertaining to your request. The Department has concluded that you fall within the category of Other. However, the Department has provided you with this information at no charge. The Department's release of this information at no cost does not constitute the grant of a fee waiver, and does not infer or imply that you will be granted a fee waiver for future requests made under FOIA to the Department. Because we were able to locate and process these documents at minimal costs, they are provided to you at no cost.

You have the right to seek further assistance from the Department's FOIA Public Liaison, Robert Wehausen. The Department's FOIA Public Liaison can be reached by email at [robert.wehausen@ed.gov](mailto:robert.wehausen@ed.gov); by phone at 202-205-0733; by fax at 202-401-0920; or by mail at Office of the Executive Secretariat, U.S. Department of Education, 400 Maryland Ave., SW, 7C132, Washington, DC 20202-4500, Attn: FOIA Public Liaison.

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If you have any questions, please contact the FSC at (202) 401-8365 or [EDFOIAMANAGER@ed.gov](mailto:EDFOIAMANAGER@ed.gov).

Sincerely,

***Elise Cook***

Elise Cook  
Government Information Specialist  
Office of the Executive Secretariat

Enclosure

## **President's Board of Advisors on Historically Black Colleges and Universities**

**Meeting of February 14, 2020**  
**U.S. Department of Education**  
**400 Maryland Avenue, SW, Barnard Auditorium**  
**Washington, DC 20202**

*A complete transcript is available*

### **Advisors present**

Johnny C. Taylor, Jr., Chairman  
Aminta H. Breaux  
James E. Clark  
Phyllis Dawkins  
Rodney A. Ellis  
Marshall C. Grigsby

Billy Hawkins  
Jerry Hunter  
Nickolas Justice  
Harold L. Martin, Sr.  
Connie Rath  
Kevin W. Williams

### **Advisors absent**

Bernard Milano  
Ronald A. Johnson

### **White House Initiative on Historically Black Colleges and Universities Staff**

Johnathan M. Holifield, Executive Director      Sedika Franklin, Designated Federal Official

### **U.S. Department of Education**

- Diane Auer Jones, Deputy Under Secretary delegated the duties of the Under Secretary

### **White House Speakers**

- LaVaughn Henry, Senior Economist, Council of Economic Advisors
- Jackson Bailey, Lead Junior Economist, Council of Economic Advisors

### **Other Federal Presenters**

- Donna Ragucci, Director of the Office of Small and Disadvantaged Business Utilization, Department of Treasury
- Calvin Mitchell Jr., General Services Administration
- Diane Frasier, Director of the Office of Acquisition and Logistics Management, National Institutes of Health
- Christine Ramey, Deputy Director of the Office of Health Equity for the Health Resources and Services Administration, Department of Health and Human Services
- Christopher Bourne, Deputy Assistant Secretary for Innovation, Department of Housing and Urban Development
- Trina Bilal, the Office of Economic Impact and Diversity, Department of Energy
- Devin Westhill, Deputy Director of Public Liaison, Department of Labor
- Evelyn Kent, Under Secretary of Defense for Research and Engineering for the Office of the Secretary of Defense, Department of Defense
- Ayanna Hudson, Director of Arts Education, National Endowment for the Arts
- Allen Gutierrez, Small Business Administration

Marjorie Bowman, Chief Academic Affiliations Officer, VHA, Diversity, Inclusion, and VA Council

Mary McAklem, National Endowment for the Humanities

### **Call to Order and Roll Call**

The President's Board of Advisors met at the United States Department of Education Auditorium, 400 Maryland Avenue, S.W., Washington, D.C., at 9:30 a.m., Johnny C. Taylor, Jr., Chairman, presiding.

Chairman Taylor welcomed all in attendance and asks for all to begin the meeting with the Pledge of Allegiance.

The parties met, pursuant to the notice, quorum established 12 of 14 members present at the time of the roll call. Harold L. Martin, Sr. arrived prior to the lunch hour due to a delay in travel.

Chairman Taylor requested a call to certify the minutes from the September 11, 2019 advisory meeting. Member Breaux motioned for the approval of the minutes, which then received a second by Member Clark and unanimously favored by all.

The September 11, 2019 meeting minutes are marked final and certify with signature by Chairman Taylor.

### **Welcome Remarks**

The following individuals gave welcome remarks:

- **Johnny Taylor, Chairman**
- **Johnathan Holifield, Executive Director, White House Initiative on HBCUs**

Chairman Taylor:

- Reflected on the activities and positive strides made in the HBCU community during 2019 and mentioned the FUTURE Act that would be discussed later in the agenda.
- Acknowledged the members of the President's Board of Advisors for their diligent work and effort to ensure the HBCU community has a voice and "the community spoke up when we needed to be heard."
- Reflected on Member Dawkins suggesting a focus on Title III and "we're in such a good spot" in comparison to the previous year. Commented on 2020 having "some real positive momentum..." "with respect to the HBCU community."

Executive Director Holifield:

- Extended a welcome to the audience and appreciation for the continued support and interest in an important topic for our nation, schools, students, and communities.
- Addressed the agenda that will include features from federal agency partners with "dialogue directly with the sources of innovation", the President's Council of Economic Advisers, the Domestic Policy Council, and the White House Initiative on HBCUs.

### **FUTURE Act**

Chairman Taylor: Acknowledged the Secretary's absence and announced Deputy Under Secretary Diane Jones as a representative to speak on the Secretary's behalf. Requested members' perspective on the FUTURE Act, beginning with Executive Director, Johnathan Holifield.

Executive Director Holifield: Addressed the national attention brought to the FUTURE Act by advocacy groups such as, NAFEO, UNCF and Thurgood Marshall College Fund. Expressed gratitude towards the "Members of the President's Board of Advisors, our friends within the Administration, our friends within the House and the Senate" for their hard work towards a "similar goal in mind."

Chairman Taylor: Reflected on the many efforts made by Executive Director Holifield and himself, along with his colleague, towards supporting the FUTURE Act. Extended thanks to Executive Director Holifield and NAFEO.

Dr. Ellis: Addressed the improvement of communication at the local level, which in return cause a "groundswell of support from the campus level." Discussed targeting legislators and their representatives in the Louisiana area to reiterate the importance of this funding.

Dr. Clark: Acknowledged progress and ability to leverage said progress. Addressed retrieving "very specific and quantifiable numbers" to show progress and the return on investment into HBCUs.

Chairman Taylor: Acknowledged Dr. Clarks' point in quantifiable data for progress in the HBCUs. Foreshadows a discussion centered around a report with quantifiable data that "becomes the narrative" for future opportunities.

Dr. Dawkins: Echoed topics that previous members discussed and acknowledged support from UNCF, Thurgood Marshall, university alums and Title III director that played vital roles in pushing legislation forward.

Mr. Justice: Discussed the need to perform highly in a "world class forum" and the aspiration of learning how to collaborate efficiently. "We've got to help the Federal Government develop cross departmental teams that can focus and complement each other in ways."

Dr. Williams: Reflected on opportunities to visit "Tennessee State University, the Nashville Three, Fisk, and Meharry". Discussed the alignment of the narrative and stated, "if the narrative isn't aligned, we don't make success."

Dr. Hawkins: Reflected on the struggle and the historic accomplishment to get the FUTURE Act signed. Commented "the victory is wonderful" and "let us not forget that there's still much work to be done on Historically Black Colleges and Universities" such as taking a serious look at historic preservation and infrastructure.

Mr. Grigsby: Extended a congratulations to all the parties involved and commented “there are many other hurdles that are in front of us”. Suggested the Board “encourage the recipients of the funding.” Addressed the lack of analytical data the Board possesses on HBCUs and their accomplishments.

Dr. Breaux: Acknowledged all of those involved in the process of achieving this accomplishment. Reflected on “the importance and impact Title III has for our Historically Black Colleges and Universities.” Stated, “the work isn’t done” and the “economic viability of the country” is within the talented students on HBCU campuses.

Dr. Rath: Stated “I really agree about the urgency to show those kinds of results, so that the momentum can continue.”

Dr. Hunter: Congratulated Chairman Taylor, staff, and Members of the Board for the “excellent effort” out towards getting the legislation passed. Addressed the need to educate students on what is happening and where the funding is coming from. Stated both Congressman French Hill and Senator Roy Blunt have been very supportive of HBCUs and suggested reaching out for support.

Chairman Taylor: Reflected on when appointments were first taken and the results in that time should be a proud accomplishment. Reiterates Dr. Breaux and Mr. Grigsby’s comments about the need to capture the analytical information. Commented the Board “at a minimum should try to be a central repository for all of our successes.” How do we figure out how to capture this analytical information?

## **Legislative Updates**

### **Department of Education Brief**

- Diane Auer Jones, Deputy Under Secretary delegated the duties of the Under Secretary
  - “We are committed here to doing the groundwork to facilitating opportunities.”
  - FUTURE Act – 6103, now can build connections to the IRS data system. It allows for simplification of the FAFSA and reduce the burden for verification.
    - Regulations:
      1. There is no difference between regional and national accreditors.
      2. No accreditor owns a state or region. Regional accreditors are known as regional until July 1, 2020.
      3. Accreditors can have alternative standards.
      4. Reduced the number of activities that require a substantive change with accreditors.
      5. Reinforced that institutions with a faith-based missions are permitted to have and exercise that faith-based mission.



6. An accreditor cannot remove accreditation or try to impose upon a faith-based institution standards or requirements that would go against the mission of the institution.
  7. If recertification is complete and on time, then the Department must complete its process within a year. If not, then by default the recertification is granted.
- Accreditation at the State level for institutions
  - Federal Work Study Program
    - Allows schools to pay students in work-based learning, student teaching and clinical rotations.
    - Working on Second Chance Pell Grant.
    - Could there be shared resource centers?
    - Are there ways that we can engage regional resource centers to do the kinds of things that maybe you cannot do on your campus because you cannot implement the standards?
    - Can a regional service center provide support to the sponsored research function?
  - Working to figure out how to allow a HBCU to partner, to merge with, to join forces with a larger comprehensive institution, as a branch campus, which means they remain an HBCU institution.
    - Sharing the cost of running a campus
    - Maintaining a physical plant for sharing faculty expertise
    - Maintain historical status and eligibility for Title III funding
- Chairman Taylor:
    - Question: What about other HBCUs tying up with other HBCUs?
    - Question: What is the Triad?
  - Diane Jones:
    - “Any institution. The school we are looking at now is looking at attaching to a large comprehensive institution, because when you tie up, the main campus takes some financial responsibility. But obviously there could be branch campus relationships between any kind of campus.”
    - “The triad is the regulatory regime for institutions of higher education.” The three entities of the Triad are:
      - State
      - Accreditors
      - U.S. Department of Education

### **Federal Presentations**

#### **Panel 1: Department of the Treasury, General Services Administration, Department of Health and Human Services, National Institutes of Health & Health Resources and Services Administration**

Ms. Ragucci: honored and privileged to address the President's Board of Advisors on HBCUs as well as the audience present.

- Brief overview of Department of Treasury's mission and mission "to increase procurement opportunities to our small and disadvantaged businesses."
- "Treasury awarded zero dollars to an HBCU" and will strive to award funding to HBCUs in 2020.
- To increase procurement opportunities at the Department of Treasury, "we did have an MOU signing..." "between the Department of the Treasury and GSA that we are committed to using the HBCUs that are on the federal supply schedule."
- Partnered with MITRE: to establish a training opportunity on procurements to train the HBCUs.
- Community Development Franchise Institute: Community Development Entity or the New Money Market -- "[HBCUs] can start small foundations and can have something built, construction, real infrastructure, being built on your campuses that will help all of your community."

Mr. Mitchell: Brief introduction and showed gratitude to administrator, Emily Murphy, and commissioner, Julie Dunne.

- Expressed the "unique opportunity to look at the economic impact of HBCUs and how we can make them a stronger economic catalyst in your local communities."
- How we can get HBCUs participating in federal contracts?
- Currently working with HBCUs such as: "Bowie, Howard, Jackson State, Oakwood, Fayetteville University and Alabama A&M University"
- "...puts HBCUs in a position where there are pre-vetted contracts, brings down some of that risk in the acquisition, and now we have this partnership."
- "Leverage your resources and work together with other schools, you increase the capacity and your procurement readiness"
- "Partner with small businesses that have a need for a particular service."
- All federal opportunities are publicized at "beta.SAM.gov"

Ms. Frasier: Mentioned Annette Owens-Scarboro and Rachel Kenlaw-Ramirez for their efforts on the work done at NIH.

- Started to develop opportunities to expand their HBCU support by developing the "Paths for Excellence and Innovation, PEI program" for the purpose of training the HBCUs, intense outreach, as well as partnering the HBCUs with small minority businesses.
- Reflected on a \$2 million cooperative partnership between the National Cancer Institute, and Hampton University for their "Proton Therapy Program".
- Recognized the need for the presidents and senior board members within the HBCUs to focus on their infrastructures.
- "We need to have the HBCUs participate in the provision of health and research for this country."
- The Paths to Excellence:
  - Providing training to the HBCUs, designating a business manager for the HBCUs, being able to read the solicitations, market the HBCU and to understand what it is that the government wants, what that requirement is and who they should be talking to.

Ms. Ramey:

- Supports over 90 programs that provide healthcare to people who are geographically isolated and economically or medically challenged.
- Primarily a grant funding agency.
- Supports more than 40 workforce programs and initiatives and supports 8,000 organizations and individuals such as the National Health Service Corps & the Nurse Corps program.
- “The Office of Health Equity works to reduce health inequalities so individuals and communities can achieve their highest level of health across those communities.”
- “We have a center of excellence program and in fiscal year 2019, we had 117 participants from Howard University and Meharry Medical College”
- “Our big push is to also get representatives from HBCUs as grant reviewers...”

**Panel 2: Department of Housing and Urban Development, Department of Energy, Department of Defense and Department of Labor**

Christopher Bourne:

- Purpose: innovating programs, policies, procedures, and looking at home building construction methods and materials, to improve affordability, resilience, and health.
- How do we make HUD's engagement with the HBCUs more central to HUD's mission?
- the 2018 and '19 funding cycle, we got the preference point into eight of our programs, and we're currently working on the notices for the 2020 cycle, and it looks like we're going to be able to add three additional programs, so there'll be 11 programs all together.
- For 2020, we were also able to get funding within HUD's budget for two new research-based programs, one of them will fund research for underserved communities, and it is set for HBCUs to participate in that research.
- There are two programs for looking at new research methods using big data, new models for research on the issues around underserved communities.

Ms. Bilal:

- The Equity in Energy initiative is put forth to focus on five pillars, with the underpinning of these pillars driving access and interest into the STEM fields.
- Has initiatives that are tied specifically to STEM enhancement and the application of STEM enhancement and supplier diversity.
- Looking into technical assistance, training, and workshops to build the STEM pipeline.
- Spoke about the things that we are doing from a research and technology perspective in artificial intelligence.
- Beginning to launch a pilot program on how HBCUs can help us deal with different issues in the cybersecurity space.
- Create synergy so we can bring more depth in our services by collaborating across federal agencies.
- the communication process is one that is a multi-tier approach. So we have to give information out to you, you have to definitely give information out to us, we try to leverage our partners at the initiative as well to make sure that everyone is onboard with where we're heading and what's coming down the pipeline,

- The Minority Education and Workforce Training Program: provides funding for all MSIs, HBCUs included, to build capacity, and partner with community colleges and minority businesses who offer technical assistance to bring in skilled labor.

Mr. Westhill:

- Signed February 28, 2017, the White House Initiative to promote excellence and innovation at HBCUs requires federal agencies to develop and coordinate efforts to strengthen the capacity of HBCUs to compete for federal and private sector opportunities.
- Some of these ideas include:
  - Grant opportunities totaling more than \$20 million
  - Educational programs at the 2019 National HBCU Conference,
  - A website to educate federal contractors on how best to optimize their relationships with HBCUs via internships, job fairs, and other programs.
- The work of these agencies and the others at the Labor Department is helping Americans secure good, family-sustaining jobs
- The work of this administration reflects the ideal expressed by Dr. King in his 1965 commencement address at Oberlin College -- the time is always right to do what is right.
- Department of Labor is trying:
  - create some longevity and some reach
  - raise the profile of HBCUs and the initiative
  - strengthen the capacity of HBCUs
- Job Corps Scholars Grant Program: we have redoubled our efforts and sent some of that information to the White House Initiative on HBCUs to help get the message out to all the HBCU partners around the country.

Ms. Kent:

- The mission is our warfighter. To equip them so that they can protect us, our country, our world, in the mission that we need for our safety.
- Funded the National Academies of Science to conduct a series of town halls that will be visiting our universities. The first town hall was on November 4th at the National Academy.
- Promoted the development of women in STEM and minorities with the National Academy of Science.
- Funded first center of excellence through a cooperative agreement at Spelman College.
- The other effort is our commitment to develop four other centers of excellence. Aligned with the National Defense Strategy which covers priorities such as:
  - Artificial intelligence, machine learning, directed energy, quantum science, autonomy, and cybersecurity.
  - The first center of excellence for autonomy is at North Carolina A&T State University, cybersecurity is at Norfolk State, and research data analytics is at Prairie View, and STEM scholars was established in 2017 at Hampton University.
- How we can increase the funding for not only targeted programs, but other outreach activities for HBCUs.

**Panel 3: National Endowment for the Arts, Small Business Administration, Department of Veterans Affairs and National Endowment for the Humanities**

Ms. Hudson:

- Fund, promote, and strengthen the creative capacity of our communities by providing all Americans with diverse opportunities for arts participation.
- We are laser focused on increasing the number of HBCUs applying for funding to the arts endowment and working to increase the success rate of funded HBCU applications.
- Our vision over time is that every HBCU successfully applies for funding opportunities and we want to help use federal funding to strengthen the creative capacity of HBCUs.
- We must establish and cultivate ongoing relationships with the HBCUs and HBCU partners, like the White House Initiative for HBCUs.
- When we have a staff anywhere near proximity of an HBCU, we have been working with the White House Initiative to setup one-on-one meetings.
- We have been able to meet with 28 HBCUs on their campuses to better understand the arts and culture needs and priorities and to talk about funding opportunities through the arts endowment.
- We have created our first ever compilation of arts and culture resources, faculty, classes, and programming offerings for every HBCU.
- Encourages applications from HBCUs, and we have put systems in place to measure agency investments over time in HBCUs.
- Grants management: contact our specialists working in a particular area so that they can hear what your idea is, give you one-on-one technical assistance about how to put that idea into and make the most compelling case within the application for the National Endowment for the Arts.
- Multi-prong 2020 strategy:
  - Build awareness of the National Endowment for the Arts.
  - Strengthen the grant writing capacity of HBCUs.
  - Create incentives for HBCU applications.
  - Build a federal, state, local continuum for HBCUs.
  - Explore partnership with the National Governors Association to produce a publication on the economic impact on the state of arts and culture resources at HBCUs.
  - Cultivate relationships with organizations supporting HBCUs.
  - Track and report our progress.
  - Help support a paid internship, multiple paid internship positions.
  - Research funding and partnership possibilities to create a paid HBCU fellow position within our office.

Mr. Gutierrez:

- We had very successful entrepreneurship summits with HBCUs, with close to 1100 students, faculty, and businesses that participated.
- Formalized 16 strategic alliance membership memorandums with HBCUs.
- How do we open more opportunities? Two things that I have done, I oversee women business centers, I have 111, I have an opportunity to open between 15 to 20 of them.
- Conducting roundtables at HBCUs and reaching out to the HBCUs in the states that we are looking at to encourage them, and I put it in a funding opportunity as well.

Dr. Bowman:

- We have the advantage in VA of having our law originally 75 years ago. We are celebrating our anniversary of education in the VA, that the law says we are to educate for VA and the nation. That gives us much leeway.
- Work primarily through what is called disbursement, which, the bottom-line of that is, that the HBCUs and minority-serving institutions must talk to their local VAs.
- We have approximately 50 health professional groups that are supported one way or another through our offices. GME, graduate medical education, residency education for doctors is the biggest and most expensive, and probably the part that our VAs is most reliant on.
- Serves a group that has more minorities than the average employer and we have been expanding tremendously into smaller rural areas.
- We have 20,000 health professional students from HBCUs or MSIs that obtain part or all their training in the VA annually.
- Geomapping: where do we have VAs and where are the minority-serving institutions, specifically for the 41 HBCU nursing schools that are within 100 miles of a VA.
- MISSION Act: provided one-year pilot funding for students at HBCU and Teague-Cranston Schools.

Ms. McAklem: It is really an honor to be here today and thank you for inviting us to participate. I am delighted to have the opportunity to represent my agency, the National Endowment of the Humanities.

- Mission: to serve and strengthen our nation by supporting high-quality programs in the humanities and making the humanities available to all Americans.
- How can we improve our outreach and what are ways of reaching potential applicants for our programs?
- Secondly, how can we help potential applicants write competitive applications for our programs and be successful in them?
  - Participating in HBCU week
- We were able to make campus visits and give grant writing workshops at Bowie State. My colleague presented and at Fisk, Hampton, Xavier University of Louisiana in New Orleans, and Howard.
- Humanities Initiatives at HBCUs: supports curriculum development, professional development, of faculty, can bring in guest speakers, can work on bridge programs for high school seniors.
- Awards for faculty at HBCUs: opened specifically to HBCU faculty.
- New program at NEH that started in 2018, another topic that has come up is infrastructure and capacity building-- it is a federal matching program. It awards up to \$750,000 and for HBCUs, TCUs, HSIs, and two-year colleges.
- Encourage more applications from these institutions and HBCUs, and we do have an award we made to the HBCU library alliance for \$365,000 to support education and training in archives and libraries management.
- NEH and the National Trust will be contributing \$500,000 each to a program designed to build capacity and historic preservation and plans for preservation.

### **Council of Economic Policy Advisors Analysis of Executive Order 13779**

Dr. Henry: Expressed gratitude for Executive Director Johnathan Holifield's leadership and "go team" mentality. Introduced Mr. Jackson Bailey, Lead Junior Economist.

- Research recent trends in higher education, and then how the administration views HBCUs as offering an educational, economic, and strategic advantage to the nation.
- Developing solid research this summer on calculating rates of return to the HBCU system and providing solid economic advice to POTUS about the initiative and the HBCU system.
- The Council of Economic Advisors is an agency within the Executive Office of the President with two purposes:
  - Providing objective economic advice
  - Based on analysis, provide direct recommendations to POTUS
- Delivering a fact-based objective analysis of the HBCU system with respect to rates of return, why it is doing so well, where challenges do exist, and how things can be improved.
- Wage patterns for African-American males who choose to go and get their degree, we see that the wage gap for those 25 to 34 year olds has narrowed from about 50 percent, about a 50 percent gap, to an advanced degree of about a 7 percent gap.
- Question: How is degree selection affecting outcomes?
  - African American male degree holders' return grows from 51 percent to 124 percent with that advanced degree.
  - African American females, they earn 57 percent more than a comparable high school graduate, and an advanced degree, 109 percent.
  - The long-term path of rates of return approaches, if not exceeds, that of many non-HBCU institutions.
- One of the advantages is it opens education, and the benefits thereof, to a broader set of communities.
- [HBCUs] are providing education at a more cost-effective way.
- Another advantage is that the administration's opportunity zone initiative, coupled with this HBCU initiative, has significant potential benefit to affect positively, disaffected communities.
- This initiative, layered on top of the opportunity zone initiative, gives a great potential for long-term capital development, whether it is human or financial.
- Question: Why do we need to know what the rates of return to an HBCU education is?
  - It justifies continued investment by the administration.

### **White House Initiative on HBCUs Brief**

James Redstone:

- Through better partnerships with HBCUs, we will be able to increase economic mobility for HBCU students and increase economic opportunity for the HBCU community residents.
- There is always an opportunity for engagement and outreach, whether that takes the form of contracts, grants, or cooperative agreements, or whether it takes the form of engagement, technical assistance, and capacity building.

- Expressed the importance of the White House Initiative on HBCUs is that coordinating and outreach function within the federal government.
- How can federal agencies think through how their plans and how their engagement will contribute to these four key areas is essential to our process and to our plan.
  1. Education
  2. Infrastructure
    - Including: human capital, grant making, capacity to apply for grants and technical assistance
  3. Economic Development
  4. Academic Research
- How do we encourage better integration of HBCUs with our broader academic research enterprise, and how do we facilitate faculty development?

Sedika Franklin:

- HBCU Week is scheduled for the 20th through the 24th of September. Here in Washington, D.C., we will be right back at the Renaissance D.C. Downtown Hotel.

### **Group Discussion**

Chairman Taylor:

- Report to the President
  - “What we may do is, I have staff, we’ll take a first draft or something, get it out, reflecting it, send it around to everyone, if that’s okay, Madam Federal Officer.”

Ms. Franklin:

- “...the first report would be due May 2, 2020. The charter does not identify how you need to report, it just says that you need to report on the progress of your duties.”

Chairman Taylor:

- Requested a motion to make the first draft of the Board’s report. Dr. Hawkins moved for Chairman Taylor and staff to create a report draft for the Board’s review. Mr. Grigsby seconded the motion. All were in favor.

### **Public Comment**

- Written Comment from Lisa Jenkins,
  - In the construct of this tax credit, can the Board consider proposing that additional tax credits be granted to businesses that demonstrate that HBCUs are on their team?
  - There are 42 of that first category [Federally Funded Research Development Center], 12 of the second one [University Affiliated Research Center], but none of them are being led by HBCUs. Has the Board considered changing this narrative?
  - Has there been any discussion by the Executive Branch on the White House Initiatives of HBCUs sitting on the procurement review board to ensure competitive scientific proposals from NIH, NSF, DoD, DHS, et cetera, are equitable to avoid biases regarding HBCUs?



- Has there been any consideration providing HBCUs with opportunity zone grants to provide technical assistance and training, for example, on prison reform?
- Len Williams,
  - How does the Board use HBCUs as contracting vehicles?

### **Concluding Remarks**

Dr. Martin: "I am particularly pleased with the framework, the economic analysis that's been done, the framework's been shaped, that begins to add very strategic structure for our committee to be able to do its work..."

Dr. Hawkins: "...as a Board, I hope that we continue to drill down on that to the framework and talking about doing statistical analysis so we can analyze the results?"

Mr. Grigsby: "How do we enhance the culture of data gathering, analytical assessment, and documentation within our community? If we do not develop a culture of data gathering, of analytical assessment of that data and documentation, then we'll continue to be pushed against headwinds."

Dr. Breaux: As we go forward, think of how we structure so we can address these critical issues. We continue to have conversation around opportunity zones and where to head to enact those relationships if we are not currently in an opportunity zone. We should be collecting the data and we should be pushing out our story with data. What I am asking for is, as we are transitioning and new opportunities are coming, I think the White House Initiative can be helpful with our HBCUs in saying there is a change to add credibility and clarification.

Dr. Rath: How do we match all the things that are possible with what each institution needs and find some way to make that happen faster?

Dr. Hunter: I was very impressed with the fact that [Evelyn Kent] was reaching out to the HBCUs and really making a big effort. If certain schools do not have a relationship with the governor, better start working on it because that is where it is.

Dr. Williams: I have a fundamental belief that real tangible actions must take place. How are we going to measure the actions beyond just this group? How do we consolidate those actions so that we know exactly what is taking place by what parts of this administration? How do we make sure that that right amount of pressure is being applied across the administration to get to the fundamental outcome that we are looking for?

Mr. Justice: "I have never seen federal agencies move to create opportunity so fast in my life." If you do not take advantage of it, it will disappear because somebody else will take those resources. How do we organize so we can take advantage of those opportunities?

Dr. Dawkins: "We hear all these opportunities, but we don't have enough results." To what extent are you really interested in implementing the Executive Order to make a difference on our

campuses? Suggested, "creating a directory online as well as a hardcopy directory of HBCU presidents and their contacts affiliated with different federal agencies."

Dr. Clark: "If it's not measured, it's not managed." We should also work on a continued developing of better connecting mechanisms such that we can move forward as a fact-based, data-driven, decision-making organization.

Dr. Ellis: I want to reiterate the comments made earlier about the leadership, the HTH leadership... also want to give a shout out to the F in the HTH, Ms. Franklin, so thank you for keeping us moving forward. How does this Board facilitate connectivity to all other HBCUs throughout the country that we are serving on behalf of? How do we take what we are doing here, link to those statewide HBCU advisory boards to have more of an impact in those states and regionally? How can we link the national representatives with some of those regional representatives to create regional workshops or regional opportunities to not only to have us participate, but have people within our organizations participate?

Executive Director Holifield: The initiative's primary role is pushing out and all what you saw today and have seen since we have been engaged with one another. Perhaps we can develop some consortia to bring together the same kind of ecosystem disciplines to connect to these opportunities.

Chairman Taylor: This White House Initiative, they have a responsibility. This Board has a separate responsibility. My job is to send this right up to the White House and the Secretary so that they understand, one, what the data really is, and my observation is, we've had a narrative about what HBCUs are, but the narrative without the data just doesn't move anyone. We must give the administration the data to make the case for why they should continue investing in us. I met with Secretary Scalia, the other day, and he said, 'your most compelling argument is that you're putting people to work.' There are people who, one, do not know what an HBCU is, and who do not care what an HBCU is. We got to make this relevant to the entire country, not to our small community.

### **Adjourn**

Chairman Taylor requested a motion to adjourn at 2:26 p.m. Dr. Beaux moved to adjourn. Dr. Clark seconded. All were in favor.

I certify the accuracy of these minutes.

---

Johnny C. Taylor, Jr.  
Chairman

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Date

WHITE HOUSE INITIATIVE ON HISTORICALLY  
BLACK COLLEGES AND UNIVERSITIES

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PRESIDENT'S BOARD OF ADVISORS

+ + + + +

MEETING

+ + + + +

FRIDAY  
FEBRUARY 14, 2020

+ + + + +

The President's Board of Advisors met  
in the Barnard Auditorium, U.S. Department of  
Education, Lyndon B. Johnson Building, 400  
Maryland Avenue SW, Washington, DC, at 10:00  
a.m., Johnny C. Taylor, Jr., Chairman, presiding.

PRESENT

JOHNNY C. TAYLOR, JR, Chairman

AMINTA BREAUX

JAMES E. CLARK

PHYLLIS DAWKINS

RODNEY A. ELLIS

MARSHALL GRIGSBY

BILLY HAWKINS

JERRY M. HUNTER

NICKOLAS JUSTICE

HAROLD L. MARTIN, SR.

CONNIE RATH

KEVIN WILSON WILLIAMS

**ALSO PRESENT**

**SEDIKA FRANKLIN, Designated Federal Officer**  
**JOHNATHAN HOLIFIELD, Executive Director, White**  
**House Initiative on HBCUs**

**DIANE AUER JONES, Principal Deputy Under**  
**Secretary delegated the duties of Under**  
**Secretary and Assistant Secretary for**  
**Postsecondary Education**

**DONNA RAGUCCI, Department of The Treasury**  
**CALVIN MITCHELL, General Services Administration**

**DIANE FRASIER, National Institutes of Health**  
**CHRISTINE RAMEY, Health Resources and Services**  
**Administration**

**CHRISTOPHER BOURNE, Department of Housing and**  
**Urban Development**

**TRINA BILAL, Department of Energy**

**DEVON WESTHILL, Department of Labor**

**EVELYN KENT, Department of Defense**

**AYANNA HUDSON, National Endowment for the Arts**

**ALLEN GUTIERREZ, Small Business Administration**

**MARJORIE A. BOWMAN, MD, Department of Veterans**  
**Affairs**

**MARY MACKLEM, National Endowment for the**  
**Humanities**

**LaVAUGHN M. HENRY, Council of Economic Advisers**

**JACKSON BAILEY, Council of Economic Advisers**

**JAMES REDSTONE, Domestic Policy Council**

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

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

2 10:06 a.m.

3 CHAIRMAN TAYLOR: I'd like to call the  
4 meeting to order. I'd like to thank everyone for  
5 coming this morning, our guests, as well as the  
6 Members. Thank you. In order, we will start  
7 with the Pledge of Allegiance, if you don't mind  
8 standing. And the flag's in the back of the room.

9 (Pledge of Allegiance)

10 CHAIRMAN TAYLOR: Ms. Franklin, would  
11 you please call to order --

12 MS. FRANKLIN: Sure.

13 CHAIRMAN TAYLOR: -- roll call.

14 MS. FRANKLIN: Welcome everybody.

15 Again, my name is Sedika Franklin. I am  
16 Associate Director with the White House  
17 Initiative on HBCUs, and the designated federal  
18 official for this Advisory Board on Historically  
19 Black Colleges and Universities.

20 Before we begin please note that this  
21 meeting is being recorded and livestreamed.  
22 Members and presenters, please use your

1 microphones to ensure your comments are added to  
2 the official record.

3 For all those in attendance, please  
4 mute your cell phones, and all other mobile  
5 devices now. Later on, for the gallery, there  
6 will be public comments.

7 If you wish to provide a public  
8 comment, based on the agenda for the day, you  
9 must register at the registration desk. Public  
10 comments are limited to three minutes.

11 And now I will call the roll. For  
12 Members, when you hear your name please either  
13 say here or present. And we'll start with  
14 Chairman Johnny C. Taylor, Jr.

15 CHAIRMAN TAYLOR: Present.

16 MS. FRANKLIN: Aminta Breaux.

17 MEMBER BREAUX: Present.

18 MS. FRANKLIN: James Clark.

19 MEMBER CLARK: Present.

20 MS. FRANKLIN: Phyllis Dawkins.

21 MEMBER DAWKINS: Present.

22 MS. FRANKLIN: I'm going to pause here

1 and ask that we have everyone on the line muted.

2 Thank you. Phyllis Dawkins.

3 MEMBER DAWKINS: Present.

4 MS. FRANKLIN: Rodney Ellis.

5 MEMBER ELLIS: Present.

6 MS. FRANKLIN: Marshall Grigsby.

7 MEMBER GRIGSBY: Present.

8 MS. FRANKLIN: Billy Hawkins.

9 MEMBER HAWKINS: Present.

10 MS. FRANKLIN: Jerry Hunter.

11 MEMBER HUNTER: Present.

12 MS. FRANKLIN: Ronald Johnson. Ronald

13 Johnson.

14 (No response)

15 MS. FRANKLIN: Nickolas Justice.

16 MEMBER JUSTICE: Present.

17 MS. FRANKLIN: Harold L. Martin, Sr.

18 Harold L. Martin, Sr. Let the record reflect

19 that Dr. Martin is on his way. His flight was

20 delayed. Bernard Milano. Bernard Milano.

21 (No response)

22 MS. FRANKLIN: Connie Rath.



1 MEMBER RATH: Present.

2 MS. FRANKLIN: Kevin Williams.

3 MEMBER WILLIAMS: Present.

4 MS. FRANKLIN: Mr. Chair, we have a  
5 quorum, and we may proceed with the rest of the  
6 agenda.

7 CHAIRMAN TAYLOR: All right. Being,  
8 as you all know, our commitment is to get us in  
9 and out of here on time. So, we're going to  
10 quickly get in with some opening remarks.

11 At the end of the day I think we all,  
12 when we reflect on the 2019, the HBCU story has  
13 been a positive one. This, we've had some  
14 significant support.

15 We'll talk about the FUTURE Act and  
16 other legislative goals and accomplishments,  
17 budgetary successes. So, we're actually quite  
18 optimistic going into this meeting.

19 And let me be clear, this didn't just  
20 happen. It was because of all of the work that  
21 many of you did around the table, belonging to  
22 this Board, being Members of this Board I should

1 say. And specifically, ensuring that the  
2 community spoke up when we needed to be heard.

3 And we're very intentional about the  
4 way that we approached supporting HBCUs. I can  
5 remember so vividly Dr. Dawkins speaking up about  
6 the need for us to focus on Title III, and not  
7 wait until next year. And so, amazing that we're  
8 in such a good spot now.

9 So, I hope all of you are as pleased  
10 as I am with the progress that we're making.  
11 Perfect? No. Are we where we want to be yet?  
12 No. But we surely, I think collectively would  
13 acknowledge that this is, 2019 was a good year.  
14 And 2020 is quite, there's some real positive  
15 momentum, if you will, with respect to the HBCU  
16 community. Mr. Holifield.

17 MR. HOLIFIELD: Yes. Again, welcome.  
18 Thank you very much for your continued support,  
19 interest in this most important topic to our  
20 nation, and obviously to our schools, students,  
21 and communities.

22 We have a jam packed agenda. It will

1 be an honor to feature our agency partners who  
2 are here today. And you'll be able to dialogue  
3 directly with the sources of innovation who are  
4 working diligently to improve the conditions  
5 under which our institutions compete for  
6 opportunities.

7           You will also hear from the  
8 President's Council of Economic Advisers, who are  
9 undertaking a project to take a fresh look,  
10 purely from an economic analysis, not economic  
11 development, per se, the things that I primarily  
12 do, but an economic analysis of the impact, the  
13 education, economic, and strategic value of these  
14 institutions.

15           Also, you'll have a chance to hear  
16 from my colleague from the Domestic Policy  
17 Council, who will be sharing some groundbreaking  
18 news from the administration, the President, and  
19 the White House, around how we're approaching  
20 these very questions as well.

21           And we'll have an opportunity to hear  
22 from my colleagues with the White House

1 Initiative on HBCUs, the day to day drivers, as  
2 Johnny, Chairman Taylor talked about, the day to  
3 day drivers who have had their shoulders to the  
4 wheel to create better conditions for our  
5 institutions, students, and communities they  
6 serve.

7 So, welcome. And without further ado,  
8 Chairman Taylor.

9 CHAIRMAN TAYLOR: All righty. Thank  
10 you. So, a couple of things. Please speak into  
11 your mic, and introduce yourselves. Because  
12 there are some people who will visually see you,  
13 but others --

14 So, streaming we'll know who said it,  
15 but if not we won't. So, the record would need  
16 you to, sadly, introduce yourself each time you  
17 speak.

18 Secondly, a couple of housekeeping --  
19 By the way, I really apologize that we don't have  
20 breakfast here for you. I actually offered.  
21 There's all these rules.

22 Because SHRM was just going to buy

1 breakfast and put it in the room. And they said  
2 we weren't allowed to do that. So thus, my  
3 coffee. I had to go across the street myself,  
4 and pick up a cup of coffee. We apologize for  
5 that. They're doing some work on the building.  
6 And therefore, it's not available.

7 We need to quickly get someone, we've  
8 distributed the minutes from our last meeting.  
9 And we'd like, I'd like someone, one of the  
10 Members to move to accept these.

11 MEMBER BREAUX: I'll move to have the  
12 minutes accepted.

13 MEMBER CLARK: Second.

14 CHAIRMAN TAYLOR: Okay. That was Dr.  
15 Breaux.

16 MEMBER BREAUX: Aminta Breaux.

17 CHAIRMAN TAYLOR: I'm going to, we'll  
18 get into it in about an hour, right. And a  
19 second by whom?

20 MEMBER CLARK: Clark, second.

21 CHAIRMAN TAYLOR: Excellent. All in  
22 favor?

1 (Chorus of aye)

2 CHAIRMAN TAYLOR: Any against?

3 (No response)

4 CHAIRMAN TAYLOR: Abstentions?

5 (No response)

6 CHAIRMAN TAYLOR: Thank you. So now,  
7 let's get to the business. I'm going to actually  
8 switch the order a little bit. The Secretary,  
9 obviously is, was not, not so obviously. But she  
10 called and said had plans to come. Could not make  
11 it.

12 But we do have a representative here.  
13 We'll soon hear from Diane Jones. And we met  
14 her, and were introduced to her more formally in  
15 our last meeting. But she will come back.

16 As we all know, we had some good  
17 discussion with her. So, this is a good  
18 opportunity for us to continue that dialogue, and  
19 focus on 2020 and beyond.

20 FUTURE Act perspectives. Executive  
21 Director Holifield, I'd like you to start off  
22 with your thoughts about it. Because again,

1 those are one of those things that didn't  
2 magically happen.

3 It was a ton of work happening between  
4 all, the legislative branch, the executive  
5 branch. Everyone was working together to make  
6 this happen. So, if you could do that?

7 And then I'd like to open the floor to  
8 the Board Members to give your perspective on it  
9 for the record.

10 MR. HOLIFIELD: Johnathan Holifield.  
11 The FUTURE Act was a collaborative and involved  
12 process, as you all know. Many of the advocacy  
13 organizations, NAFEO, UNCF, Thurgood Marshall  
14 College Fund, really drew national attention to  
15 this issue.

16 But also, the President and the  
17 Administration created conditions within the  
18 Administration, and made clear their interest in  
19 supporting our institutions.

20 We ended up in a place that was far  
21 better than when we started. No longer two year  
22 or one year annual requests, but permanent

1 funding.

2 I'm not a history major. But I'll  
3 venture a guess this might be, certainly among  
4 the largest sustained, bankable federal  
5 investments that we've had.

6 So, we are pleased, and thank all of  
7 you, Members of the President's Board of  
8 Advisors, our friends within the Administration,  
9 our friends within the House and the Senate who  
10 all wanted to get to the right place.

11 Sometimes the sausage making is not  
12 for public consumption, if you will, and can be  
13 interesting. But we all had a similar goal in  
14 mind.

15 So, to our friends in the advocacy  
16 community, Thurgood Marshall, UNCF, NAFEO, to our  
17 friends on the PBA, and especially to our  
18 Chairman Taylor, who really behind the scenes  
19 really was a conduit for connectivity around this  
20 issue, and made an invaluable contribution to  
21 where we finally ended up.

22 So, that's just a bit of perspective



1 that I wanted to make sure that we were able to  
2 share in the public domain.

3 CHAIRMAN TAYLOR: Well, thank you.  
4 And so, as we'll go around the room for some  
5 minutes. I'll start here, since I have the mic.  
6 This is Johnny Taylor.

7 We may be exchanging compliments all  
8 day, which is a positive thing, as opposed to  
9 fighting with each other. But I will say, it was  
10 an amazing thing to hear each of you in your own  
11 way impacting the narrative here.

12 And we, some of us were playing  
13 devil's advocate, some of us were meeting with  
14 people that others didn't want to meet with. I  
15 mean, you all had to do this. And I will give,  
16 we don't get to do this enough.

17 But Director Holifield, you know,  
18 trying to work this through the Administration in  
19 an environment where we're all trying to be more  
20 fiscally prudent, is not easy, you know.

21 It sounds, headline we want to give  
22 more to HBCUs. But you don't have a unlimited

1 budget. There's supposed to be some fiscal  
2 commitment. So, you take from here to put over  
3 here. That's just the way this works.

4 I can tell you, quiet as this was  
5 kept, I was doing my part on the legislative  
6 side. So, I went over to Congress, and walked  
7 halls. And my colleague who's not here, Emily, a  
8 graduate of North Carolina Central, undergrad and  
9 law school, we were meeting face to face with  
10 Members of the House and the Senate to get this  
11 thing done.

12 Johnathan Holifield was working  
13 throughout the Administration, Domestic Policy  
14 Council, meeting with people, trying to get this  
15 up.

16 In fact, the very day that we, he  
17 called me and he said, we need Ivanka, for  
18 example, to get behind this. So, I was in  
19 Indiana at a women's prison with Ivanka, and  
20 said, listen, I need you to get behind this.

21 And she said, Jonathan Holifield has  
22 told me 100 times that you want me to get behind

1 this. So, that kind of work, that's the way it's  
2 happening on multiple fronts.

3 I really was shocked. Here we are  
4 with Governor Holcomb of Indiana, walking into a  
5 women's prison, and Ivanka says, yes, Holifield  
6 told me he needs me to get this done.

7 So, that's the kind of work where all  
8 of the various inputs that were going on to  
9 achieve what all of us have to admit is amazing.  
10 It's, I mean, we all had, I'm an optimist by  
11 nature.

12 And I think we all thought this was  
13 going to work out. But I don't think any of us  
14 thought it would work out as nicely as it did,  
15 bipartisan support.

16 So, again, thank you, Director  
17 Holifield, and NAFEO. I could go around the  
18 room, because the presidents and other advocates,  
19 Members of the Board of Advisors, I know how  
20 important this was to you.

21 MEMBER ELLIS: Yes. This is Dr.  
22 Rodney Ellis from Southern University of

1 Shreveport. Again, I think from my perspective,  
2 what I really saw was the education at the local  
3 level, and all of the emails that were sent out.

4 That really helped me educate my  
5 campus. And in turn, I saw a groundswell of  
6 support from the campus level that came to me and  
7 said, Dr. Ellis, what can we do?

8 And so, we really, at a local level  
9 targeted our legislators and their  
10 representatives in the Louisiana area to really  
11 let them know how important this was for us.

12 Because they saw the potential impact  
13 on our campus if this funding was not available  
14 in this coming October. So, I think that was the  
15 impact for us.

16 MEMBER CLARK: James Clark, SC State.  
17 We are fortunate to have fairly strong  
18 legislative support for a lot of initiatives  
19 associated with HBCUs.

20 And so, what I'd like to say is I  
21 think we, this progress that is being made can be  
22 leveraged up, and with something very, very

1 simple. You know, sometimes the act of going  
2 back and thanking people for what has occurred.

3 Well, I think we need a very short and  
4 crisp way where the quantified statement, a  
5 quantization of what each of these initiatives  
6 are.

7 Because, and I got that question, for  
8 example, from someone that says, okay, there's  
9 progress being made. But exactly what does that  
10 mean?

11 So, if we could have a consistent,  
12 crisp, you know, whether it was the improvements  
13 in Pell Grants, or whether the improvement in the  
14 FUTURE Act, whether it was a farm bill. Those  
15 things have very specific and quantifiable  
16 numbers associated with them.

17 And then also on a relative  
18 perspective. And I think that engenders a  
19 greater support for the subsequent things that we  
20 are going to be cueing up.

21 CHAIRMAN TAYLOR: And this is Johnny  
22 Taylor, before we get to Dr. Dawkins. That's a

1 really important point. We're going to discuss  
2 that later on in the discussion section.

3 There's an obligation that this Board  
4 produce a report to the President. So, I  
5 literally have to go back to the President and  
6 say, a year in this is what we've accomplished,  
7 what we didn't accomplish, what we're looking  
8 forward to, et cetera.

9 Tough work, tough -- Hello? Okay.  
10 Tough work in an election year. Can you hear me?  
11 Sounds like went dead.

12 In any event, that's the work that  
13 we're going to have to do. So, later on, at the  
14 end of the agenda we're going to discuss how we  
15 as a Board want to put this report together.

16 And to your point, President Clark,  
17 it's exactly that report that I think becomes the  
18 narrative, and our way to say thank you, and look  
19 at the other opportunities.

20 MEMBER DAWKINS: Yes. I would just  
21 echo what my previous colleagues have spoken  
22 about. But I would also like to acknowledge the

1 support from, and the thrust from UNCF, Thurgood  
2 Marshall, the alums on our campuses, and Title  
3 III directors that play major roles in pushing  
4 this piece of legislation forward to get  
5 permanent Title III funding.

6 MEMBER JUSTICE: Nick Justice. And I  
7 would tell you that the legislative initiative is  
8 almost a social contract for us. And I would say  
9 that one of the things is, now we have to up the  
10 game. And we've got to perform. And we've got  
11 to do that in a world class forum.

12 And I would say, some of the other  
13 legislative initiatives that we see is, other  
14 things going on are not ongoing. I think we need  
15 to start helping figure out how to team.

16 Some of us in here have actually  
17 partnered together in some proposals with the  
18 Federal Government where we have very unusual  
19 teaming partnerships. And they have just caught  
20 fire, and caught people's attention.

21 Win? Lose? The team that we put  
22 together won, just getting to know each other and

1 work together. Because we're going to do this  
2 again.

3 And I think what we've got to do is,  
4 we've got to help the Federal Government develop  
5 cross departmental teams that can focus and  
6 complement each other in ways.

7 I was thinking about the recent  
8 initiative for STEM for Veterans. Are not all of  
9 our schools able to deliver that help to the  
10 Veterans Affairs, and the veterans of our  
11 country?

12 I was thinking about the prison  
13 initiative that's going on. Here again, a  
14 incredible human education change program that we  
15 could implement, we could be a major player for  
16 them.

17 It's just incredible. So, we need to  
18 step forward with courage, and take that trust  
19 and confidence our federal government has given  
20 all of us.

21 And even for our non-public schools,  
22 our private schools have been given a charter to



1 move forward, and contribute to that federal  
2 mission. And we can lead that. And I think  
3 that's what goes in that report as, this is what  
4 we're going to do next year.

5 MEMBER WILLIAMS: So, this is Kevin  
6 Williams. And, you know, I've taken an outside  
7 in view, in terms of thinking through how do we  
8 get acknowledgment and understanding from the  
9 ground perspective backwards?

10 So, the work that we've been working  
11 on is really driving down to the, what I call the  
12 customer's view, and getting down to the ground  
13 level in the customer's view.

14 Over the course of, since our last  
15 meeting, having an opportunity to visit Tennessee  
16 State University, the Nashville Three, Fisk, and  
17 Meharry, from the Board position that I had as  
18 strategy officer for UNCF, making sure that  
19 alignment comes together with what we're doing  
20 here, which makes sense.

21 But not just the alignment. So often  
22 the narrative isn't aligned. And if the

1 narrative isn't aligned we don't make success.  
2 Because we branch off into different entities.

3 And so, from my role as Vice Chair of  
4 UNCF, and the head of strategy for UNCF, as well  
5 as the head of strategy at Tennessee State  
6 University, we've been able to get alignment  
7 around what needs to be done.

8 And as we develop the initiatives that  
9 have been taking place, we've been able to tap  
10 down the noise in the process. That is so  
11 helpful for our ability to continue the mandate.  
12 So, I think that's the work that we got to  
13 continue to do as well, from the ground level.

14 MEMBER HAWKINS: Billy Hawkins,  
15 Talladega College. I think I'm going to approach  
16 this a little different, Mr. Chairman. Certainly  
17 we thank you for your leadership, and getting  
18 this FUTURE Act through.

19 But I think we would be remiss if we  
20 don't take a look at the history, a little bit of  
21 history. Because now, in my 19th year as a HBCU  
22 president, and a president that had come to

1 Washington year, after year, after year.

2 And the President, I was in Charlotte  
3 this last week when the President in his speech  
4 talked about year after year HBCUs coming to  
5 Washington to lobby for this funding.

6 And I can remember back in 2008 it was  
7 a struggle to get it signed. And you all know  
8 what I'm talking about, Dr. Haynes. And so  
9 there's some deep history behind.

10 And so, when the President signed the  
11 FUTURE Act, I mean, it was, I teared up, to be  
12 honest with you. Because of the labor that has  
13 gone in year after year to get this funding,  
14 funded for the next year.

15 And so, it's very, it's historic. And  
16 you're right, you know, Dr. Holifield, in terms  
17 of one of the most impactful pieces of  
18 legislation in my life as an HBCU president that  
19 was signed with this permanent funding.

20 But also, I believe that we've got to  
21 do some educating. Because still the public does  
22 not clearly understand what was signed, and the

1 impact of it.

2 You know, I had convocation on  
3 Wednesday. And I talked about it to my entire  
4 student body. And kind of walked them through  
5 it.

6 And I've done it on a number of times,  
7 of trying to get individuals to understand this  
8 major, the major impact, and the passing of this  
9 major legislation. So, I think we've got to do  
10 some work there.

11 And then, you know, the victory is  
12 wonderful. And we're enjoying it. It was major.  
13 But let us not forget that there's still much  
14 work to be done on Historically Black Colleges  
15 and Universities.

16 One I can think of is infrastructure.  
17 And in a historic preservation piece, we really  
18 need the Board to take a serious look at that.  
19 Because we probably have some 150 plus buildings  
20 on our campuses that needs attention through the  
21 historic preservation.

22 And so, as we move forward victory is

1 great, but let us not forget we still have much  
2 work to be done. Thank you.

3 MEMBER GRIGSBY: Marshall Grigsby. I  
4 too want to echo my congratulations to all of the  
5 parties that really did a yeoman's job in helping  
6 to make this possible.

7 I agree fully with Dr. Hawkins in the  
8 fact that this was one hurdle that we've gotten  
9 over. There are many other hurdles that are in  
10 front of us, that we need to keep in focus.

11 I'd also like to, as someone who's  
12 served not only as a HBCU President, but also who  
13 served for many years on Capitol Hill, the  
14 importance both of thanking people, but also, we  
15 need to make sure and encourage the recipients of  
16 the funding, that they maintain accurate data  
17 about the accomplishments that have been made  
18 possible as a result.

19 Advocacy organizations can do some of  
20 that. But it really is the responsibility of  
21 individual institutions to be able to demonstrate  
22 what this has done.

1           Because there will come a day when  
2 someone will emerge and say, we have committed X  
3 billions of dollars to this enterprise. What did  
4 we get for the dollar?

5           And unfortunately we don't have the  
6 kind of database that can easily demonstrate  
7 that. We've got a lot of anecdotal information.  
8 But we have very little hard analytical data that  
9 can show that. And with that kind of foundation  
10 those hurdles in front of us become smaller and  
11 smaller.

12           MEMBER BREAUX: This is Aminta Breaux  
13 from Bowie State University. And I'd like to add  
14 my appreciation to all of those involved with  
15 this achievement.

16           This is quite remarkable, beginning  
17 with the Administration, and so many legislators,  
18 and individuals, and organizations behind the  
19 scenes that worked to bring us to this part, this  
20 point, including our own senators in the State of  
21 Maryland, Senator Chris Van Hollen, Senator Ben  
22 Cardin, and in Alabama

1                   I had the privilege of being on  
2 Capitol Hill, and in D.C. telling the story about  
3 the importance and the impact that Title III has  
4 for our Historically Black Colleges and  
5 Universities.

6                   And Doug, Senator Doug Jones has  
7 helped to lead the way. So, there's so many.  
8 And I thank you, Chairman, and also Mr.  
9 Holifield, for all of your efforts.

10                  But the work isn't done. We have to  
11 continue on. And what I think this showed is  
12 that we do need to tell our story more. We need  
13 to get out there. We need to have the data.

14                  Because there is a huge impact that  
15 these funds are making on each and every one of  
16 our campuses, to the lives of the students who  
17 are achieving, or striving to achieve higher  
18 education, and to their families.

19                  And I know later today we're going to  
20 be talking about economics. That's where we need  
21 to tell the story about the economic value our  
22 HBCUs have for the people we hire, but also for

1 those we graduate, who then in turn give back to  
2 their communities, and lift up their communities.

3 So, let's, I would very much like for  
4 us to really hit home on that. I'm very pleased  
5 to see that presentation coming about today.  
6 Because I don't think it's a story that's well  
7 known.

8 That, since our foundings, Bowie State  
9 University, since 1865 we have been a part of the  
10 economic engines in our communities. So, thank  
11 you for all that you've done.

12 And I'd like to underscore the name of  
13 the FUTURE Act. Because it gets lost. And, you  
14 know, it's fostering undergraduate talent by  
15 unlocking resources.

16 We have talented, talented students on  
17 our campus. We need to lift them up, and make  
18 sure that they are able to contribute back. And  
19 that's really where need to focus, for the  
20 economic viability of the country. Thank you.

21 MEMBER RATH: Connie Rath. I want to  
22 know more about how the money comes alive. And I



1 really agree about the urgency to show those kind  
2 of results, so that the momentum can continue.

3 MEMBER HUNTER: Jerry Hunter from St.  
4 Louis, Missouri. And I apologize. I missed the  
5 meeting last fall. But I was in the hospital  
6 actually for having surgery.

7 But I want to congratulate the  
8 Chairman Taylor, and the staff, and the Members  
9 for the excellent effort that was put forth on  
10 getting this legislation passed.

11 I would like to make a couple of  
12 points. And since this is a legislative update,  
13 actually I have spent my, most of my legal career  
14 in St. Louis, other than four years here in  
15 Washington, DC.

16 But I'm originally from Arkansas. So,  
17 I sort of feel the need to try to take care of  
18 Missouri and Arkansas, since there's no Arkansas  
19 representative here.

20 And I, by the way, I stay on, Mr.  
21 Chairman, and John, and I stay on the people down  
22 there at UAPB. Because I will say this, and it

1 needs to be said. And I think some other people  
2 have alluded to it.

3 The students need to understand what  
4 is going on, and where the funding is coming  
5 from. And I get so frustrated. I remember back  
6 in 2015 Governor Hutchinson in Arkansas was,  
7 spring of 2015 Governor Hutchinson, who had been  
8 elected Governor in Arkansas, Asa Hutchinson, and  
9 former Congressman, was --

10 I was talking to the head, Vice  
11 Chancellor for Student Government Affairs, who  
12 went to high school and college with me. And his  
13 assistant said, the Governor's going to be the  
14 commencement speaker. And I don't know why they  
15 invited him to be the commencement speaker.

16 I said, he, I said, this is his first  
17 year in office. I said, I'm sure he got  
18 invitations from every university in the State of  
19 Arkansas. And he picked UAPB. You should be  
20 proud.

21 But we need to do more to educate our  
22 students. And I'll just say this, Mr. Chairman,

1 and then I'll shut up. Senator Roy Blunt from  
2 Missouri is on Senate Appropriation. And is in  
3 leadership in the U.S. Senate.

4 He has been very supportive of funding  
5 for Howard University, and for other Historically  
6 Black Colleges and Universities. And I think we  
7 need to reach out more to Senator Blunt. He's  
8 very cooperative.

9 He has, he visited Harris-Stowe State  
10 University in St. Louis several times a year. We  
11 were there last month for the Dr. Martin Luther  
12 King program. He speaks every year at that  
13 program. And he's been very supportive.

14 Congressman French Hill out of Little  
15 Rock had an event last fall with four HBCUs. And  
16 Congressman French Hill, I know him well. He  
17 would be very supportive. He had an event just  
18 for HBCUs.

19 So, I think there is some other folks  
20 we need to reach out more to in the Congress.  
21 But I think they would be very supportive of our  
22 HBCUs.

1           And, Mr. Chairman, thank you for all  
2           the excellent work in the effort. And Johnathan,  
3           thank you. And look forward to putting forth a  
4           lot of work this year. Thank you.

5           CHAIRMAN TAYLOR: Okay. We're going  
6           to thank you all for your comments. And I think,  
7           you know, frankly, I get kind of, I look back on  
8           when many of us knew, we took this appointment.

9           And some of us took some hits  
10          publicly. And said, this is, nothing's going to  
11          come of this. And you all are just being used  
12          for photo ops. You all know. You've heard it  
13          all.

14          And it's really nice to look back a  
15          year later and say, how you like it now? Right?  
16          The results did come through. It is something  
17          that we should be proud of.

18          And that's not a political position.  
19          That is, the reality is, if you care about our  
20          communities, if you care about our HBCUs, then  
21          that's what it is.

22          So, I do want to say this. And we're

1 going to again spend a lot of time. Dr. Breaux  
2 and Mr. Grigsby's comments about the need for us  
3 to figure out how we capture this information.

4 And I said this the last time we were  
5 sitting in this meeting. There are people who  
6 are -- You know, permanent doesn't mean  
7 permanent. All of us know permanent means ten  
8 years, right. Let's be clear.

9 But a lot of people outside of this  
10 room don't know that. So, when they hear  
11 permanent they think, that's it. So, they don't  
12 think, to your point, President, that they have  
13 to work any harder. Because they think it's now  
14 a given. And how, you, you won't take it back.

15 So, we have to collect right now, as  
16 opposed to finding ourselves six, seven, eight  
17 years from now saying, let's try to remember what  
18 happened, when some of us may be around the  
19 table, some of us won't. We should be capturing  
20 absolutely.

21 So, one of the things I'm going to  
22 work with the White House Initiative to do is ask

1       them to reach out to the schools, to your  
2       colleagues. And I need you to help them. We  
3       need to send that information in.

4               At a minimum we should try to be a  
5       central repository for all of our successes. And  
6       success doesn't mean it necessarily won. It  
7       could, I mean, that it was a positive outcome.  
8       It could be that we learned from it. So, we  
9       tried something with these dollars, and it didn't  
10      work. But there's a learning in even that.

11             But we've got to capture this data for  
12      no matter who is sitting around this table seven,  
13      eight years from now. Because I promise you, the  
14      day is going to come when people are going to  
15      question the return on this investment.

16             And if we can't tell the story, then  
17      that's our problem. It's literally our problem.  
18      If you care about the kids and the communities,  
19      then we should do something about it.

20             So, I'm going to ask that we figure  
21      out how to do that. So that no matter who's  
22      sitting here you're not going back and rewriting

1 history ten years later. We have captured it in  
2 time, contemporaneous notes about what the  
3 successes were.

4 To get back on schedule, we have  
5 visiting us, coming to present to us, Diane  
6 Jones, who is the Principal Deputy Undersecretary  
7 of the Department of Education. She's been  
8 delegated the duties of Undersecretary. And  
9 looking forward to hearing from Diane Jones.

10 UNDER SECRETARY JONES: Thank you so  
11 much. There's a nasty virus that's been going  
12 through this building. So, wash your hands  
13 frequently while you're here today.

14 CHAIRMAN TAYLOR: And fist bump.

15 UNDER SECRETARY JONES: And fist bump.  
16 Yes. Happy Valentine's day to everybody. I'm  
17 glad one person remembered, and wore red. I did  
18 not remember. Oh, and two. I'm sorry, who else  
19 is red?

20 So yes, congratulations to all of you  
21 on the FUTURE Act. Obviously the Secretary of  
22 Education was personally and deeply involved in

1 moving forward with the FUTURE Act. Obviously  
2 the funding is one of the major successes that  
3 was part of the FUTURE Act.

4 But I want to talk about a couple of  
5 other things that were in the FUTURE Act, one of  
6 which that was driven primarily by the Secretary,  
7 and others, where she was one of a group of  
8 champions pushing it forward.

9 Before I go there I think I want to  
10 take a step back. I met with all of you a few  
11 months ago, and talked about how much of what we  
12 do here at the Department, it's not sexy. It  
13 doesn't have slogans. It's not headline driving.

14 But I want you to know that we are  
15 committed here to doing the ground work to  
16 facilitating opportunities. And I made some  
17 promises to you last time. And I want to talk to  
18 you about how we're delivering on those, and the  
19 accomplishments that we've had, and the work that  
20 we'll continue to do.

21 So, the FUTURE Act included one  
22 provision that is fairly wonky. We referred to



1 it as 6103. But 6103 is a part of the tax code  
2 that was making it impossible, essentially, for  
3 us to capture IRS data that could be used to A,  
4 simplify the FAFSA, so that students could get  
5 more data in real time. So that they didn't have  
6 to go back and pull tax returns.

7 But also, so that we, we've heard what  
8 you said about verification. And when 6103 was  
9 passed we now have the opportunity to build  
10 connections to the IRS data system.

11 And all that income verification that  
12 you all had to do, especially for non-filers, we  
13 can do it now. I mean, not today. We're working  
14 on implementing the systems.

15 But, so 6103 does a lot of things for  
16 us. One, it allows for simplification of the  
17 FAFSA. And I think anybody who knows, Senator  
18 Alexander knows that he was not leaving Capitol  
19 Hill until he got that done. So, congratulations  
20 to him.

21 It will simplify FAFSA. It will  
22 reduce the burden on all of you for verification.

1 It also helps our borrowers who are in student  
2 loan repayment.

3 You know, right now we have borrowers  
4 who are in an income driven repayment plan. And  
5 they get kicked out of it, because they forget to  
6 provide their income verification information.  
7 That can be automated.

8 Now, there will be people whose tax  
9 situation changes, right. Their IRS data might  
10 say they had a job, and maybe they're now  
11 unemployed. So, they'll have to call the  
12 Department and make adjustments. There's always  
13 going to be, you know, individuals who need to  
14 make adjustments.

15 But for the most part people will be  
16 able to continue in IDR, because we'll have  
17 access to income data. That is going to make  
18 life easier for borrowers.

19 But frankly, it's important to our  
20 fiscal responsibility. Because the GAO did a  
21 recent study, and found that there are a  
22 significant number of borrowers who are

1 reporting, you know, large family sizes, or  
2 income lower than is maybe accurate, so that they  
3 can get into a zero dollar payment status.

4 And that ultimately isn't great for  
5 them. Because interest continues to accrue. And  
6 it's not good for the borrowers in the future who  
7 need to have access to that money. I mean, in  
8 some sense it is a revolving fund. Because we  
9 don't have endless resources.

10 And for those who qualify for total  
11 and permanent disability, if you are a non  
12 veteran who qualifies for total and permanent  
13 disability, we have to verify your income for  
14 three years.

15 And so, we have not been able to  
16 automatically provide loan forgiveness to totally  
17 and permanently disabled borrowers, because they  
18 need to know to provide us income data for three  
19 years. And if they don't, their loan gets  
20 reinstated.

21 Once we're able to do the income  
22 verification automatically then we would need a

1 regulatory change. But we can start talking  
2 about a regulatory change to move to automatic  
3 forgiveness, because we'll be able to do the  
4 income verification.

5           So, 6103, again, you know, what does  
6 that mean? Well, it's a section of the -- I  
7 didn't know what it meant either two years ago.  
8 But now I do. And we think that this is really  
9 going to make, you know, on the ground, pragmatic  
10 differences in people's lives.

11           I want to give you an update on our  
12 work in accreditation. I think when I stood  
13 before you we had either just started to  
14 negotiate a rulemaking, or we were thinking about  
15 it. I can't remember exactly.

16           But we've completed that process. We  
17 did actually a fairly significant negotiated  
18 rulemaking session that will result in three  
19 different sizable regs. And we were able to  
20 achieve consensus on all three.

21           And nobody thought that could happen.  
22 And I did. I think I might have been the only

1 person in this building. And I knew it could  
2 happen, because although everybody comes to the  
3 table with their own goals and, you know, their  
4 own things that they have to deliver to their  
5 constituency.

6 And we had some heated moments. When  
7 we were able to step back and say, okay, but  
8 what's right for students? We were able to find  
9 compromise.

10 Now, is it a perfect reg? We think it  
11 is. But it's probably not. There is no perfect,  
12 right. We will find that there are things that  
13 need to be tweaked. We will find that there are  
14 unintended consequences nobody thought of.

15 But the fact that everybody came  
16 together and that it yielded a consensus vote  
17 means that we have a better shot than we've ever  
18 had before at getting it right.

19 So, let me tell you some of the things  
20 that are in that regulation. And many of the  
21 things in that regulation came to us and were put  
22 on the table because of conversations we've had

1 with you and others who shared with us their  
2 concerns about an accreditation system that was  
3 really built for and around the comprehensive  
4 research institution and that had created a  
5 number of expectations that didn't necessarily  
6 apply to small liberal arts colleges, to HBCUs,  
7 to community colleges.

8           And so, we're trying to, you know,  
9 change the way we think about accreditation.  
10 That does not mean we're lowering standards. In  
11 fact, I would argue we're raising standards.

12           Because when you have mission driven  
13 standards, and when you have standards connected  
14 to what the institution is doing, you can  
15 actually hold a school accountable.

16           But when you have standards that have  
17 nothing to do with the students an institution  
18 serves, or the mission that it, you know, it  
19 strives to achieve, you know, accountability  
20 becomes this thing we talk about.

21           But if it's not the right standards,  
22 and they don't really fit with the mission, you

1 can't really use accountability standards. So,  
2 we're raising accountability, but in an  
3 appropriate way.

4 So, what are the things that are in  
5 that reg? Well, we've ended the myth that  
6 there's a difference between regional and  
7 national accreditors. There is no difference.

8 We hold them to the same standards.  
9 We expect the same things out of them. Now, it  
10 may be true that regional accreditors all could  
11 point to an elite highly selective institution  
12 and say, we accredit them. Absolutely. And most  
13 national accreditors don't have an elite Ivy  
14 League institution that they can point to.

15 But when you peel back the layers, and  
16 you look at institutions that are open enrollment  
17 or less selective, what you find is it doesn't  
18 matter whether they're regionally or nationally  
19 accredited. They're dealing with the same  
20 challenges. And they have the same  
21 opportunities.

22 And so this idea that there was some

1 difference between regional and national  
2 accreditors really caused problems for students.  
3 Because schools would say, oh, we can't accept  
4 the transfer credit.

5 Well, that's never been true. But I  
6 think, you know, my faculty are smarter than  
7 yours kinds of ideas sort of generated this  
8 misconception.

9 The other thing that this rule does  
10 is, it confirms, or reaffirms, or makes sure  
11 people understand that no accreditor owns a  
12 state. No accreditor owns a region.

13 Once upon a time it made a lot of  
14 sense to have accreditors that were based in  
15 regions. Because students didn't travel very far  
16 to go to college. And if they were going to go  
17 from one school to the next it was probably going  
18 to be the one down the street.

19 But we don't live that way anymore.  
20 And when we got to the rulemaking table, you  
21 know, one of the regional, which soon we have to  
22 call the accreditors formerly known as regionals



1 -- thank you, Prince, for that -- we now know how  
2 to address the accreditors formerly known as  
3 regional. They are known as regional until June  
4 -- July. I'm sorry, July 1. July 1, 2020.

5 We have said to accreditors -- so, we  
6 had an accreditor that came to the table and  
7 showed us a map of where her agency had activity.  
8 And it was probably all but three states.

9 And so, what -- the reality is that  
10 the so called regional accreditors, they already  
11 operate in every state, and in many foreign  
12 countries.

13 And so we would have students calling  
14 us saying, well, wait a minute. I'm attending a  
15 school in, whatever, New Jersey. But it says  
16 it's accredited by a California accreditor.  
17 Could that be true? And then try to explain to a  
18 student what an additional location or a branch  
19 campus is, right.

20 So, we already have accreditor  
21 activity. We already have two schools down the  
22 street accredited by different accreditors. And

1 they have figured out how to work together. So,  
2 we have eliminated that artificial barrier that  
3 really made it difficult for students, and more  
4 costly for students. So, no longer.

5 And we've already seen two branches of  
6 the military have changed their regulations about  
7 the use of educational funds. They have removed  
8 the distinction between regional and national  
9 accreditors.

10 We have letters going out to the  
11 states. There are some states that limit  
12 licensure opportunities to people who graduated  
13 from a regionally accredited school.

14 Our position is, if the person can  
15 pass the test and demonstrate the competency,  
16 that means they went to a school that taught them  
17 how to do the job. Why do we care who their  
18 accreditor is, as long as it's a legitimate  
19 accreditor?

20 So, we have letters going out to the  
21 states, because we know some states are going to  
22 have to make changes, based on our changes in

1 regs.

2 We have made clear to accreditors --  
3 so, let me go back to the issue of nobody owns a  
4 state. You know, there will be behaviors, right.  
5 There will be behaviors where accreditors will  
6 gravitate to the regions where they already have  
7 activity.

8 It will be up to the members of  
9 accreditors, or it will be up to institutions to  
10 go to new accreditors and say, you know what,  
11 your mission as an accreditor really more closely  
12 aligns with what we do. Would you consider  
13 accrediting us, our main campus, even though  
14 we're not in your historic region?

15 And there will be some agencies that  
16 will probably say no. And there will be many  
17 agencies that will say yes. And so, it's going  
18 to really take effort by the community. We've  
19 created the opportunity. But the community is  
20 going to have to push it forward.

21 We've clarified in our regs that  
22 accreditors can have alternative standards. It

1 is reasonable to think that the standards that  
2 you use to hold a research university accountable  
3 might be very different than the standards you  
4 use to hold a Tribal college accountable, or an  
5 HBCU, or a community college. Because the  
6 mission is different.

7 I spent ten years at a community,  
8 teaching at a community college. One small part  
9 of the mission was getting people to degree  
10 completion.

11 There were all kinds of other things  
12 that were part of the mission of the community  
13 college, and it is time that they get credit for  
14 all those other things in their mission. Because  
15 those things mean a lot to their communities.

16 So, it may be that we need different  
17 standards to hold different institutions  
18 accountable, based on their size, based on their  
19 student body, based on their mission, based on  
20 their geography.

21 And so, it is fine. But again, the  
22 community is going to have to push accreditors to

1 say, when you do your review of standards we  
2 might need more than one standard for how we look  
3 at financial responsibility.

4 We have clarified that the traditional  
5 faculty governance model is a governance model,  
6 but not the governance model. I hear from  
7 presidents over and over that they want to have  
8 workforce programs. They want to be able to  
9 quickly adapt to workforce needs.

10 But, you know, if they got to go  
11 through the faculty senate, blah, blah, blah.  
12 You well know how this goes.

13 We think that when you have an  
14 occupationally focused program it is quite  
15 reasonable to have a different governance model  
16 that relies on advisory boards from the  
17 occupation, from the profession, that look at  
18 licensing exams.

19 Obviously, the appropriate faculty  
20 have to be involved. But there may be a  
21 different way that you make decisions about  
22 curricular changes in a program that's focused on

1 a vocation, that has a licensure exam where you  
2 have a way to assess competencies.

3 We have reduced the number of  
4 activities that require a substantive change with  
5 your accreditor. And we have given more  
6 permission to the staff of accreditors to make  
7 those decisions.

8 If a staff thinks it's a high risk  
9 decision they can always bump it up to the  
10 decision making body. We need the accreditor  
11 decision making bodies to spend time on the hard  
12 stuff.

13 There are talented staff who work at  
14 accrediting agencies, who came from higher ed,  
15 who can evaluate many of the changes that schools  
16 want to make, and do it more quickly because  
17 they're not high risk decisions.

18 We have reinforced that institutions  
19 with a faith based mission are permitted to have  
20 and exercise that faith based mission. And an  
21 accreditor cannot remove accreditation or try to  
22 impose upon a faith based institution standards

1 or requirements that would go against the mission  
2 of the institution.

3 So, we are protecting faith based  
4 institutions, and saying, if your accreditor  
5 takes action against you, and you believe it's  
6 because of your faith based mission, that's one  
7 of the reasons that allows you to come to us and  
8 say, I need a different accreditor.

9 And we're holding ourselves  
10 accountable. We have put into that reg that if  
11 you apply for recertification, and you do it on  
12 time, we have to complete it within a year. And  
13 if we don't, you win, we lose.

14 And while it is possible to have  
15 somebody on a provisional certification, it  
16 cannot be the default because we didn't get  
17 around to it. So we're trying to do more to be  
18 better partners, and hold ourselves accountable.

19 We had a triad meeting recently, where  
20 we brought together states, accreditors, and the  
21 Department to talk about issues of concern to all  
22 of us. Closing schools obviously were at the top

1 of the list, and financial responsibility.

2           Everybody is grappling to try to  
3 figure out, how do you do a better job of  
4 identifying a school when they're starting to  
5 have challenges, so that you can go in early and  
6 help them solve the challenge, and not wait until  
7 it's too late.

8           And the one thing that concerned us  
9 is, we heard that every state was developing a  
10 model, and every accreditor. And we said, wait a  
11 minute. You cannot have an institution that has  
12 to send three different datasets to three  
13 different places, because three different people  
14 have a different model.

15           So, we're going to work to figure out,  
16 how can we do data sharing, or method development  
17 together, so that our work to try to meet our  
18 fiduciary responsibilities doesn't add two more  
19 layers of reports to your desktop. So, we're  
20 working through that.

21           We recognize that we need alternatives  
22 to HCM2. That there are ways we can work with



1 struggling institutions that are productive. And  
2 HCM2 isn't always a productive way to work with  
3 an institution that's struggling.

4 So we are looking to alternatives. We  
5 don't have anything to announce. But we know we  
6 need to look at this.

7 And we need to improve communication  
8 and collaboration. Often times, when there were  
9 challenges in the field, or challenges with  
10 schools, there were people in the triad who knew  
11 about it and they weren't sharing information.

12 We have made huge advances in  
13 communicating better, in having regular meetings  
14 with accreditors and state. So that when there's  
15 a problem we can all swoop in and try to help.

16 And in a recent very large closure, it  
17 worked. We were able to get tens of thousands of  
18 students moved, or with new options to move to  
19 new institutions.

20 Because states and accreditors came  
21 together and got on the phone, and started  
22 calling presidents of universities saying, how

1 many can you take? What programs do you have?

2 So, we know that this works.

3 CHAIRMAN TAYLOR: Secretary, there's  
4 just one question. Someone wrote, HCM2. We're  
5 using some acronyms --

6 UNDER SECRETARY JONES: Okay. I'm  
7 sorry.

8 CHAIRMAN TAYLOR: -- for non-  
9 education. So --

10 UNDER SECRETARY JONES: Well, the  
11 schools all know, right. It's the --

12 CHAIRMAN TAYLOR: But a lot of the  
13 Board Members are like, what is HCM2?

14 UNDER SECRETARY JONES: Thanks for  
15 pointing that out. Heightened Cash Monitoring 2.

16 So, we have in our regulations certain  
17 triggers. So, whether it's a financial issue at  
18 an institution, whether there's been evidence of  
19 fraud, whether there's bankruptcy, there are  
20 things that happen where the Department of  
21 Education feels that we have a responsibility to  
22 tax payers and students to more carefully and

1       closely monitor the financial transactions with  
2       the institution.

3                 And the idea being that if you give a  
4       whole lot of Title IV money to a school, and then  
5       they make a mistake and can't pay you back, the  
6       tax payer's on the hook.

7                 CHAIRMAN TAYLOR:   Right.

8                 UNDER SECRETARY JONES:   So HCM2 means  
9       that what a school essentially has to do is they  
10      have to disburse all of the aid that they would  
11      have gotten from us to a student.

12                So they have to make student stipends,  
13      which is sometimes cash payments.  They have to,  
14      you know, put onto the student's ledger card that  
15      the account balance has been paid.

16                So, they essentially have to pre pay  
17      the student, and then file a whole bunch of  
18      paperwork, wait for us to go through it, and then  
19      we reimburse the school.

20                Well, if you're already in financial  
21      difficulties, you don't have time to wait.  You  
22      can't get a loan necessarily.  And it ends up

1 costing the school a lot of money to engage in  
2 HCM2.

3 Now, we know we need to have  
4 accountability standards. But we're asking, is  
5 there another way to do this? Are there  
6 different ways to use monitors, or auditing  
7 firms, or some other layer of protection, so that  
8 we keep the protection in place, but we don't put  
9 institutions in a situation where it costs them  
10 millions of dollars to disburse the aid that they  
11 otherwise would have disbursed anyway. So, we're  
12 working through that.

13 We've launched the notifications of  
14 two new experimental sites. Actually, one new  
15 and one is a second cohort of an existing  
16 experiment.

17 We had over 200 applications for the  
18 federal work study experiment. We plan to put  
19 the list out next week, notifying the public of  
20 all of the institutions that are participating.

21 We will have a tool kit that help  
22 institutions understand how to work with

1 employers, and employers how to work  
2 institutions, to implement the federal work study  
3 experiment.

4 And again, this experiment allows  
5 schools for the first time to pay students in  
6 student teaching, clinical rotations, with  
7 federal work study funds. You can pay them for  
8 that work based learning.

9 And we're already reaching out to the  
10 accreditors that have prohibitions on that to  
11 say, can you waive them for the experiment? This  
12 is why we need alternative standards, right.  
13 Sometimes you need to make exceptions to your  
14 rules.

15 We are working to get a new cohort of  
16 Second Chance Pell announced. Obviously, there's  
17 a cost associated. So we're still trying to  
18 figure out what amount of Pell funding we could  
19 spend in doing the second award.

20 And then I just have a couple more  
21 things to run through quickly. We are continuing  
22 our conversations about, could we develop shared

1 resource centers, where you would be able to  
2 purchase services, essentially, from resource  
3 centers.

4 So whether it is financial aid  
5 processing, infrastructure planning and  
6 development, procurement that you come together  
7 and share, cybersecurity -- cybersecurity  
8 standards are getting more and more rigorous.  
9 And we know that some institutions are not going  
10 to have the resources to come up to those  
11 standards.

12 So are there ways that we can engage  
13 regional resource centers to do the kinds of  
14 things that maybe you can't do on your campus  
15 because you can't implement the standards?

16 We also think that, you know, we know  
17 there are federal opportunities out there. But  
18 we know that there are institutions that don't  
19 have a sponsored research office large enough to  
20 actually take advantages of them.

21 So, one of the things we're talking  
22 about is, can a regional service center provide

1 support to the sponsored research function? So,  
2 we're talking about, how can we provide these  
3 services?

4 I mean, the Department of Ed wouldn't  
5 provide them. But how can we help organize  
6 centralized service centers where you have a  
7 contract, and they have to deliver, and you have  
8 to hold them accountable?

9 But what can you buy more cheaply  
10 through economies of scale? What kinds of  
11 expertise can you attract if you do it  
12 collectively, versus if each institution's trying  
13 to hire the best person out there? So, we're  
14 working through that.

15 The Secretary went to the Howard  
16 University Board Meeting, and found it to be just  
17 a fabulous experience. Was introduced to all  
18 kinds of the exciting things that are going on at  
19 Howard University.

20 And we know that that's one university  
21 with exciting things, but every university has  
22 exciting things. And so she wants to know more

1 about what exciting things are happening at all  
2 campuses.

3 We are also working with an  
4 institution to figure out, if we can figure out,  
5 how to allow a struggling institution like an  
6 HBCU to partner, to merge with, to join forces  
7 with a larger comprehensive institution, as a  
8 branch campus, which means they remain an HBCU  
9 institution.

10 They retain their historical status,  
11 they retain their independent Board, they retain  
12 their independent president, they retain their  
13 independent faculty organizations. But they can  
14 off load a lot of the back end services to the  
15 larger comprehensive institution.

16 We've never done this before. We're  
17 working with one institution right now to figure  
18 out, how do we allow this to happen? We think  
19 through our branch campus regulations, we can  
20 find ways that HBCUs can join with larger  
21 institutions for resources.

22 For, you know, sharing the cost of



1 running a campus, for maintaining a physical  
2 plant, for sharing faculty expertise, but still  
3 maintain their historical status and their  
4 eligibility for Title III funding.

5 In those instances the Title III  
6 funding could not run through the HBCU to the  
7 other campus. That funding would have to stay  
8 with the HBCU. But there's no reason why that  
9 institution can't maintain its status, while  
10 still joining forces with other institutions.

11 And we are also experimenting for the  
12 first time, a state came to us and said, you  
13 know, we'd like to actually have the  
14 accreditation at the level of the state.

15 We've never done system  
16 accreditations. We've looked at systems, but  
17 we've said one campus has to be the main and the  
18 others can be additional locations.

19 We're working with Maine. Maine came  
20 to us and said, well, why can't a system be  
21 accredited? I was like, I don't know. I think  
22 we get to make that decision. So, we're

1 experimenting with Maine.

2 Their Board has now approved it.  
3 Their president wants it, their accreditor wants  
4 it. And we're working with them to figure out,  
5 how do you do this?

6 But it will save Maine a huge amount  
7 of money when they can be accredited at the state  
8 level. And by the way, in the State of Maine,  
9 all decisions are driven at the state level.

10 So these are the kinds of things we're  
11 doing. Again, none of them are sexy. None of  
12 them headline grabbing. None of them have a  
13 slogan.

14 But they're the little things that we  
15 can do that collectively, we believe, will make  
16 it easier for all of you to operate within our  
17 regulatory system, and allow you to have the time  
18 you need to focus on what matters most, which is  
19 the students you're serving, and not the  
20 regulatory bureaucracy that we have created.

21 So, thanks for the opportunity. I  
22 don't know how much time we have left. But I'm

1 happy to take questions.

2 CHAIRMAN TAYLOR: Let me, hold on one  
3 second, because I got to keep us on time. We  
4 brought all these federal agencies here. And I  
5 cannot let this thing go off schedule.

6 UNDER SECRETARY JONES: Okay.

7 CHAIRMAN TAYLOR: But thank you very,  
8 very much.

9 UNDER SECRETARY JONES: Thanks.

10 CHAIRMAN TAYLOR: I'm going to, no, we  
11 are going to have a couple of questions.

12 UNDER SECRETARY JONES: Okay.

13 CHAIRMAN TAYLOR: But let's have them,  
14 keep them tight questions. Let me just also  
15 comment, on the branch campus regulations  
16 question.

17 You've said a couple of times that  
18 that means you can, as a smaller HBCU tie up with  
19 a larger, more comprehensive university. And I  
20 know that Dr. Martin will probably comment on  
21 this. What about other HBCUs tying up with --

22 UNDER SECRETARY JONES: Obviously --

1 CHAIRMAN TAYLOR: -- other HBCUs?

2 UNDER SECRETARY JONES: Right.

3 CHAIRMAN TAYLOR: Because the answer  
4 is not always --

5 UNDER SECRETARY JONES: Obviously --

6 CHAIRMAN TAYLOR: -- other majority  
7 institutions.

8 UNDER SECRETARY JONES: Any  
9 institution. I think that what, the school we're  
10 looking at now is looking at attaching to a large  
11 comprehensive institution, you know, because when  
12 you tie up the main campus takes some financial  
13 responsibility.

14 CHAIRMAN TAYLOR: That's right.

15 UNDER SECRETARY JONES: And so, the  
16 institution we're working with now is looking at  
17 a larger comprehensive institution because of the  
18 financial needs that they have.

19 But obviously there could be branch  
20 campus relationships between any kind of campus.  
21 It's just the one that we're looking at now,  
22 because of the financial.

1 I mean, there's a physical plant, and  
2 they needed a large institution that could come  
3 in and help provide, you know, some resources.

4 CHAIRMAN TAYLOR: Okay. So, I'm going  
5 to take these under, and the only point of  
6 raising that is, you have the North Carolina A&T,  
7 and then you have schools close to it that might  
8 be able to do that.

9 UNDER SECRETARY JONES: Absolutely.

10 CHAIRMAN TAYLOR: You have --

11 UNDER SECRETARY JONES: Right.

12 CHAIRMAN TAYLOR: -- Wilberforce and  
13 North, and Central State. I mean, there's some  
14 opportunities where you don't have to go to a  
15 majority institution.

16 UNDER SECRETARY JONES: Right.

17 CHAIRMAN TAYLOR: This could be within  
18 the HBCU community as well.

19 UNDER SECRETARY JONES: Absolutely.

20 CHAIRMAN TAYLOR: So, President Clark.

21 MEMBER CLARK: As usual, your  
22 presentations are very high density and jam

1 packed.

2 UNDER SECRETARY JONES: Sorry.

3 MEMBER CLARK: And of great quality.

4 And so, thank you. This is a request. Could we  
5 get a summary slide or two --

6 UNDER SECRETARY JONES: Absolutely.

7 MEMBER CLARK: -- that lets that out.

8 Because we're trying to furiously --

9 UNDER SECRETARY JONES: Absolutely.

10 MEMBER CLARK: -- write that. And  
11 just couldn't keep up, you know.

12 UNDER SECRETARY JONES: No. We will  
13 put something together. And I'll send it to  
14 Johnathan, who can then forward it. Yes. You  
15 bet you.

16 MEMBER CLARK: yes.

17 CHAIRMAN TAYLOR: Just, let me do this  
18 in order. Dr. Dawkins.

19 MEMBER DAWKINS: I just want to echo  
20 what Dr. Clark said. Thank you for those areas  
21 that you're working on to improve and strengthen  
22 the accreditation.

1                   Johnathan and I were just at CHEA last  
2 week, and looking at accreditation and HBCUs, and  
3 how we can strengthen HBCUs under financial  
4 category around that standard. And one standard  
5 doesn't fit all. And especially a small  
6 institution such as Bennett College, against a  
7 Duke --

8                   UNDER SECRETARY JONES: Absolutely.

9                   MEMBER DAWKINS: -- with the same  
10 standard. Okay. So, there's no comparison  
11 there. And you cannot expect us to live up to  
12 what Duke expects. So, thank you for taking that  
13 on.

14                  UNDER SECRETARY JONES: Absolutely.

15                  CHAIRMAN TAYLOR: Pat.

16                  MEMBER HAWKINS: Yes. Thanks for the  
17 great work that you're doing.

18                  CHAIRMAN TAYLOR: For the record  
19 that's Dr. Hawkins.

20                  MEMBER HAWKINS: Yes. Billy Hawkins,  
21 Talladega College. Again, appreciate the great  
22 work that you've done. I currently chair the

1 37th UNCF member institutions. And so, certainly  
2 I want a copy of that presentation, so that I can  
3 articulate that --

4 UNDER SECRETARY JONES: Sure.

5 MEMBER HAWKINS: -- to my colleagues.

6 We will meet the first of March. But I'm just  
7 curious to know a little bit more texture about  
8 the meeting with the accrediting --

9 UNDER SECRETARY JONES: The triad  
10 meeting?

11 MEMBER HAWKINS: When you brought them  
12 all together. Because I've picked up that there  
13 was some displeasure from some of those bodies.

14 UNDER SECRETARY JONES: You know, they  
15 haven't given us that feedback. And so, if they  
16 were displeased they should call. I mean, we  
17 want to know if there were people who were  
18 displeased.

19 It was a meeting. It was the first of  
20 this kind of meeting that took place, probably in  
21 decades, where we brought the triad together to  
22 say, you know, what are we, what are the



1 challenges, what are we dealing with?

2 How do we open up lines of  
3 communication? How do we share information? How  
4 do we make sure that, you know, that if there's a  
5 problem we swoop in early? How do we coordinate  
6 if there's a school that's going to close?

7 So that was the intent. We've gotten  
8 very positive feedback. So, if there were people  
9 who were, you know, displeased we need to know  
10 that as well. So that we can go back --

11 MEMBER HAWKINS: Well, yes.

12 UNDER SECRETARY JONES: -- and deal  
13 with those issues.

14 MEMBER HAWKINS: I know, they should.  
15 I mean, at our SACS convention meeting in  
16 December, and it was announced about what was  
17 coming, and the way it was translated.

18 It just, you know, it just sounded  
19 that there was some concern about what was coming  
20 down from the Department of Education. Now, many  
21 of us in the audience was very excited about what  
22 was --

1 UNDER SECRETARY JONES: So --

2 MEMBER HAWKINS: I mean, sometime  
3 people talk --

4 UNDER SECRETARY JONES: I think I know  
5 what you mean.

6 MEMBER HAWKINS: -- and then accept  
7 change.

8 UNDER SECRETARY JONES: Yes. So, I  
9 think, so Belle was at the triad meeting. I  
10 think probably what you were hearing is, you  
11 know, there are regional accreditors that are not  
12 happy with our recognition that regionals and  
13 nationals are the same.

14 There is displeasure about that.  
15 There was consensus. It's a controversial  
16 change. And the regional accreditors are not  
17 thrilled. The regional accreditors are also not  
18 thrilled that people can poach into their  
19 territory, right. I mean, let's just be --

20 MEMBER HAWKINS: Right. True.

21 UNDER SECRETARY JONES: -- honest  
22 about it. But yes. So, we know that that, but I

1 think in terms of the triad meeting, I think that  
2 was very productive.

3 MEMBER HAWKINS: Sure.

4 UNDER SECRETARY JONES: And I talked  
5 to Belle yesterday. Belle called me yesterday.  
6 She was meeting with her Standards Committee.  
7 And they had a question about something. And she  
8 called. And I was at my desk, and I answered and  
9 talked to the Committee.

10 So, we are open for business. And we  
11 are happy to give information. We're not making  
12 them do that in a vacuum. But yes, people are  
13 unhappy about that.

14 CHAIRMAN TAYLOR: And we're going to  
15 see Dr. Belle. But one question again, as best  
16 we can, let's remember that a lot of the folks  
17 who aren't from the education. So, triad. What  
18 is the triad?

19 UNDER SECRETARY JONES: The triad is  
20 the regulatory regime for institutions of higher  
21 ed. So, there are three entities that have to  
22 approve an institution of higher education to

1 participate both at the state level and in  
2 federal student aid.

3 So, the state. The state has to  
4 authorize the institution to either operate in  
5 the state, or provide instruction by distance to  
6 students in the state. So, the state authorizer  
7 is one member of the triad.

8 The second member of the triad is  
9 accreditors. So, the accreditors are the member  
10 of the triad whose job it is to make sure that  
11 there's quality. That the student is having a  
12 quality experience. And that the institution is  
13 living up to what it promises, which doesn't mean  
14 they all have to promise the same thing.

15 And then the third is the Department  
16 of Education. We're the third leg of the stool.  
17 People often times refer to it as the stool.  
18 We're the third leg of the stool.

19 And our job is to focus primarily on  
20 Title IV compliance. So, you know, in some ways  
21 we're the banker. And our role is to maintain  
22 compliance with the regulations around Title IV.

1                   So, an institution could be  
2                   accredited, but not a Title IV participant, in  
3                   which case two members of the triad would impact  
4                   them, not all three.

5                   CHAIRMAN TAYLOR: Okay. Dr. Breaux.

6                   MEMBER BREAUX: Yes. Thank you for  
7                   your presentation. It was excellent. And I  
8                   don't want you to leave here thinking that this  
9                   isn't huge. You listed a lot here.

10                  UNDER SECRETARY JONES: It's a lot of  
11                  --

12                  MEMBER BREAUX: And I want to  
13                  especially, because you said, it's not sexy, and  
14                  it -- That's really not the case. The one item  
15                  that especially stands out for me, you talked  
16                  about work study. And you went through it very  
17                  quickly.

18                  Many of our students are struggling.  
19                  And, financially. And they're working two and  
20                  three jobs. And the research shows that if they  
21                  work more than 20 hours a week, that impacts on  
22                  their grades, and their academic progression.

1                   And so, to allow that work study, that  
2                   funding to go for employment, where it might go  
3                   towards more relevant employment to what --

4                   UNDER SECRETARY JONES: Right.

5                   MEMBER BREAUX: -- they're studying,  
6                   is going to put them on a course for success.  
7                   So, when you present the next time I want you to  
8                   go out and say, we have some really exciting  
9                   things going on.

10                  Because I do think it's going to have  
11                  a significant impact financially for our  
12                  students. And also, keeping them on track with  
13                  their studies. So, thank you.

14                  UNDER SECRETARY JONES: Thanks. We  
15                  agree. I mean, students are working 20 and 30  
16                  hours a week. So, let's not pretend they're  
17                  working ten hours a week. Let's figure out how  
18                  to work with a student who needs to work 20 hours  
19                  a week, and make it work.

20                  So, we think if employers and schools  
21                  work together, it will be work related to their  
22                  curriculum. So, it will have educational value.

1 And the employers have committed to us that they  
2 want to work with schools around scheduling and  
3 transportation, to make sure that this is a  
4 positive experience for the student.

5 And we think that employers will be  
6 able to pay a higher wage in some instances,  
7 perhaps, than they could earn in a campus job.  
8 And while the federal share may only apply to  
9 some number of hours, we shouldn't have to have a  
10 student try to juggle between two employers. If  
11 there's an employer willing to hire them for more  
12 than their work study award, then go ahead and do  
13 it. And we should facilitate that.

14 MEMBER BREAUX: And for those careers  
15 where they're required to do experiential --

16 UNDER SECRETARY JONES: Absolutely.

17 MEMBER BREAUX: -- learning --

18 UNDER SECRETARY JONES: If it's work  
19 based learning, it's work. They should be paid.

20 CHAIRMAN TAYLOR: And to that point,  
21 putting my SHRM hat on, that really came up very  
22 heavily with employers, especially SMEs, small

1 and medium enterprises.

2 And again, we were at North Carolina  
3 A&T. And the biggest concern was that the big  
4 companies that were going to spend this money  
5 anyway are going to take that over.

6 So, the IBMs, Apples, everyone,  
7 they're essentially going to hire the students.  
8 And they were going to spend the money anyway.  
9 And that leaves small and medium size enterprises  
10 in these communities, you know, having to pay  
11 full bear.

12 So, we just want to make sure that as  
13 you think about it on your campuses you also  
14 ensure that the big boys aren't essentially being  
15 subsidized for internships they were going to do  
16 anyway. So, if we can make sure we do that.

17 UNDER SECRETARY JONES: And the big  
18 boys --

19 CHAIRMAN TAYLOR: That's not the  
20 Department of Education's problem. I'm saying  
21 it's ours.

22 UNDER SECRETARY JONES: Well but, in



1 some sense we're working, so the big boys still  
2 only get a 25 percent wage share from the Federal  
3 Government.

4 But small to medium business can get  
5 up to a 50 percent wage share. So, you can  
6 actually call companies. And instead of asking  
7 for their help you can say, hey --

8 CHAIRMAN TAYLOR: That's right.

9 UNDER SECRETARY JONES: I have money  
10 for you.

11 CHAIRMAN TAYLOR: That's right.

12 UNDER SECRETARY JONES: I can help  
13 through federal work study to contribute. And I  
14 think that is a position in which institutions  
15 may not have always been, to be able to call an  
16 employer and say, have I got something for you.

17 So, we think this empowers  
18 institutions. But the big boys don't get the  
19 same wage, you know, federal wage share. They  
20 still have to pay 75 percent.

21 CHAIRMAN TAYLOR: That's right. Mr.  
22 Hunter.

1                   MEMBER HUNTER: Yes, Mr. Chairman. I  
2 just want to reemphasize something the Chairman  
3 said to you at the outset about the contractual  
4 relationship or joint venture between an HBCU and  
5 a majority institution on let's say business, or  
6 accounting, or technical type matters.

7                   I want to reemphasize that, and I know  
8 you're very sensitive to this issue. But there  
9 was a period, and particularly where there was a  
10 effort to force HBCUs to merge with majority  
11 institutions, particularly in the south. And I  
12 can tell you, there is some sensitivity to that.

13                   UNDER SECRETARY JONES: Absolutely

14                   MEMBER HUNTER: Some sensitivity to  
15 that issue. And I think you, we need to be very  
16 sensitive of that. As long as it's contractual  
17 and voluntary, and there clearly can be some need  
18 for taking advantage of the broader technical  
19 expertise at a larger university.

20                   But I'll give you an example. Down in  
21 Arkansas the HBCU nursing program was having  
22 accreditation problems. Community college was

1 set up in the same geographical area. They  
2 created their own nursing program. And now it's  
3 competing with the -

4 Now, and so, and then some people  
5 would see that as an effort to duplication.  
6 Because I got the question, well, why do they  
7 need a nursing program over at the community  
8 college, when there's one at the HBCU?

9 And I'm sure I don't have to tell you  
10 that just what's going on in the medical field.  
11 Nursing is a very valued occupation. And there  
12 is a great need for it. So, I just want to  
13 reemphasize what the Chairman mentioned about --

14 UNDER SECRETARY JONES: No. We are --

15 MEMBER HUNTER: There is a great  
16 sensitivity to this.

17 UNDER SECRETARY JONES: We are very  
18 attuned to the sensitivities. And again, in this  
19 case it wasn't that we went to an institution and  
20 said, you have to do this.

21 We had an institution that, you know,  
22 had a balance sheet that made it an unsustainable

1 proposition. And instead of us, you know,  
2 putting them on HCM2, and moving them out of the  
3 program, and having their accreditation  
4 withdrawn, we worked with the accreditor, we  
5 worked with the school.

6 We're working with the state to figure  
7 out, how do we help this institution, you know,  
8 deal with its debt load. You know, find new  
9 opportunities to have financial resources. And  
10 continue as a functioning institution.

11 So, this was just an option we put on  
12 the table. It was not in any way intended to  
13 force them. But, and we didn't say who they have  
14 to join forces with.

15 MEMBER HUNTER: Okay.

16 UNDER SECRETARY JONES: We said, you  
17 know, you go find. We'll help you figure out how  
18 to do it administratively. But frankly, short of  
19 this, I don't think the institution could have  
20 survived.

21 MEMBER HUNTER: Okay.

22 UNDER SECRETARY JONES: So, we're just

1 trying to figure out, not telling institutions  
2 what to do.

3 MEMBER HUNTER: Okay.

4 UNDER SECRETARY JONES: But putting  
5 opportunities on the table to say, you know what,  
6 we've never done this before. But maybe if we  
7 want to look at this, and see if this would work.  
8 So, we absolutely are sensitive. We would not  
9 force it.

10 MEMBER HUNTER: Okay.

11 UNDER SECRETARY JONES: But this is  
12 looking for new ways for financially challenged  
13 institutions to maintain their integrity, and  
14 their Boards, and their status. But finding  
15 other opportunities to either offload some  
16 administrative work, or have new revenue sources.

17 MEMBER HUNTER: Okay.

18 CHAIRMAN TAYLOR: Final, final  
19 question, I think, President Clark.

20 MEMBER CLARK: Clark from South  
21 Carolina State. I want to echo, echo, echo what  
22 Mr. Hunter said, and let's remove the model where

1 there's a financial incentive to do it, because  
2 in the very beginning, I was looking at  
3 opportunities to join forces with a much larger  
4 institution on some programs and projects that  
5 would benefit both of us.

6 UNDER SECRETARY JONES: Absolutely.

7 MEMBER CLARK: There was no financial  
8 downside either way, and there was a lot of  
9 blowback from my constituents because there was  
10 this fear that the other institution wanted to  
11 take over the HBCU.

12 Well, the president of PWI was a  
13 friend of mine and I initiated it. I was the one  
14 that said, hey, let's do this, and it was a  
15 benefit for both of us, so how you package and  
16 present that can make a massive -- great  
17 difference in how it's received, and therefore,  
18 the success of it.

19 I think it's a great idea to have that  
20 possibility there for us to do those things  
21 greatly, but separate totally from the financial  
22 side, and please don't package it as if though

1 it's only something to help the poor HBCUs who  
2 are struggling going to the richer PWIs, because  
3 there are opportunities where we need to partner  
4 and where there's support from it from Department  
5 of Ed, then that would help some of us in other  
6 areas as well.

7 UNDER SECRETARY JONES: That's a  
8 really good point. I think it was that challenge  
9 that drove us to sit down and figure out, could  
10 we do this, but you're right, there's a much  
11 greater good that comes, and I can't mention the  
12 institution or the institutions they're talking  
13 about, but trust me, the larger comprehensive  
14 institution is absolutely getting something out  
15 of this as well, right?

16 This is not a charitable giving. This  
17 is a partnership that they need to have and both  
18 will benefit, but that is good to bring up, that  
19 we need to be very careful how we -- and, like I  
20 said, the President is driving this, he's driving  
21 it with his board, and he gets to pick which  
22 institution he, you know, wants to partner with.

1 We're not driving that.

2 So, you know, we're just trying to  
3 facilitate the regulatory changes that we would  
4 need to accommodate.

5 CHAIRMAN TAYLOR: Thank you so much,  
6 Ms. Jones, and at this point --

7 UNDER SECRETARY JONES: Thanks. Have  
8 a good day and enjoy the rest of your day here.

9 CHAIRMAN TAYLOR: -- we're going to  
10 take, right now, a bio break, some people are  
11 looking around. And also, they brought in lunch,  
12 I believe, or lunch is somewhere, I don't know  
13 the story, but if you're going to grab that,  
14 bring it back to the table so that we can get  
15 started.

16 And if we could keep this really  
17 tight. It is now, roughly, 11:20, about 11:30,  
18 let's get back here because we do have the  
19 federal agencies here.

20 (Whereupon, the above-entitled matter  
21 went off the record at 11:20 a.m. and resumed at  
22 11:29 a.m.)



1                   CHAIRMAN TAYLOR: So I want to  
2 reconvene the meeting. We have a few board  
3 members over here and I want to make sure they  
4 get your full attention, so they're coming over.  
5 Give us about two minutes. They're just grabbing  
6 their lunch. There was a line over there.

7                   Dr. Martin. Just call him out. I'm  
8 old school, right? All right. That's right. We  
9 seriously want to invite -- thank our guests for  
10 coming in and I guess Panel 1 is the Department  
11 of the Treasury, General Services Administration,  
12 the Department of Health and Human Services,  
13 National Institutes of Health, and Health  
14 Resources and Services Administration.

15                   So I'm going to have each person, if  
16 you would, just go through first and introduce  
17 yourselves, and then in whatever you'd like to  
18 take it, please present. We're all ears. And  
19 thank you again for coming on Valentine's Day.

20                   MS. RAGUCCI: All right. I'll lead  
21 this. So my name is Donna Ragucci and I serve as  
22 the Director of the Office of Small and

1 Disadvantaged Business Utilization for the  
2 Department of the Treasury.

3 I've been in that position for about  
4 two years, but I have about 30 years of  
5 contracting background, and so I'm very, very  
6 involved with procurement issues.

7 It is quite an honor and a privilege  
8 to be with my esteemed colleagues today. I'm so  
9 happy to be with you all and be able to share  
10 what I've been working -- my office has been  
11 working with Jonathan and the White House  
12 Initiatives Group for over a year.

13 Treasury's mission is to build and  
14 sustain our economy and it falls right in line  
15 with building community and developing community  
16 that our HBCUs are absolutely at the forefront.

17 My mission is to increase procurement  
18 opportunities to our small and disadvantaged  
19 businesses. And that brings me to our Executive  
20 Order 13779, where there is a small, little  
21 sentence in there that talked about increasing  
22 procurement opportunities for HBCUs.

1                   And so that is where my hook is, and  
2 I'm going to be sharing some of those with you  
3 today. In 2019 and earlier, I'm not real proud  
4 of this, but Treasury awarded zero dollars to an  
5 HBCU. Zero dollars.

6                   But we found that there were two  
7 grants, teeny-tiny grants, that we awarded to  
8 HBCUs, and we actually had one subcontract award  
9 for about \$65,000. So I hope to change that in  
10 2020.

11                   MR. MITCHELL: My name is Calvin  
12 Mitchell, Junior. I work at the General Service  
13 Administration and you may be saying to yourself,  
14 what exactly is that? The General Service  
15 Administration is really a buyer for the  
16 government.

17                   Over 70 years we've been buying goods  
18 and services, and now more recently,  
19 technologies, for the federal government. I'm  
20 very thankful to be here. I'm thankful for my  
21 administrator, Emily Murphy, and Julie Dunne, who  
22 is our commissioner, for their support.

1 I also have a contracting background.  
2 I've actually worked all my career in contracting  
3 and did a fellowship in Congress working with  
4 Congressman Thompson on helping them with  
5 Homeland Security contracts.

6 And I'm excited about this discussion  
7 today because I think we have a unique  
8 opportunity to look at the economic impact of  
9 HBCUs and how we can make them a stronger  
10 economic catalyst in your local communities.  
11 Thank you.

12 MS. FRASIER: Good morning. I'm Diane  
13 Frasier and I am the head of contracting for the  
14 National Institutes of Health. Also, the  
15 Director of the Office of Acquisition and  
16 Logistics Management.

17 And before I start, I'd like to  
18 introduce the folks who are here from my office,  
19 Annette Owens-Scarboro, as well as, and she's not  
20 right here, Rachel Kenlaw Ramirez. So, because  
21 I'm going to tell you about all the things that  
22 we've been doing and we've been doing a lot, and

1 those folks are the ones who deserve the credit.

2 So the National Institutes of Health,  
3 NIH, is a \$40 billion agency, that's our budget  
4 for FY20, and while the majority of our research  
5 is done via the grants mechanism, we have a  
6 robust contracting obligation.

7 Annually, we obligate about \$5.6  
8 billion, \$5.7 billion. And when I look at that  
9 portfolio, and I've been at the NIH for 25 years,  
10 when I look at that portfolio and I see, out of  
11 that \$5.6 billion, I only see 1 percent going to  
12 HBCUs.

13 Obviously, there's a disconnect. With  
14 everything that HBCUs have to offer, we need to  
15 increase. And so we looked at that portfolio,  
16 recognized that there was this disparity, and we  
17 reached out to the HBCUs to introduce them to  
18 NIH.

19 And at that time we were doing all  
20 this outreach, we didn't see any return for our  
21 investment. So five years ago, we started the  
22 Paths for Excellence and Innovation, PEI program,

1 and in that program we have done training for the  
2 HBCUs, we have done intense outreach, as well as  
3 partnering the HBCUs who are in our pilot program  
4 to -- with other small businesses, other small  
5 minority businesses.

6 And so in that time, in all of the  
7 outreach activities we, last year, had the  
8 National Cancer Institute, our largest institute  
9 at NIH, partner with Hampton University for their  
10 proton therapy program, and that is a \$2 million  
11 cooperative agreement.

12 We are expecting to have more results  
13 as we continue our outreach which would include,  
14 this year, going to Georgia, North Carolina,  
15 having the ability to partner, bring together,  
16 small businesses, large businesses, and the  
17 HBCUs, as well as participating in the White  
18 House Initiative for the 2020 National HBCU Week  
19 Conference.

20 Next year -- well actually, at the end  
21 of this year, we are hoping to expand our pilot  
22 program from six schools to another manageable

1 number.

2 And then as we're doing this, because  
3 we are a research organization, we do our pilots  
4 and then we go back, we assess, and then we see  
5 where we can go and move forward.

6 So we note that because there is no  
7 acquisition policy regulation to incentivize the  
8 government to do business with HBCUs, we work  
9 very hard and very closely with our institutes to  
10 see what programs are out there, where we can  
11 better partner the HBCUs with the NIH.

12 We recognize also because of the  
13 constraints of the universities, the HBCUs, that  
14 there is a need for the presidents and the senior  
15 boards within those schools to recognize that  
16 there needs to be a building of infrastructure.

17 And so we are trying to make sure that  
18 we pass that word to the schools. And within my  
19 agency, we're doing this sort of like on a wing  
20 and a prayer. I am taking my budget and  
21 employing it for this program, but whatever can  
22 be done to help me have more funds for the

1 program, that would be greatly encouraged.

2 MS. RAMEY: Well good morning,  
3 everyone. I'm going to break the mold a little  
4 bit. I don't have a contracting background,  
5 other than in the federal space, I am the  
6 contracting officer representative for my office,  
7 but I am actually a nurse. So, but it's a  
8 pleasure to be here with you all this morning.

9 Again, my name is Christine Ramey.  
10 I'm going to give you a preview of our agency,  
11 since I don't quite have the name recognition as  
12 NIH within the Department of Health and Human  
13 Services space.

14 My role, I serve as the Deputy  
15 Director of the Office of Health Equity for the  
16 Health Resources and Services Administration.  
17 You'll hear me refer to it as HRSA. Again, we  
18 are an operating division within the U.S.  
19 Department of Health and Human Services. We are  
20 a sister agency to the National Institutes of  
21 Health, Centers for Disease Control, and also the  
22 Food and Drug Administration.



1           So at HRSA, we support more than 90  
2 programs that provide healthcare to people who  
3 are geographically isolated and are economically  
4 or medically challenged, and we support these  
5 programs, we're primarily a grant funding agency,  
6 and we also provide cooperative agreements to  
7 more than 3000 awardees.

8           These include community and faith-  
9 based organizations, colleges and universities,  
10 some of which are HBCUs, as well as hospitals,  
11 state, local, and tribal entities, and also  
12 private groups as well.

13           Each year, our programs serve tens of  
14 millions of people that live with HIV and AIDS,  
15 pregnant women and mothers and their families, as  
16 well as those who may not be able to access  
17 quality healthcare.

18           At HRSA, we work to strengthen the  
19 health workforce, and that's probably the biggest  
20 layer of interaction that we have with HBCUs. We  
21 work to connect skilled professionals to  
22 communities in need through grants, loan

1        repayments, and scholarships.

2                    And from education and training to  
3        service, we have more than 40 workforce programs  
4        and initiatives and support 8,000 organizations  
5        and individuals. Some of them you may be  
6        familiar with, including the National Health  
7        Service Corps and the Nurse Corps program, are  
8        big programs out of -- that come from HRSA.

9                    Within my office, the Office of Health  
10        Equity, we work to reduce health inequalities so  
11        that individuals and communities can achieve  
12        their highest level of health across those  
13        communities, and we accomplish this through  
14        strategic partnerships, both internally within  
15        HRSA, and then externally.

16                    We work to integrate equity concepts  
17        into programs and policies to directly impact the  
18        people that we serve. And we've had a great  
19        partnership over the years with the White House  
20        Initiative on HBCUs, and we're so grateful that  
21        you all thought of us to invite us here to the  
22        table today as well.

1           And I also want to put in a promotion.  
2           Our office sends out a quarterly MSI e-bulletin,  
3           so we don't bombard your email box, but it  
4           provides information on HRSA programs. We also  
5           sort of continually update if there's any notice  
6           of funding opportunities for potential grants  
7           that may be of interest.

8           So if you or your colleagues might be  
9           interested, the email is msiohe@hrsa.gov, and  
10          I'll be around as well, so look forward to  
11          interacting and taking any questions.

12          CHAIRMAN TAYLOR: Thank you all for  
13          the introductions and now you'll get some --  
14          Executive Director Holifield.

15          MR. HOLIFIELD: Before we open for  
16          questions, we left a lot of value on the table,  
17          and I'm looking at my friends -- this is Jonathan  
18          Holifield -- Donna and Calvin, and you guys just  
19          executed an historic memorandum of understanding,  
20          and you didn't talk about it at all. That's why  
21          you're here, guys.

22          So please, kind of help our PBA and

1 the public learn more about that agreement and  
2 I'll ask Ms. Frasier, before we go to questions,  
3 dig a little bit deeper into that Pathways  
4 program. We know what it is, there's more to  
5 tell, and I'll ask you to do the same thing.

6 Just hit that HBCU just a little bit  
7 harder, please.

8 CHAIRMAN TAYLOR: And realizing that  
9 I got these other agencies, so make sure --  
10 because I want to leave time for questions, so  
11 there'll be a definite follow-up. The point is  
12 for you all to kind of whet our appetites, and  
13 then some of you -- I know Diane has already  
14 passed around her card, thank you -- is it Donna?

15 MS. RAGUCCI: Donna.

16 CHAIRMAN TAYLOR: Donna has already  
17 passed her card, but the point is for those of us  
18 to become aware of it and then know where to go.  
19 You have a point person within the agency to  
20 pursue the discussions further.

21 MS. RAGUCCI: Sure. Thanks, Jonathan.  
22 So I'll go ahead and get started if it's okay

1 with Calvin. Is that okay to start?

2 MR. MITCHELL: Yes, ladies first.

3 MS. RAGUCCI: Okay. So the Executive  
4 Order came out, as we all know, in February 2017.  
5 I showed up in my office in March of 2018. I  
6 came in with a lot of contracting experience, so  
7 I had worked with HBCUs previously in my old  
8 position as a contracting officer, and so I knew,  
9 kind of, how to do that, but I didn't have the  
10 support mechanism that I would have needed when I  
11 moved up to Washington, D.C.

12 So reached out to Calvin, Calvin and  
13 I go back many, many years ago, working with the  
14 Army Corps of Engineers, and now he works with  
15 GSA. So we found out that to increase procurement  
16 opportunities at the Department of Treasury and  
17 throughout all of the federal agencies, and many  
18 of them are in the room today, and I hope that  
19 you get to meet them, I don't have time to  
20 introduce all of them, but I am the vice chair of  
21 the OSDBU Council, and there's 23 federal  
22 agencies, and we're all here, and they all wanted

1 to hear what Treasury is doing for HBCUs.

2 So what we did, Lisa Jenkins and I  
3 reached out to GSA to see if we could find HBCUs  
4 that were on federal supply schedules, and we  
5 reached out to Calvin, and Calvin came back and  
6 said, yes, we have about three, and I said, well  
7 how come I don't know that, and I'm guessing  
8 nobody else does either.

9 So what Treasure did, I went to the  
10 deputy secretary, and I asked him, would he  
11 commit to using the HBCUs that are on that  
12 federal supply schedule. And so what Jonathan  
13 mentioned is, we did have an MOU signing, a  
14 memorandum of understanding, between the  
15 Department of the Treasury and GSA that we are  
16 committed to using the HBCUs that are on the  
17 federal supply schedule.

18 And with that, I'm going to turn it  
19 over to Jonathan, because he's got great stuff.

20 MR. MITCHELL: Jonathan is much more  
21 handsome than me. This is Calvin. You're  
22 supposed to laugh. So yes, so Jonathan and I go

1 back, right, so when Jonathan first started, I  
2 had this crazy idea of how we can get HBCUs  
3 participating in federal contracts.

4 And as such, we, my team have been  
5 going around to partner with NASA, with Treasury,  
6 with some other agencies, talking about how  
7 federal agencies spend \$540 billion a year. That  
8 is about 40 percent of our entire budget.

9 We know from the United Negro College  
10 Fund that \$13.8 billion of economic impact  
11 happens with HBCUs. What does that mean?  
12 Opportunity. Just after Jonathan arrived, 13779  
13 was issued and then we had a spark, right?

14 And I said, you know what? That  
15 little line that Donna talked about that says,  
16 increase capacity of HBCUs of federal  
17 contracting, bam, that was it. We had the  
18 opportunity.

19 Another thing that happened, the  
20 President's Management Agenda came out, and under  
21 category -- there was, under the CAP-7, which is  
22 the cross-agency priority 7, is category

1 management.

2           What does that say? Hey, all these  
3 federal contracts, don't everybody build one,  
4 leverage contracts. See, what we did here is, we  
5 leveraged the contract.

6           So now we have a unique opportunity  
7 where HBCUs can be on a contract that the federal  
8 government is encouraging them to participate and  
9 to use. Beautiful opportunity.

10           So we've been working with HBCUs such  
11 as Bowie, Howard, Jackson State, Oakwood, and we  
12 have Fayetteville University on schedule, and we  
13 also have, and that's why I wrote it down because  
14 I figure I might -- Alabama, A&M, because I knew  
15 I would forget.

16           And what this does is, it puts you in  
17 a unique position, you already know the economic  
18 impact, now, \$540 billion a year, \$100 billion  
19 more than it was four or five years ago, that is  
20 an opportunity that you can leverage, your  
21 students, your staff, to sell professional  
22 services to the government.



1 Donna came over, I was super excited.  
2 We talked, Emily Murphy, our administrator, and  
3 an advocate for, not only Historically Black  
4 Colleges, she speaks at big -- I mean, she's a  
5 huge advocate. She was like, sure, I would be  
6 willing to sign this.

7 And what does that do? It puts HBCUs  
8 in a position where they're pre-vetted contracts,  
9 which is what we have at GSA, brings down some of  
10 that risk in the acquisition, and now we have  
11 this partnership.

12 Donna's team did a great job putting  
13 it together and it's been fantastic. And I'm  
14 hoping to get more partnerships out of other  
15 agencies as well.

16 MS. FRASIER: I know, and that's a  
17 good thing, because our programs complement each  
18 other. So the Paths to Excellence and Innovation  
19 is a program that recognizes that even with the  
20 HBCUs being on schedule, people need to know  
21 about the acquisition process, they need to  
22 understand the acquisition process.

1           Now, it's not rocket science, but it  
2           is a process that is complicated, you need to  
3           understand the federal acquisition regulations,  
4           you need to know who to talk to in the  
5           government, you need to know how to prepare your  
6           proposals, who you want to partner with, and so  
7           we recognize that these are the steps that we  
8           needed to provide to the HBCUs.

9           And so the Paths to Excellence is an  
10          innovation, is basically a three-partner. It is,  
11          one, providing that training to the HBCUs, having  
12          the HBCUs designate someone who will be their,  
13          quote, business manager, who will understand that  
14          there are public documents out there that offer  
15          federal government opportunities and they need to  
16          be looking at that on a daily basis.

17          And then also, understanding the  
18          importance of being able to read the  
19          solicitations that come up from the government  
20          and to understand what it is that the government  
21          wants, what that requirement is.

22          And also, to be able to market the

1 HBCU, to know who they should be talking to.

2 It's fine for them to be talking to the small  
3 business offices, but the small business offices,  
4 the contracting offices, we don't have the money,  
5 we don't have the requirements, it's the  
6 programic folks who you need to be reaching out  
7 to.

8 And this all spoken about and really  
9 instilled in anyone who participates in our  
10 training. And then also, to be able to find  
11 information about the federal acquisition  
12 process, one-stop shopping. Now, anyone would  
13 have to go to the FAR here, they have to go here  
14 for some information, we want to be able to put  
15 that in one place.

16 And we have the Acquisition Gateway,  
17 but we really want to put it in one place so that  
18 -- because we know that all of you busy, you have  
19 a lot of responsibilities, and so anything that  
20 we can do to simplify that process for you,  
21 that's what we're all about.

22 And then also, we want to make sure

1 that you are introduced to small business who do  
2 this, who understand the acquisition process, and  
3 who can provide and guide the HBCUs on doing  
4 business with the federal government, and also  
5 partner with them.

6 So it's actually beneficial to not  
7 only the HBCUs, but also the small businesses,  
8 and in the end, to the federal public.

9 And so as we're looking at, right now,  
10 we've been working with six schools who have the  
11 biomedical research background, and that's what  
12 we're looking at expanding towards the end of  
13 this year.

14 MS. RAGUCCI: And I would also like to  
15 include, this is Donna Ragucci with Treasury,  
16 I've reached out to some business partners,  
17 Jonathan facilitated a meeting with the MITRE  
18 Corporation. Some of you all might be familiar  
19 with MITRE.

20 They actually have -- I coerced them,  
21 I'll put it that way, to establish a training  
22 opportunity, training on procurements, because

1 they're really good at it, to train the HBCUs, so  
2 I think they're going to buy in on that, they're  
3 going to do that. But I actually met with the  
4 national HUBZone Council this past week, down in  
5 New Orleans, and if you all know Michelle, she  
6 came to me and she said that she is willing to  
7 mention to her HBCUs -- not HBCUs, sorry, her  
8 HUBZones, if they would take HBCUs under their  
9 wing, because we know that there is 53 of our  
10 HBCUs that are in opportunity zones, and we'll  
11 talk about that in a second too, but we also know  
12 that probably all 104 HBCUs are probably in a  
13 HUBZone.

14 And so we've got some really good  
15 HUBZones and they can making over \$37.5 million  
16 a year, so they're not really small, these  
17 HUBZones can be quite large businesses, they're  
18 willing to share with you what they know about  
19 procurement and how to get HBCUs procurement-  
20 ready, if the HBCUs are willing.

21 I'm not saying that every one of the  
22 104 want to get into federal procurements. You

1 guys are in the business of educating students,  
2 right? So I also have an initiative that's part  
3 of my strategic plan, that we can talk about  
4 later if you want to, on how we're going to be  
5 able to build the student capacity.

6 So I just wanted to share with you  
7 that SBA is also going to be committed. I'm  
8 working with SBA right now to ensure that  
9 Executive Order 12928 reminds that organization  
10 that HBCUs have already been designated as a  
11 small disadvantaged business, or in the 8(a)  
12 program, SBA already has a 7(j) training program,  
13 and that's all they do, is to get these business,  
14 we'll call you a business, to get you procurement  
15 ready.

16 That is their charter and that's their  
17 mentorship, but we also have other folks that are  
18 willing to help the HBCUs, if you want to become-  
19 procurement ready, how to do that, and be ready  
20 when those RFPs and RFQs start hitting, and you  
21 guys will know how to handle that. Thank you.

22 MS. FRASIER: And I just want to add

1 just very quickly, one of the reasons why we're  
2 doing this is not only because we want to see our  
3 portfolio increase for HBCUs, and I get  
4 passionate about this because I love my agency so  
5 much, our mission is the health, not only this  
6 country, but the world.

7 And you see that now in the news,  
8 talking about the coronavirus, it's CDC and it's  
9 NIH, and you really see one of our directors,  
10 Tony Fauci, out there talking about the  
11 coronavirus, and you've seen him in other  
12 situations as well.

13 We need to have the HBCUs participate  
14 in the provision of health and research for this  
15 country. It's a meaning for not only the  
16 population, but your students as well, as they  
17 begin to develop their careers.

18 MS. RAMEY: And I just want to speak  
19 briefly, and thank you for that segue, Diane,  
20 within HRSA, our contract portfolio is probably  
21 significantly smaller since we are primarily a  
22 grant-making agency.

1           I know some of you at the table here  
2           are HRSA grantees, which is wonderful to see. I  
3           just wanted to highlight a few items,  
4           particularly from FY2019, I think that are  
5           important initiatives especially, I think, in the  
6           space that we're in.

7           Our HRSA Bureau of Health Workforce.  
8           We have a center of excellence program and in  
9           fiscal year 2019, we had 117 participants from  
10          Howard University and Harry Medical College. They  
11          completed health professions preparation training  
12          so that they could move more towards primary care  
13          and also physician assistant programs, which I  
14          know there is still a lack of diversity, I think,  
15          within the medical workforce, and I think that's  
16          why HRSA is really passionate about funding these  
17          programs to really kind of promote diversity.

18          And I think, also, it helps bridge  
19          some of the health disparities, because a lot of  
20          these providers that are going to HBCUs are still  
21          staying within those underserved communities  
22          where some of the HBCUs reside as well.



1           And then another highlight program is  
2 also our Bureau of Health Workforce Behavioral  
3 Health Workforce Education and Training Program.  
4 As part of this program, for the grant  
5 recipients, under the psychology and social work  
6 disciplines within this program, must be HBCUs or  
7 other minority-serving institutions.

8           And in fiscal year 2019 we awarded  
9 funding to Howard University, Jackson State  
10 University, North Carolina A&T State University,  
11 Bowie State University, and Alabama A&M  
12 University.

13           They trained a total of 202 students  
14 and 117 of the 202 students completed their  
15 psychology and social work programs and entered  
16 the behavioral health workforce, which I think is  
17 also critically important, especially in light of  
18 the opioid crisis as well as, you know, making  
19 sure that we have behavioral health providers to  
20 address some of those public health needs.

21           CHAIRMAN TAYLOR: Okay. Thank you  
22 all. Questions around the table? This is

1       amazing.   Dr. Hawkins.

2                   MEMBER HAWKINS:   Billy Hawkins,  
3       Talladega College.   I sit and listen to the  
4       presentations and it all sounds great.   I  
5       represent 37 of UNCF's member institutions and  
6       many of those institutions are small  
7       institutions.

8                   And so discussions arise that small  
9       schools reach out and apply, but they don't  
10      necessarily get a look at.   So can you all tell  
11      me how does this -- the smaller HBCUs, because I  
12      listened as you call out and, you know, no  
13      disrespect to my colleague, the larger HBCUs, but  
14      our smaller HBCUs, they do good work as well.

15                   And so how do we bring them into the  
16      picture?

17                   MS. FRASIER:   So this is Diane Frasier  
18      of the NIH.   So as I said earlier, one of the  
19      most important parts in the acquisition process  
20      is to understand who to talk to.   And what we can  
21      do, and what we are doing, is making sure that  
22      the schools know and are able to contact the

1 program folks, so that you're able to talk about  
2 what your school has to offer the agencies.

3 And having the vehicles that GSA and  
4 Treasury have put in place is a way to ease that  
5 acquisition process, but you can't get into the  
6 acquisition process unless you know who has the  
7 requirement and then that they are impressed with  
8 what you have to offer.

9 MS. RAMEY: Just to add, at least for  
10 HRSA within the grant-making space, we also  
11 provide resources for technical assistance. I  
12 know we've gotten feedback from some of the  
13 smaller HBCUs on this issue that you bring up,  
14 Mr. Hawkins, and we also have regional offices  
15 that are a little bit more localized to, you  
16 know, particular areas where HBCUs reside as  
17 well, and they certainly welcome inquiries and  
18 offer, you know, opportunities to provide  
19 technical assistance, as HBCUs may be in the  
20 process of applying for a HRSA grant, especially  
21 if it's their first go around.

22 And I know at HRSA also, our big push

1 is to also get representatives from HBCUs as  
2 grant reviewers, because I think it also provides  
3 a great insight as to what the requirements are  
4 and what the process is in applying for HRSA  
5 grants.

6 MEMBER HAWKINS: I think also, in you  
7 all's offices, in reaching out to even let the  
8 schools know, as an example, when I was in Texas,  
9 in the institution where I was president, we had  
10 a large minority health disparity grant, and we  
11 partnered with the University of Texas health  
12 center there.

13 Very successful, so those types of  
14 partnerships help to get funding as well, and so  
15 -- but the schools don't know these things.

16 MR. MITCHELL: Real quick, I want to  
17 speak specifically to that thought, so one of the  
18 things that I've been doing is really advocating  
19 for you to be an economic impact in your  
20 community, and one of the ways you can do that is  
21 by leveraging your students, your staff, for  
22 federal contracts.

1           Even if you're not big enough, you  
2           don't have those resources, all you need is one  
3           person, right? A team together, one person,  
4           leverage your resources, because you know what?  
5           A little bit of something is better than nothing  
6           at all.

7           And so when you leverage your  
8           resources and work together with other schools,  
9           you increase the capacity and your procurement  
10          readiness as well.

11          Another option is to partner with  
12          small businesses, even large businesses, but  
13          particularly small businesses that have a need  
14          for a particular service.

15          So part of it is that partnership and  
16          working together with other universities of like-  
17          minded faith, or whatever that commonality is  
18          that you share, to really maximize and increase  
19          and be a force multiplier for the initiative.

20          CHAIRMAN TAYLOR: Okay, I have three  
21          questions. Dr. Dawkins, President Clark, then my  
22          brother Williams at the end. Okay.

1                   MEMBER DAWKINS: Okay. So I'm going  
2 to ask them quick because I can tell, John,  
3 you're trying to push us out. Okay. A question  
4 for Donna. As we move forward after signing that  
5 MOU, the big question I got from HBCU presidents  
6 was, what's the next step?

7                   And I know that GSA and Treasury, and  
8 I guess, the small business group, tried to offer  
9 a virtual workshop on how to get started. So I'm  
10 going to ask if you guys could let us know when  
11 you're going to do that workshop.

12                   I know you canceled that and you're  
13 going to reschedule, if you could do that. The  
14 other thing is, when these opportunities occur,  
15 it may do all of us good if you could just  
16 contact Thurgood Marshall and UNCF, as Billy  
17 said, to let them know that these opportunities  
18 are available.

19                   And so having a systematic way of  
20 contacting these institutions, our institutions,  
21 to let us know that these opportunities are  
22 available. And then training, ongoing training,

1       how do you get on the GSA schedule, Calvin?

2                   I know there are a lot of steps  
3       involved.  It's not a simple process and so we  
4       understand that.  And then, because many of us,  
5       we are in HBCU ecosystems, we have -- we serve  
6       the communities surrounding our institutions,  
7       we're in opportunity zones, or HUBZones, as you  
8       said, so if you guys could just increase  
9       communications to our HBCUs through Thurgood  
10      Marshall and UNCF.

11                   MS. RAGUCCI:  Thank you.  Let me see  
12      if I can answer that real fast.  I think that was  
13      a question.  So the systemic way that we have,  
14      Lisa Jenkins is my point of contact for HBCU.  
15      She's got a point of contact at every HBCU and  
16      she will be sending out emails.

17                   And so I'm hoping that we will have a  
18      lot of participation from all of our HBCUs.  For  
19      instance, we tried to put together an industry  
20      day just recently, a few weeks ago, we found an  
21      opportunity at our Treasury Executive Institution  
22      where HBCUs probably would be able to provide

1 leadership training.

2           You guys have brilliant instructors,  
3 you're all PhDs, nobody signed up, maybe three  
4 folks signed up, so we're going to keep getting  
5 the -- you know, the message out, because that is  
6 just one area the Treasury was going to help at,  
7 but one of the other areas, because Treasury is  
8 such a small organization, and we don't have a  
9 lot of procurement dollars, all I can do is be  
10 the messenger.

11           And so as the vice chair of the OSDBU  
12 Council, I have now presented my strategic plan  
13 to all of the OSDBU leaders to ask them the  
14 question, what are you doing to increase  
15 procurement opportunities for HBCUs? That was  
16 like, oh, wow.

17           And so I've started getting that  
18 around and I'm going to ask them when I see them,  
19 probably in March, so we mentioned it, now what  
20 are we doing about it? And we're hoping that we  
21 will open that aperture so we can have more  
22 conversations to get more HBCUs involved.



1           So we talked about funding, so if I  
2           could just take a second just to mention about  
3           funding. I know that 100 percent of our HBCUs  
4           have been designated in a HUBZone area. If you  
5           are not aware of that, and you would like to be  
6           part of a HUBZone, all you have to do is go to  
7           your state governor and ask for your university  
8           to be part of a HUBZone.

9           That will open up a whole lot of  
10          procurement opportunities as a HUBZone.

11          Number two, we have the HUBZones, I  
12          mentioned that I spoke to the National Council on  
13          HUBZones, they are willing to, this is going to  
14          be exciting, they're willing to fund paid  
15          internships.

16          When I spoke to Norfolk State  
17          University, and some of the other universities,  
18          they told me that their students were a little  
19          apprehensive about applying for internships  
20          because they'd have to leave a semester, and then  
21          not get paid, well, our HUBZones, probably are  
22          going to help fund those students who want to do

1 an unpaid internship with Department of the  
2 Treasury.

3 This would have your students compete  
4 with the Harvard Universities that can afford to  
5 have an unpaid internship, so that is another way  
6 of getting funds.

7 We talked about opportunity zones, 53  
8 of the 104 HBCUs are found to be in opportunity  
9 zones. If your university has not been designated  
10 in an opportunity zone, you call your governor  
11 and get you in that system.

12 That is going to be the greatest way  
13 for you to get huge funding impacts. These are  
14 large businesses and community partners that will  
15 come and fund, and help get those tax incentives,  
16 and help build that community that I believe is  
17 the reason why HBCUs were founded all those years  
18 ago.

19 The Treasury has an organization  
20 called the CDFI, the Community Development  
21 Franchise Institute. In there, they have another  
22 subset called the Community Development Entity or

1 the New Money Market.

2           When we asked Treasury has an HBCU  
3 ever applied to be one, they said no. Another  
4 perfect way for you to build your infrastructure.  
5 And what that means is, you can start small  
6 foundations in your universities and you can have  
7 something built, construction, real  
8 infrastructure, being built on your campuses that  
9 will help all of your community, not just your  
10 campus community.

11           If you wanted to build a child  
12 development center, you could do that, so you  
13 would help your students who are single parents  
14 have a place to bring their children, but you  
15 would also open it up to your outlying  
16 communities that probably would need that too,  
17 right? So that's another fund.

18           And then we're talking about the  
19 mentor/protégé program. Because I've gone out  
20 and done many road shows with our HBCUs, the ones  
21 that were already procurement-ready, they said  
22 that they would be willing to mentor the smaller

1 HBCUs on how to become procurement-ready, because  
2 they're already getting the grants. They're  
3 already doing contracts.

4 That's all I wanted to say.

5 CHAIRMAN TAYLOR: Okay. Now listen,  
6 I got to move this on, so we have two questions,  
7 I got to take the last two and get our next group  
8 in, so, Mr. Clark, Mr. Williams.

9 MEMBER CLARK: Very quick. James  
10 Clark, NC State, my sister captured a lot of my  
11 questions. One very pointed one, did I hear that  
12 if your HBCU is not in an opportunity zone right  
13 now, it is possible by appealing to the governor  
14 that that change can be made to have you  
15 included? Is that a factual understanding?

16 MS. RAGUCCI: Yes.

17 MEMBER CLARK: So it can be changed,  
18 even at this stage.

19 MS. RAGUCCI: Yes.

20 CHAIRMAN TAYLOR: I would advise us  
21 not to make that declaration at this time. I'd  
22 say it's something to be explored.

1                   MEMBER CLARK: Okay. Okay. I was  
2 just --

3                   CHAIRMAN TAYLOR: I thought you heard  
4 that. Okay. Mr. Williams.

5                   MEMBER CLARK: I hadn't finished. One  
6 quick thing, I'll be very quick, has there been  
7 any discussion about maybe having -- encouraging  
8 those that know to help those who don't know, in  
9 other words, the larger institutions, when  
10 they're applying for grants, kind of get extra  
11 points for having co-PIs that are being brought  
12 along?

13                   For example, now, sometimes it can be  
14 an equal co-PI, like, you know, U-54, you know,  
15 we're doing it U-54, that we're doing, but in a  
16 lot of areas, larger entities, or more  
17 experienced entities, they bring on a co-PI, not  
18 necessarily for a major portion of the grant, but  
19 for the learning opportunity of what -- how the  
20 process works. It would be, I think, highly  
21 valuable for the institutions over time, and  
22 maybe even more valuable than going to a lot of

1 seminars, because you have to do real hard work  
2 right then and there, and you get to touch it.

3 So is that something that you could  
4 consider? And that's it.

5 MS. RAMEY: I know within the HRSA  
6 space, we do encourage collaboration and co-PIs  
7 for funding opportunities, so we certainly -- you  
8 know, if there's an opportunity available, you  
9 know, for a more experienced organization or  
10 institution for you to partner up with, we  
11 certainly encourage that, especially if there's a  
12 lack of capacity, you know, at your particular  
13 institution that may be kind of a limiting factor  
14 in getting those funding opportunities.

15 CHAIRMAN TAYLOR: Okay. Mr. Williams.

16 MS. FRASIER: Oh, can I just add?

17 CHAIRMAN TAYLOR: Yes.

18 MS. FRASIER: And so the same actually  
19 applies to the NIH and their grants, but also the  
20 program that I mentioned, the proton therapy,  
21 that's actually between Hampton and the  
22 University of Virginia.

1                   So you have that and that's not a  
2 grant. That's a cooperative agreement. We want  
3 to move that, also, to more contracts.

4                   MEMBER HUNTER: I'm glad you mentioned  
5 that because I was going to mention that, I'm  
6 sure Dr. Harvey appreciates that, so I'm glad you  
7 mentioned that.

8                   CHAIRMAN TAYLOR: Okay. Seriously,  
9 they're going to be quick. Ask your question now  
10 and then I'm stopping this. I got to move on.

11                   MEMBER WILLIAMS: Just a very quick  
12 question, if I was an HBCU, small HBCU, and I  
13 wanted to do business with you, would I have to  
14 go through four portals to get to you or is there  
15 one door that allows me into the inner sanctum?

16                   MR. MITCHELL: That's a good question.  
17 All opportunities are publicized on -- well, now  
18 it's beta.SAM.gov, I would implore you, I would  
19 encourage you, to look at that website, because  
20 all federal opportunities are in one place. They  
21 are already aggregated in one place.

22                   This affords you the opportunity to

1 one, do some market research to determine what  
2 kind of requirements are out there, but also, it  
3 will help you to understand what a solicitation  
4 might look like, or a request for quote.

5 So that is the one opportunity you do  
6 have because they're all aggregated together.  
7 Now, I will tell you, just from my experience,  
8 the solicitation process may look different  
9 amongst agencies, so when you're doing your  
10 capture strategy, because no longer are you an  
11 institution of higher learning, now you're a  
12 business, and you're thinking about looking out  
13 for opportunities in a capture strategy, and how  
14 you're going to get there.

15 And in that inherently is identifying,  
16 if I'm only going to work with NIH, what kind of  
17 contracts are coming out of NIH? What is the  
18 scope, what is the magnitude, and what do I need  
19 to do within my organization to make sure we  
20 align ourselves to be able to capture that  
21 opportunity?

22 CHAIRMAN TAYLOR: The last question.



1 MS. FRASIER: But I just want to add.  
2 So we all know this, when the solicitation is  
3 published, it's kind of, like, too late. You  
4 need to meet with the program officials before.  
5 And so what going to beta.SAM.gov does is, like,  
6 read what those requirements are, get the names,  
7 and then meet with those people so the next time  
8 they go out, they go out with you in mind.

9 CHAIRMAN TAYLOR: Thank you all so  
10 much. We're now going to have our next panel.  
11 Thank you very much for coming. If we could have  
12 our colleagues from the Department of Housing and  
13 Urban Development, Department of Commerce's  
14 Minority Broadband Initiative, Department of  
15 Energy, Department of Defense, and Department of  
16 Labor.

17 MS. FRANKLIN: As those individuals  
18 are coming forward, I just want to announce to  
19 members that in your packets, you have an  
20 external directory. Jonathan is holding that up.  
21 That provides information on all the individuals  
22 who are currently connected with the initiative

1 in each of the departments.

2 And for those in the gallery, if you  
3 would like a copy, there are a few extra copies  
4 at the registration desk, but this information is  
5 also available online at our website.

6 CHAIRMAN TAYLOR: All right. We're  
7 going to roll right into Panel 2 and if we could  
8 have our panelists introduce themselves, limit  
9 your openings to about three minutes apiece so  
10 that we can actually -- you see the questions of  
11 what everybody wants to get into, so let's move  
12 quickly and get us back on schedule.

13 Thank you all for coming and I'll  
14 start to my left, your right, Mr. Bourne.

15 MR. BOURNE: Good afternoon, everyone.  
16 Christopher Bourne, Deputy Assistant Secretary  
17 for Innovation at HUD and HUD's representative to  
18 the initiative. The Office of Innovation is a  
19 new initiative within HUD. We're about a year  
20 old right now.

21 The Secretary established us to take  
22 a look at innovating programs, policies,

1 procedures, and taking a look at home building  
2 construction methods and materials, specifically  
3 to enhance or improve affordability, resilience,  
4 and health.

5 We reside in the Office of Policy  
6 Development and Research and that's important for  
7 a couple of reasons. First, it gives us the  
8 statutory authority to do experimentations and  
9 demonstrations and it puts us in the place where  
10 the research that is done that underpins HUD  
11 policy.

12 And I'm going to get to a couple of  
13 programs, or talk about a couple of programs that  
14 we're making available and I would really love to  
15 see the universities participate in, that would  
16 enable the HBCUs to really begin to influence HUD  
17 policy.

18 So when I came on in the spring of  
19 2017, met Jonathan, and we started talking about  
20 how do we, you know, strategically engage HUD and  
21 HUD's programs to improve opportunities for the  
22 schools to become more competitive.

1           I took a look at the programs that we  
2 had been running and quite frankly, most of those  
3 had sort of dried up in the 2008, 2010 timeframe,  
4 with sequester and a couple of other programs  
5 going away.

6           And HUD hadn't really been very much  
7 engaged with the HBCUs. We had a program we had  
8 set aside that ran for about ten years, until  
9 about 2009, 2010 timeframe that was basically,  
10 community development block grants set aside for  
11 the communities around HBCUs, which was great,  
12 but that was, as Jonathan would say, that was  
13 sort of putting the HBCUs in the coffin corner  
14 with a program that was set aside, which are  
15 always at risk when there are budget pressures,  
16 or changes of administration, or changes of  
17 leadership within a department.

18           So we took a look at, how do we make  
19 HUD's engagement with the HBCUs more central to  
20 HUD's mission? And we were able, over the course  
21 of the year, we worked to incorporate preference  
22 points for HBCUs and for organizations that

1       partnered with HBCUs in some of our grant  
2       programs.

3                       For the first year, the 2018 and '19  
4       funding cycle, we got the preference point into  
5       eight of our programs, and we're currently  
6       working on the notices for the 2020 cycle, and it  
7       looks like we're going to be able to add three  
8       additional programs, so there'll be 11 programs  
9       all together.

10                      And just based on the funding levels  
11       that were set in the '18, '19 timeframe, that  
12       represents about a \$270 million opportunity for  
13       the schools.

14                      I heard a question about partnering  
15       and how do smaller schools engage, and the reason  
16       we set the points for the schools, and for  
17       organizations that partner with schools, was to  
18       make sure that all of the schools, the large ones  
19       and the smaller ones, the ones with more  
20       experience and ones with less, would have an  
21       opportunity to really engage with HUD's core  
22       business.

1           For 2020, we were also able to get  
2 funding within HUD's budget for two new programs,  
3 research-based programs, one of them will fund  
4 research for underserved communities, and it is  
5 set for HBCUs to participate in that research.

6           The other is in research around  
7 construction methods, materials, and particularly  
8 for resilience. We are really interested, I am  
9 really interested, in increasing the  
10 participation of the universities in our research  
11 programs, because as I said earlier, that is what  
12 influences HUD policy.

13           And we haven't, up to this point, had  
14 HBCUs who are in the communities that HUD serves,  
15 rural and urban, we haven't had their voice in  
16 the policy development process.

17           And so there's two programs in  
18 particular in addition to the new one, which is  
19 specifically for looking at new research methods  
20 using big data, new models for thinking about  
21 research on the issues around underserved  
22 communities. There's the other two programs that

1 are longstanding programs, are the university  
2 partnerships programs, which accepts proposals  
3 any time of the year, unsolicited proposals, and  
4 the HUDRD program, which is -- which has a long  
5 name, just Google it under the HUD grants  
6 program, but it's HUD Research -- how's that go?

7           Research and Evaluation,  
8           Demonstration, and Data Analysis Program. We  
9           have points set aside for that as well. These  
10          are programs that are looking for research that  
11          aligns with HUD's mission and will then influence  
12          HUD policy.

13                 So really looking forward to your  
14          questions as we go through the rest of it. Thank  
15          you.

16                 MS. BILAL: I guess it's afternoon  
17          now, so good afternoon. My name is Trina Bilal.  
18          It's a pleasure to be here. Thank you for  
19          granting me an opportunity to shed some insight  
20          on the initiatives that the Department of Energy  
21          is spearheading in regard to engaging minority-  
22          serving institutions, and HBCUs in particular, to

1 gain full access and exposure to our initiatives  
2 and our programs from cybersecurity, to  
3 artificial intelligence, to quantum information  
4 sciences.

5 Our office is the Office of Economic  
6 Impact and Diversity. Within this office, our  
7 director, James Campos, is spearheading an  
8 initiative called Equity in Energy. The Equity  
9 in Energy initiative is put forth to focus on  
10 five pillars, with the underpinning of these  
11 pillars driving access and interest into the STEM  
12 fields.

13 We are focusing on workforce  
14 development. We have initiatives that are tied  
15 specifically to STEM enhancement and the  
16 application of STEM enhancement. We have  
17 initiatives tied toward supplier diversity.

18 We also are looking into technical  
19 assistance and training and workshops to help  
20 build the STEM pipeline.

21 As I listen to each one of you today  
22 and you talk about how we can work more



1 collaboratively to ensure that all HBCUs are  
2 having a seat at the table, including the smaller  
3 ones, we've put some things in place, focusing  
4 mainly on consortiums.

5           And so with the consortiums, we're  
6 looking for ways to bring in those smaller HBCUs  
7 so they can begin to develop a framework to think  
8 about how they build out their curriculum in a  
9 way that will put them in a position to be  
10 competitive in the future.

11           We have a lot of technical assistance  
12 programs that we put in place. We try to make  
13 sure that universities are well aware of our  
14 opportunities. Just Monday, we hosted an  
15 advancing research and technology in the science  
16 forum at the department.

17           We brought in key executives that  
18 spoke about the things that we're doing from a  
19 research and technology perspective in artificial  
20 intelligence. We talked about the things that  
21 we're doing in our cybersecurity office and how  
22 we're beginning to launch a pilot program where

1 we're bringing in HBCUs to think collaboratively  
2 with us on how we can deal with different issues  
3 that are addressing -- confronting the  
4 cybersecurity space.

5           And so with that being said, I'll  
6 definitely be reaching out to a lot of your  
7 universities to seek participation. We're trying  
8 to make sure that we not only tap into resources  
9 here within the D.C., Maryland, Virginia area,  
10 but also have virtual opportunities for the  
11 students to engage.

12           That being said, I know our students,  
13 I'm an HU graduate myself, I know how hard it is  
14 for us to go to school and then also have to, in  
15 some cases, take on financial burdens.

16           And so we're looking for creative ways  
17 that we can gain some of this learning with still  
18 offering solutions for the students to work and  
19 be able to -- be able to provide for their  
20 families.

21           So we try to work collaboratively with  
22 all of the agencies. I know I reach out to a lot

1 of my peers. Calvin Mitchell from GSA just left,  
2 Donna, she and I had a great conversation,  
3 whenever I hear of anything that we're doing  
4 across federal agencies, that we can all tap into  
5 and create some synergy so we can bring you more  
6 breadth and depth in our services, that's what we  
7 try to do.

8 So that being said, I look forward to  
9 taking your questions and figuring out how do we  
10 maintain a more viable, sustainable relationship  
11 going forward.

12 MR. WESTHILL: Good afternoon. I'm  
13 Devin Westhill from the Department of Labor. I  
14 am the Deputy Director of Public Liaison. It  
15 means that I do retail outreach for the Office of  
16 the Secretary. I'm a member of the Trump  
17 administration, a political appointee, and I  
18 think that plays into some things I want to say a  
19 little bit later. But importantly, for here, I'm  
20 the liaison for the Department of Labor to the  
21 White House Initiative on HBCUs.

22 And I also chair the internal working

1 group at the Department of Labor. And also, happy  
2 Valentine's Day, for the record, and for the  
3 folks who are on the phone, I'm wearing a red  
4 tie, so I got the memo, and also, thank you,  
5 Chairman Taylor, for allowing us to present here  
6 today.

7 Thank you to Executive Director  
8 Holifield for inviting us. So I was told, and  
9 Chairman Taylor has now reminded me, that I only  
10 have three minutes, and I was thinking about all  
11 the stuff that we've done at Labor and how do I  
12 crunch that down.

13 Well, lucky for me and lucky for all  
14 of you, because I have a tendency to drift when I  
15 get an opportunity to be in front of a  
16 microphone, hot off the presses this morning is  
17 an op ed from the Department of Labor that I  
18 authored entitled, How is the U.S. Department of  
19 Labor Supporting Historically Black Colleges and  
20 Universities.

21 I brought some copies for everyone and  
22 if you didn't grab one, you can at the front

1 table over there, but I think they will be  
2 available electronically as well. I think the  
3 initiative will send those out if you want them.

4 I suspect the Labor Department and  
5 then, you know, might be sending this out so you  
6 can share, and so forth. We'd appreciate that.  
7 It's in the Roanoke Times. You can find it there  
8 as well. So let me just read this to you.

9 I think this is going to be a good  
10 opportunity to talk at a high level what we're  
11 trying to do, then also be a springboard for some  
12 of our discussion later, so for the record, let  
13 me read this into the record.

14 As one of his first acts in office,  
15 President Donald J. Trump signed a major  
16 commitment to America's Historically Black  
17 Colleges and Universities, HBCUs. Signed February  
18 28, 2017, the White House Initiative to promote  
19 excellence and innovation at HBCUs requires  
20 federal agencies identified by the Secretary of  
21 Education and White House Initiative on HBCUs to  
22 develop and coordinate efforts to strengthen the

1 capacity of HBCUs to compete for federal and  
2 private sector opportunities.

3 The U.S. Department of Labor, the  
4 Department, is proud to be one of the federal  
5 agencies working to support HBCUs as they provide  
6 high-quality educations to students across the  
7 country.

8 HBCUs are institutions of higher  
9 education in the United States that were  
10 established to serve Black Americans who have  
11 historically been shut out from such education  
12 because of invidious discrimination.

13 However, it's important to stretch the  
14 H in HBCU, since today these institutions boast  
15 racially and ethnically diverse graduates. HBCU  
16 graduates account for 80 percent of Black judges,  
17 however, 50 percent of Black lawyers, and 50  
18 percent of Black professors at non-HBCUs.

19 HBCUs have, therefore, proved to be a  
20 critical component of educating a diverse  
21 workforce. In 2019, the Department redoubled its  
22 efforts to strengthen HBCUs by revamping its

1 internal working group, composed of officials  
2 from agencies across the Department and the  
3 Office of the Secretary who brainstorm and  
4 implement ideas to promote and to provide  
5 opportunities for HBCUs.

6 Some of these ideas include grant  
7 opportunities totaling more than \$20 million,  
8 implementing educational programs at the 2019  
9 National HBCU Conference, and the creation of a  
10 website to educate federal contractors on how  
11 best to optimize their relationships with HBCUs  
12 via internships, job fairs, and other programs.

13 Recently, the Department was pleased  
14 to send a delegation to Hampton University to  
15 present to approximately 60 members of its  
16 faculty and staff. At the January convening of  
17 its researchers informational forum, senior  
18 officials from the Labor Department's Office of  
19 Federal Contract Compliance Programs explained  
20 its mission to inform and to enforce federal  
21 contractors' obligation to ensure equal  
22 employment opportunities.

1                   OFCCP officials also touted the record  
2                   \$40 million in monetary remedies it obtained in  
3                   fiscal year 2019.

4                   Additionally, senior officials from  
5                   the Veterans Employment and Training Service and  
6                   the Employment and Training Administration  
7                   described their initiatives, such as promoting  
8                   interstate recognition of military spouse  
9                   occupational licenses and skills development to  
10                  reenter into the workforce for previously  
11                  incarcerated individuals.

12                  The work of these agencies and the  
13                  others at the Labor Department is helping  
14                  Americans secure good, family-sustaining jobs  
15                  that drove the national unemployment rate to the  
16                  lowest level in 50 years and the unemployment  
17                  rates for numerous demographic groups, including  
18                  Black Americans, to record lows in 2019.

19                  It is critical that the federal  
20                  government ensures that all for whom it is bound  
21                  to serve are served well, especially at a time of  
22                  unprecedented economic dynamism and prosperity



1 for our country.

2 While not long ago we saw our vital  
3 HBCUs in grave peril, that nadir is no longer the  
4 reality. President Trump is delivering on his  
5 promise to strengthen of the capacity of these  
6 uniquely American institutions to compete and to  
7 thrive domestically and internationally.

8 The work of this administration  
9 reflects the ideal expressed by Dr. King in his  
10 1965 commencement address at Oberlin College --  
11 by the way, one of the first higher education  
12 institutions outside of HBCUs to admit Black  
13 Americans -- the time is always right to do what  
14 is right.

15 So I wanted to read that into the  
16 record because I think, again, it's a good  
17 springboard for some of the things, hopefully,  
18 we'll be discussing after our presentations here.

19 But also, it reflects what the  
20 Department of Labor is trying to do long term.  
21 That's, for one, create some longevity and some  
22 reach, and to raise the profile of HBCUs, the

1 initiative, and the efforts that we're all  
2 engaged with to strengthen the capacity of HBCUs  
3 to flourish.

4 So I'll stop there. We'll have plenty  
5 of time to talk, I think.

6 CHAIRMAN TAYLOR: Ms. Kent.

7 MS. KENT: I've been in so many  
8 meetings and traveling lately, between mics and  
9 whatnot, but anyway. Good afternoon. I'm Evelyn  
10 Kent. Jonathan knows exactly what I'm saying,  
11 right, Jonathan?

12 Evelyn Kent from the Office of the  
13 Secretary of Defense, Under Secretary of Defense  
14 for Research and Engineering. We have long names  
15 in the Department of Defense and I'm going to  
16 make it short.

17 I think everyone here knows the  
18 mission of the Department of Defense. The  
19 mission is our warfighter. To equip them so that  
20 they can protect us, our country, our world, in  
21 the mission that we need for our safety.

22 It's because of those warfighters

1 we're able to sit here today and to present and  
2 to talk about HBCUs and other minority-serving  
3 institutions. So that is the mission of DoD.

4 So how do we engage HBCUs in making  
5 sure they are a part of that mission? I started  
6 working in this program about 20 years ago. My  
7 background is in math and engineering, electronic  
8 engineering, as well as working alongside those  
9 warfighters in acquisition and helping to develop  
10 weapons systems.

11 So about 20 years ago, one of the  
12 Under Secretary of Defense said, Evelyn, we need  
13 someone to run our Historically Black Colleges  
14 and Universities and Minority-Serving  
15 Institutions Program.

16 So he approached me and I was like,  
17 okay. So he said, but we need someone that can  
18 reach the schools that look like the schools. So  
19 sometimes you get caught up and you don't realize  
20 that you have to step back and then, so you can  
21 look forward.

22 So I've had such a good pleasure with

1 working with the HBCUs and the other minority-  
2 serving institutions, so I've stayed in this  
3 position now for 20 years.

4 So I want to at least share with you  
5 some of the breakthroughs that we have been  
6 contributing as far as HBCUs are concerned.

7 We just recently funded the National  
8 Academies of Science to conduct a series of town  
9 halls that will be visiting our universities.  
10 The first town hall was held on November 4th in  
11 which the White House Initiative for HBCUs were  
12 one of our participants at that -- the National  
13 Academy.

14 The purpose of the town halls is to  
15 begin to dialog what we're doing in the  
16 Department of Defense so we can provide  
17 opportunities for those institutions.

18 It was very successful. Over 200  
19 industries, schools, participated in our kickoff  
20 back on November 4th.

21 Our second town hall was held in New  
22 Mexico at a Tribal college. Our third town hall

1 was just held last month at the University of  
2 Arizona Hispanic-serving institution, and our  
3 next town hall will be held at Morgan State  
4 University.

5 In a discussion earlier, we would like  
6 to hold a town hall at one of our smaller HBCUs,  
7 so the National Academy of Science and the  
8 Department of Defense will be reaching out to  
9 Talladega, and those institutions, to see if you  
10 would help sponsor and promote the small  
11 institutions to come to your institutions.

12 Consider it done, so I will get you in  
13 touch with the National Academies -- I know, I  
14 was listening to him earlier.

15 Yes, so what we've been doing with the  
16 National Academy of Science, another area that we  
17 have promoted is the development of women in STEM  
18 and minorities.

19 We just recently funded, in July 2019,  
20 our first center of excellence through a  
21 cooperative agreement at Spelman College. It's  
22 over \$1 million a year for four years to engage a

1 cohort now of about 20 young women in terms of  
2 how they're going to interact with the Department  
3 of Defense.

4 They're going to be exposed, not only  
5 to DoD, but to our laboratories, working close  
6 side, our scientists and our researchers, as well  
7 as our military.

8 The other effort that we have been  
9 successful, and I'm just going to hit the  
10 highlights right now, is also our commitment to  
11 develop four other centers of excellence.

12 They are aligned with the National  
13 Defense Strategies. The National Defense  
14 Strategy covers priorities like artificial  
15 intelligence, machine learning, directed energy,  
16 quantum science, autonomy, cybersecurity.

17 So in 2015, we awarded three centers  
18 of excellence that align with those priorities.  
19 Our first center of excellence for autonomy is at  
20 North Carolina A&T State University, our  
21 cybersecurity is at Norfolk State, and our  
22 research data analytics is at Prairie View.

1           They're funded at about \$1 million or  
2 plus a year for about six years. Our fourth  
3 center of excellence focus on STEM scholars, and  
4 that center of excellence was established in 2017  
5 at Hampton University.

6           So those are the so many things, the  
7 high-level things, that we are promoting as far  
8 as our HBCUs. What we're also doing is reaching  
9 out to those HBCUs to compete beyond just  
10 targeted programs.

11           And we're finding success that they're  
12 beginning to apply in broader and more demanding  
13 funding opportunities within the Department of  
14 Defense. And I know you talk about the small  
15 institutions not participating, but I'd like to  
16 encourage them to come to our workshops, our  
17 technical assistance workshops, participate in  
18 our webinars, and interact with our program  
19 officers and our program managers, because the  
20 bottom-line is that when you show up, they  
21 remember you and they begin to work with you.

22           And if you don't show up, I don't if

1 you're big or small, or medium, you're not going  
2 to get in the door. So just those dialogs and  
3 that relationship building is beginning to be a  
4 success within DoD.

5 And the last area I would just like to  
6 discuss, other areas that we fund is basic  
7 research and all the other levels of research,  
8 infrastructure, equipment type needs at our  
9 universities, and we too put out a press release  
10 back in October 2019 where we awarded 59  
11 equipment awards and about half of them went to  
12 HBCUs.

13 So those are some of the things, the  
14 highlight things, that we're doing within the  
15 Department of Defense to make sure we engage with  
16 HBCUs and just, was it, last month, Jonathan? We  
17 were at an Office of Science and Technology  
18 policy meeting in which we were discussing HBCUs.

19 And one of the good takeaways from  
20 that meeting was, we're going to look at all of  
21 the federal agencies that have targeted programs  
22 and how we can increase the funding for not only



1 those targeted programs, but other outreach  
2 activities for HBCUs.

3 So our plate is full, but it's a lot  
4 of fun and these are some really good days.  
5 Thank you.

6 CHAIRMAN TAYLOR: All right. So we're  
7 now going to take a few questions from the panel  
8 and to get -- we have about ten minutes and then  
9 we have to move on. Mr. Hunter.

10 MEMBER HUNTER: Ms. Kent, I want to  
11 commend you and congratulate you on the outreach  
12 you obviously been doing, proactive outreach, and  
13 I want to commend you and congratulate you,  
14 because when you call up the schools and make an  
15 effort, that's a lot more meaningful than  
16 expecting them to go in the federal register and  
17 read all these federal regulations, and then  
18 which -- even though that's what I'm supposed to  
19 be doing, I can't even get through the federal  
20 regulations.

21 So I appreciate your outreach effort.  
22 It's been -- my only disappointment is, you

1 didn't mention University of Arkansas at Pine  
2 Bluff among, you know, your list of schools, so -  
3 -

4 MS. KENT: Are you funded? I can send  
5 you --

6 MEMBER HUNTER: I will get your  
7 information.

8 MS. KENT: You're on the list that you  
9 have funds coming from DoD.

10 MEMBER HUNTER: Well, I'm going to  
11 call Chancellor Alexander and get on him that he  
12 needs to be in touch with -- so I'll get your  
13 information and get it to the Chancellor at UAPB,  
14 but -- so I want to commend you. I don't have a  
15 question for you.

16 I do have a question for Mr. Westhill,  
17 and this may be outside of your area of  
18 responsibility in Employment Training  
19 Administration, sort of related to the HBCU, but  
20 I just want to put in a word for the Job Corps  
21 Program.

22 I was, back in the 1980s, head of the

1 Missouri -- formerly head of the Missouri  
2 Department of Labor, worked very closely with the  
3 Job Corps Program. As you sure may know, that  
4 program just about over 90 percent of the  
5 participants in that program are minority  
6 students, and I know that program's been subject  
7 to cuts the last few administrations, but I would  
8 like to put in a good word for the Job Corps  
9 Program.

10 One of your larger contractors is a  
11 minority-owned contractor, MINACT Incorporated  
12 out in Jackson, Mississippi, and so I think the  
13 program has been a good program. I know it's  
14 been getting some hits, but I would like to put  
15 in a good word for the Job Corps Program.

16 And I think some of the programs, I  
17 think, do work with some of the -- may work with  
18 some of the Historically Black Colleges and  
19 Universities. I think MINACT had a relationship,  
20 I believe, with Jackson State in Jackson,  
21 Mississippi.

22 MR. WESTHILL: May I respond?

1                   CHAIRMAN TAYLOR: Please.

2                   MR. WESTHILL: Devin Westhill,  
3 Department of Labor. Thank you very much for  
4 that comment. I'd like to comment on both of the  
5 things that you just mentioned.

6                   It's not my area of expertise. I'm  
7 not within the Employment and Training  
8 Administration, ETA is what we call them, I'm in  
9 the Office of the Secretary, but from my perch, I  
10 see what's going on.

11                  I go about a mile wide about an inch  
12 deep on everything, both with my day job as a  
13 public liaison, but also with my work with the  
14 White House Initiative on HBCUs.

15                  What I can say about Job Corps,  
16 however, is that, we've redoubled our efforts  
17 there, actually, and we've sent some of that  
18 information to the White House Initiative on  
19 HBCUs to help get the message out to all the HBCU  
20 partners around the country.

21                  The specific program is called the Job  
22 Corps Scholars Grant Program, and I commend you

1 to that. I also want to say that our outreach,  
2 by the way, is really great as well, to HBCUs.  
3 We've established new political appointee  
4 positions as regional representatives around the  
5 country, and one of them came to us to the  
6 Hampton University event that I mentioned in my  
7 opening remarks.

8 But you know how that happened with  
9 Hampton University? They did not go through the  
10 federal register to find us. They went to the  
11 White House Initiative on HBCUs partner directory  
12 and they gave me a phone call.

13 They said, Mr. Westhill, we know that  
14 you're the liaison to the White House Initiative  
15 on HBCUs, you're the chairman of the internal  
16 working group at DOL, would you be interested in  
17 coming down to Hampton University, give us a  
18 presentation on what you do and what your  
19 colleagues do?

20 You know what I said? Yes. Be more  
21 than happy to do it. And we're very proud to  
22 have done that and we'd like to do that at every

1 HBCU in the country. So if you're interested in  
2 doing that, give me a call.

3 CHAIRMAN TAYLOR: Okay, Mr. Clark.

4 MEMBER CLARK: Earlier, I, with a  
5 smile, said, don't forget South Carolina, and I  
6 wasn't meaning South Carolina State, per se, I  
7 meant the State of South Carolina, but the point  
8 that I was making there is exactly, I think,  
9 where you were coming.

10 It's a lot more difficult for us, one  
11 at a time, to try to reach into D.C., into the  
12 agencies, but if one of you say you're going to  
13 come to the State of South Carolina, then I or  
14 someone else will huddle up all the people in the  
15 region to come there, and then it sticks.

16 And it's kind of like you say, when we  
17 show up at our place there, it sticks, people  
18 remember it, when you come to our institutions,  
19 it's a lot easier for us as presidents to get  
20 everyone plugged in because now there's some  
21 traction, because there's this huge amorphous  
22 thing up in D.C. called, the agencies, and that

1 everyone is -- not everyone, but a lot of people  
2 are afraid of trying to reach in there and  
3 getting bogged down.

4 But if they see your face, it's like,  
5 oh, yes, she came here. She was talking about  
6 one of herself. That relates to me. I know  
7 someone I can contact. And it might be any of  
8 the -- you know, in our case, eight institutions  
9 that might in this state, or in North Carolina it  
10 might be a lot more, you know, ten institutions  
11 that can come to some common place.

12 And I think that would be a very  
13 powerful spark, you know, no matter what agency,  
14 no matter what the focus is, and when we do  
15 those, I think we leave with a set of action  
16 items, or next steps, and so forth, you know, we  
17 just recently, kind of, did something like that.

18 CHAIRMAN TAYLOR: Love it and I  
19 appreciate what Mr. Westhill has said. This book  
20 is invaluable. By the way, it's a packet.  
21 Instead of having to comb the entire Federal  
22 Government to find contacts, White House

1 Initiative has taken it upon itself to put  
2 together the book that's included in your packet,  
3 so we've done some of the work, but to your  
4 point, you got to make the invite, you know?

5 And so if you invite, they have not  
6 said no. Dr. Ellis.

7 MS. BILAL: Can I respond to that  
8 quickly? I'm sorry. So we do hear you, so we've  
9 heard your request to have us engage directly  
10 with the universities, and to that end, our  
11 Director Campos is partnering with the presidents  
12 of various HBCUs and we're planning to do just  
13 that.

14 He's going to put out a roundtable  
15 conversation in South Carolina, it should be  
16 coming up within the next couple of weeks or so,  
17 more details will come on that, we'll make sure  
18 that as we take a regional approach, that  
19 everyone is well aware of it.

20 And I think the communication process  
21 is one that is a multi-tier approach. So we have  
22 to give information out to you, you have to



1 definitely give information out to us, we try to  
2 leverage our partners at the initiative as well  
3 to make sure that everyone is onboard with where  
4 we're heading and what's coming down the  
5 pipeline, but appreciate your continued  
6 reinforcement of that.

7 MS. KENT: One of the things I would  
8 like to share as far as South Carolina State  
9 University, Senator Graham and Congressman  
10 Clyburn sponsored some years ago, the Montford  
11 Point Marine project, and that was DoD, that  
12 worked that effort at South Carolina State.

13 So I would like to see South Carolina  
14 State compete a little bit more in DoD, like you  
15 used to do, so that --

16 MEMBER CLARK: For the record, Clark,  
17 you got it.

18 MS. KENT: Those members are forever  
19 coming and talking to us, and trying to -- so I'm  
20 here to say, not only do I do outreach, I do  
21 inreach in the Department also, so please, you  
22 know, I like that personal touch.

1                   CHAIRMAN TAYLOR: Okay. Last two  
2 questions. Mr. Ellis. Dr. Ellis, pardon me.

3                   MEMBER ELLIS: Just quickly. Rodney  
4 Ellis, Southern University at Shreveport, so we  
5 are one of the few HBCU community colleges, or  
6 two-year colleges, in the country, and so there's  
7 been a lot of talk today about federal  
8 contracting and research, and while we do some of  
9 that in a limited capacity, our primary mission  
10 is workforce development and transfer.

11                   And so when it comes to strengthening  
12 our capacity, strengthening our capacity really  
13 comes down to, how do we build quality programs  
14 that can produce graduates that can then go out  
15 into a local community, but also national  
16 community, to fill the jobs that are in high  
17 demand right now?

18                   And so can you speak to some of the  
19 programs or some of the initiatives around  
20 capacity building for curriculum development,  
21 workforce development, that are maybe focused on  
22 HBCUs?

1 MS. BILAL: I guess, Trina Bilal,  
2 Department of Energy, yes, we have several  
3 initiatives in support of that. We have a  
4 funding opportunity announcement that was  
5 released last September. It's called the  
6 Minority Education and Workforce Training  
7 Program.

8 That program provides funding for all  
9 MSIs, HBCUs included, to specifically do that, to  
10 build capacity, and to partner with community  
11 colleges and minority businesses who are offering  
12 technical assistance to bring in skilled labor.

13 In addition to the skilled labor  
14 within the energy and utility sector, we're  
15 looking at retooling individuals who were  
16 formerly incarcerated so that they can also gain  
17 skillful employment as well.

18 So that's one of the areas that our  
19 office, the Office of Economic Impact and  
20 Diversity, is specifically targeting HBCUs in  
21 addition to the MSIs, in regards to capacity  
22 building.

1           Our office of science has a host of  
2 competitive funding announcements that they put  
3 out on an annual basis, and these are multi-  
4 billion dollar consolidation and multi-billion  
5 announcements, that focus on capacity building  
6 where faculty can come onboard to partner with  
7 our national labs and our program offices to  
8 explore ways that we can further enhance research  
9 and technologies within the sciences.

10           So those are another area that you  
11 could definitely look towards partnering with the  
12 Department of Energy on.

13           I will say this, though, in partnering  
14 with us is sometimes daunting when you look at  
15 the announcements and you look at some of the  
16 asks that they're looking for us to be able to  
17 hone in on as minority-serving institutions, but  
18 one way to overcome some of that is definitely to  
19 try to get involved early on.

20           Work with our program offices to  
21 become advisors on some of our technical boards.  
22 We have a lot of peer review workshops that take

1 place, and so there, like another one of our  
2 colleagues stated earlier, that gives you an  
3 understanding at the ground level of what some of  
4 the thought processes are in regards to the  
5 program directors who are making the decisions  
6 for the funding.

7 At a minimum, you'll see what works  
8 versus what doesn't work, and you'll definitely  
9 glean some ideas on how you could possibly  
10 structure your capabilities or even your  
11 curriculum to be more competitive in that regard  
12 at a later stage.

13 We have requests for information  
14 sessions. I think that's one place that I don't  
15 see a lot of our universities engaged in, so we  
16 need to get engaged in that too, because in that  
17 request for information, you will see, again,  
18 what the thought process is and kind of what the  
19 playbook is for how these forums are actually put  
20 out on the street.

21 So those are areas that I would  
22 encourage you -- and then leverage us. You know,

1 we're here, most of us, this is a labor of love,  
2 and so we really do want to make an impact, so  
3 pickup the phone. I know most of my colleagues  
4 around here are very accessible.

5 I'm accessible. If I don't have the  
6 answers, I make sure I put you in contact with  
7 the right people who do, and that's why we host  
8 events like our oughts forum, which we just held  
9 last Monday, was for you to constantly get a  
10 connection with who is the key representative on  
11 tap at any given point in time who is actually  
12 driving the initiatives that we're putting out in  
13 the field for our universities to apply for.

14 You have to make those connections on  
15 a constant basis.

16 CHAIRMAN TAYLOR: Okay. To Mr.  
17 Westhill, who wants to respond, and then the  
18 final question from the --

19 MS. WESTHILL: Thank you. Really  
20 quick. Speaking of labor of love. This is  
21 squarely within where the Labor Department is on  
22 this, right, training, and getting folks into

1 jobs. I want to make sure that Member Ellis is  
2 hearing me here, because I heard him at the  
3 Heritage Foundation's inauguration HBCU  
4 conference just a few weeks talking about this  
5 exact same topic.

6 So really quickly, please write down,  
7 please look up, IRAPs, Industry Recognized  
8 Apprenticeship Programs, is a flagship program of  
9 the Department of Labor, of this administration,  
10 that's doing, or intending to do, precisely what  
11 you're looking for.

12 We're going to be doing a big rollout  
13 within the next two weeks, would love to be in  
14 conversation with you on that, but in the  
15 meantime, please take a look at Industry  
16 Recognize Apprenticeship Programs.

17 MEMBER JUSTICE: An observation and --

18 CHAIRMAN TAYLOR: Introduce yourself  
19 for the record.

20 MEMBER JUSTICE: Nick Justice. I want  
21 to make an observation and then pose it in the  
22 form of a question. Over the last year we

1 started out our meeting recognizing how much  
2 accomplish and achievement has occurred over a  
3 year.

4 You're hearing from, now, eight  
5 panelists in two different forums, the  
6 opportunities that have been created for us.  
7 This young lady right here really put the point  
8 of the spear right in our chest, she said, we  
9 don't hear a lot from the schools.

10 So the question really is, not for the  
11 panelists, but for us, what is our strategy, and  
12 I believe we started our session, when we were  
13 sworn in, with Jonathan talking about strategy.

14 We need to figure out how we're going  
15 to take advantage of this, because I'm going to  
16 tell you, Evelyn, you could overwhelm any school,  
17 your organization itself is the size of an HBCU.  
18 There's no way that one school in -- we need a  
19 strategy to engage, whether it's partnered with  
20 major partners, small partners, whether we  
21 partner in regionals, we need a strategy to  
22 approach these things and identify, in these



1 hundreds of opportunities, where our specialties  
2 lie, what are the ones we want to grow, and how  
3 we're going to engage in the future so we're not  
4 chasing set asides, but we're the major  
5 competitors, just like every other research  
6 university.

7 CHAIRMAN TAYLOR: Okay. So got it and  
8 we're going to do that, in fact, when we go into  
9 discussion, I feel you itching, we're going to  
10 deal with that then, but I got to get to the next  
11 panel. Thank you all so much.

12 Okay. Coming in now we're going to  
13 have representatives from the National Endowment  
14 for the Arts, the Small Business Administration,  
15 Department of Veterans Affairs, the National  
16 Endowment for the Humanities.

17 Thank you so much. Our third panel is  
18 here. We're getting ready to start and if we  
19 could start with each panelist please giving us -  
20 - you know, try to capture your, at least, intro  
21 so this can be more interactive.

22 If we spend a lot of the time in the

1 intro, we just can't get to the questions. So  
2 starting, Ms. Hudson? Dr. Hudson?

3 MS. HUDSON: Ayanna Hudson. Hi,  
4 everybody. So good to be here. I'm the Director  
5 of Arts Education at the National Endowment for  
6 the Arts. Proud graduate of Spelman College.  
7 I'm here with my colleague, Tamika Shingler,  
8 who's on our HBCU team for the Arts Endowment,  
9 who's a proud graduate of Morgan State  
10 University.

11 Going around right now, you have our  
12 2020 guide, which is an overview of all of the  
13 programmatic and funding opportunities at the  
14 National Endowment for the Arts as well as a  
15 brief handout of our outreach to HBCUs, which I'm  
16 going to talk through very briefly.

17 Just want to highlight in our 2020  
18 guide, on Page 4, you'll see a picture of myself,  
19 my colleague, Tamika, and our other colleague,  
20 receiving the award from the White House  
21 Initiative, the Public Partnership Award.

22 So as Jonathan looked at this and

1 said, you all are very proud, we're very, very  
2 proud.

3 So who are we, National Endowment for  
4 the Arts? I'm not sure how many of you are  
5 familiar with us. I want to just spend a moment  
6 starting there. We are a small, but mighty  
7 federal agency. We're an independent federal  
8 agency. We were established by Congress in 1965.

9 We fund, promote, and strengthen the  
10 creative capacity of our communities by providing  
11 all Americans with diverse opportunities for arts  
12 participation.

13 I like to describe as the chief funder  
14 of the arts in America, and we have a grant in  
15 every single congressional district across the  
16 country.

17 So in terms of our HBCU work, we are  
18 laser focused on increasing the number of HBCUs  
19 applying for funding to the arts endowment and  
20 also working to increase the success rate of  
21 funded HBCU applications.

22 And our vision over time is that every

1 HBCU successfully applies for funding  
2 opportunities through the arts endowment and we  
3 want to help use federal funding to strengthen  
4 the creative capacity of HBCUs.

5 We realized early, to build capacity  
6 for successful applications to the agencies we  
7 must establish and cultivate ongoing  
8 relationships with the HBCUs and HBCU partners,  
9 like the White House Initiative for HBCUs. We  
10 learned that this work really is about building  
11 long-term relationships, and for us as an agency,  
12 to break historical barriers as to why HBCUs have  
13 not been applying to the Arts Endowment for  
14 funding.

15 We must work to build awareness of the  
16 arts endowment. When we began this work a couple  
17 years ago, we only had two funded HBCUs accessing  
18 funding through the arts endowment, so we want to  
19 build awareness of who we are as an agency, and  
20 we want to share critical resources and  
21 information.

22 As we've been meeting with HBCU

1 faculty and staff, we've learned that the arts  
2 faculty doesn't feel empowered to apply for  
3 grants to the arts endowment. They think that's  
4 what the science faculty does.

5 And our agency needs to be present and  
6 maintain its presence and continue to demonstrate  
7 our intent to support applications from HBCUs to  
8 the agencies.

9 So I want to highlight just a couple  
10 of things that we've done to date. There was a  
11 lot of talk on the previous panel about direct  
12 outreach to HBCUs, and this is one of the things  
13 that we've been doing the last year and a half.

14 Part of our job as directors at the  
15 agency and working with our specialists, we  
16 travel a lot, representing our agency and the  
17 Federal Government on all issues of arts and  
18 culture.

19 So what we've been doing the last  
20 couple of years is mapping our staff travel to  
21 location of HBCUs. So when we have a staff  
22 anywhere near proximity of an HBCU, we've been

1 working with the White House Initiative to setup  
2 one-on-one meetings.

3           So to date, we've been able to meet  
4 with 28 HBCUs on their campuses to better  
5 understand the arts and culture needs and  
6 priorities of HBCUs, and to really talk about  
7 funding opportunities through the arts endowment,  
8 and how those funding opportunities can help meet  
9 and advance priorities for arts and culture in  
10 HBCU campuses.

11           We've created our first ever  
12 compilation of arts and culture resources,  
13 faculty, classes, and programming offerings for  
14 every HBCU, and this was done through three  
15 interns that we had in our office this past  
16 summer, and I mentioned a student from Bowie  
17 State was one of our interns.

18           And so we now know or have a better  
19 understanding of what the status of arts and  
20 culture is on our HBCU campuses. We co-hosted  
21 the HBCU interagency working group for arts and  
22 culture, Dream It, Achieve It, federal cultural

1 funding opportunities for HBCUs.

2 My partner in crime from the National  
3 Endowment for the Arts, along with the Advisory  
4 Council on Historic Preservation, U.S. Department  
5 of Education, as well as ILMS. This was a new  
6 program track within the 2019 White House  
7 Initiative conference held here in D.C.

8 There were 45 HBCU representatives  
9 present, including faculty and staff from 16  
10 HBCUs that we had not met with previously.

11 We've added language to our funding  
12 guidelines, starting in FY20. For the first  
13 time, the agency specifically encourages  
14 applications from Historically Black Colleges and  
15 Universities, and we've put systems in place to  
16 measure agency investments over time in HBCUs.

17 So we've tagged our internal grants  
18 management system so that we can track the number  
19 of applications coming in as long as applications  
20 with HBCUs as partners and over time, really been  
21 able to measure not only federal dollars going to  
22 HBCUs, but in alignment with some of the

1 conversation earlier, what is the impact of that  
2 funding over time.

3 Looking forward, we're about to  
4 rollout a multi-prong 2020 strategy, and you have  
5 a highlight of that in your packet that just went  
6 around, and I want to highlight just a couple of  
7 things for you.

8 So our first goal is to continue to  
9 build awareness of the National Endowment for the  
10 Arts. We're going to continue and be even more  
11 proactive in working with the White House  
12 Initiative to setup one-on-one meetings on  
13 campuses for HBCUs.

14 We want to strengthen the grant  
15 writing capacity of HBCUs. A colleague earlier  
16 from a federal department mentioned how important  
17 it is for an HBCU representative to serve as  
18 panelists, and so we're going to be really  
19 proactive now that we have the lists that we've  
20 compiled of arts and culture faculty and staff,  
21 we can be proactive in recruiting panelists, so  
22 we look forward to doing that.



1           We want to create incentives for HBCU  
2 applications, really think about, what are the --  
3 what are we hearing consistently about the needs  
4 of HBCUs and some of the challenges, and how can  
5 our funding work to address those needs and  
6 challenges? Do our current guidelines meet those  
7 needs and challenges?

8           And if not, what are some of the  
9 programs we need to put in place to be able to  
10 help support those needs and challenges?

11           We want to build a federal, state,  
12 local continuum for HBCUs, so this is really  
13 thinking about, how do we model federal arts  
14 leadership at the state level and at the local  
15 level, working with our state arts agencies and  
16 our local arts agencies, which are also funding  
17 sources for the arts in local communities and at  
18 the state level.

19           One of the things I'm really excited  
20 about, just picking up this conversation about  
21 the economy and jobs is, we're going to be  
22 exploring a partnership with the National

1       Governors Association to produce a publication on  
2       the economic impact on the state of arts and  
3       culture resources at HBCUs, really helping to  
4       lift up, and this is something that we're going  
5       to be focusing a lot on, lifting up and really  
6       inserting ourselves into the dialog about the  
7       economy, having conversations about the creative  
8       economy, and the number of jobs that are being  
9       produced.

10                 So we're looking forward. This is one  
11       of the things I'm most excited about. Another  
12       goal is to cultivate relationships with  
13       organizations supporting HBCUs. We have a goal,  
14       also, to track and report our progress over time,  
15       and building our own institutional capacity to  
16       effectively carry out our HBCU strategy.

17                 We were talking about paid internships  
18       versus unpaid internships, so one of the things  
19       we're looking internally is, how can we help  
20       support a paid internship, multiple paid  
21       internship positions, but also, research funding  
22       and partnership possibilities to create a paid

1 HBCU fellow position within our office to help us  
2 to advance and execute our strategy.

3 CHAIRMAN TAYLOR: Thank you. Yes.

4 MS. HUDSON: Thank you.

5 CHAIRMAN TAYLOR: Mr. Guterrez.

6 MR. GUTIERREZ: I'm going to be 20  
7 minutes, is that all right? Good afternoon. My  
8 name is Allen Guterrez from the Small Business  
9 Administration. I'm glad to be here. I'm going  
10 to be quick, and short, and where the rubber  
11 meets the road, and what's the low-hanging fruit.

12 So SBA, 68 district offices across the  
13 country, and territories as well. I oversee, I  
14 call it, the three lanes, small business  
15 development centers, women business centers,  
16 SCORE, which are volunteer mentors across the  
17 country.

18 I was tasked by then Administrator  
19 McMahon to be the lead for her on her behalf on  
20 HBCU. I looked at what was being done in the  
21 past at SBA, good stuff, but we could be better.

22 And so what I wanted to do is look at

1       how we can do a short-term and long-term strategy  
2       approach. Couple of things that I noticed is  
3       that we put in place, this past year, some goals  
4       that we achieved. We had very successful  
5       entrepreneurship summits with HBCUs, included  
6       close to 1100 students, faculty, and businesses  
7       that participated in that.

8                       Within SBDC, Small Business  
9       Development Centers, we have 62 lead centers that  
10      we grant. I have encouraged and it's getting  
11      better, out of that 62, they have resource  
12      centers that they use to make an impact in  
13      counseling, and training, and reaching out.

14                      So we have 18 HBCUs that are part of  
15      that network and we're encouraging them to expand  
16      more on that aspect. Last year, the overall  
17      budget increased by 3.27 percent, went from \$3.9  
18      million to close to \$4.1 million from that  
19      standpoint.

20                      So we're excited. I know we have  
21      South Carolina State part of the, you know, SBDC  
22      network, and then I was actually there last week

1 touring with our SBDCs there and listening to all  
2 the great things that we're doing there.

3 With that, I also want to say that we  
4 have formalized 16 strategic alliance membership  
5 memorandums with HBCUs this past year, and it's  
6 not just about the ribbon cutting, it's about,  
7 what are we going to do from these?

8 So we have a very strategic way. How  
9 are we monitoring that? I implemented an  
10 interagency council, meaning that, I'm going to  
11 hold everybody accountable, every year now, of  
12 what they need to be doing and how are they going  
13 to accomplish it.

14 The other added value there, not added  
15 value, but another more -- even more commitment,  
16 our new administrator, Administrator Jovita  
17 Carranza, who came aboard a couple weeks ago. I  
18 was meeting with her and bringing her up to speed  
19 and she goes, I want to chair your next meeting.

20 And she goes, because I want to tell  
21 them that this is important for me and I want  
22 them to deliver what you're going to tell them to

1 accomplish. So I said, yes, I'll take that.

2 Right away. We're going to do that.

3 So lastly, what I'm going to say is,  
4 how do we open more opportunities? Two things  
5 that I've done, I oversee women business centers,  
6 I have 111, I have -- this past budget, I have an  
7 opportunity to open up between 15 to 20 of them.

8 What I've been strategically doing in  
9 an important way is having roundtables at HBCUs  
10 and reaching out to the HBCUs in the states that  
11 we're looking at to encourage them, and I put it  
12 in a funding opportunity as well, that language  
13 was never there before.

14 It's the thing of thinking outside the  
15 box approach. So I was just in Benedict College  
16 South Carolina, we did a roundtable there, they  
17 participated, doesn't mean they're going to be  
18 chosen, because everything has to go through the  
19 proper process, but it's a matter of having  
20 everybody at the table to understand the  
21 opportunity.

22 We did one in Baltimore, Maryland in

1 December at Morgan State. Same thing. So those  
2 are strategic, for me, short term and long term,  
3 because I know that that's an impact that we can  
4 do.

5 Lastly, I know I'm over my three  
6 minutes, is, the annual funding and terms and  
7 conditions with the small business development  
8 centers and the women business centers. Put in  
9 language in there too. They're required to do a  
10 minimum of one event, if they have an HBCU in  
11 their backyard, and create a stronger alliance  
12 and partnership for the 7(j) training for 8(a),  
13 for contracting, for so forth.

14 I just had a team in Hampton yesterday  
15 on an outreach for youth, you know, the college  
16 students, of opportunities to think about SBA as  
17 an employer.

18 So those are the things. I'll stop  
19 there. I know I went a little bit, but I wanted  
20 to give you -- my things is, I always say, how  
21 can I leave it a little bit better than I  
22 received it? And that's my goal, in that sense,

1 and I'm confident on where we're heading in that  
2 aspect, so thank you very much for your time.

3 CHAIRMAN TAYLOR: Dr. Bowman.

4 DR. BOWMAN: Thank you. And being the  
5 good academic, I sent you around handouts, and  
6 being a good academic, I'm not going to stick to  
7 them, but they are all correct and accurate.

8 I represent the DIVAC, Diversity,  
9 Inclusion, and VA Council, but I'm also chief  
10 academic affiliations officer for VHA, and I've  
11 been there a little over a year, after being at  
12 four universities in various of your states.

13 We have the advantage in VA of having  
14 our law originally 75 years ago. We're  
15 celebrating our anniversary of education in the  
16 VA, that the law actually says we're to educate  
17 for VA and the nation. That gives us much  
18 leeway.

19 And I think that one of the other  
20 things, after listening to these other talks is,  
21 you need to understand that we don't work through  
22 grants and contracts primarily. We work



1 primarily through what's called disbursement,  
2 which, the bottom-line of that is, that the HBCUs  
3 and minority-serving institutions have to talk to  
4 their local VAs, because it's the VAs who decides  
5 what they can handle in terms of students and  
6 residents.

7 And then when they tell us, after  
8 there's affiliation agreements, we give the money  
9 to the appropriate entity, okay?

10 We do fund many different kinds of  
11 health professions. We have approximately 50  
12 health professional groups that are supported one  
13 way or another through our offices. GME,  
14 graduate medical education, residency education  
15 for doctors is the biggest and most expensive,  
16 and probably the part that our VAs are most  
17 reliant on since our trainees still write most of  
18 the orders for most of the patients in the  
19 hospitals across the country.

20 The VA is, basically, the only  
21 nationwide health system and we serve a group  
22 that has more minorities than the average

1 employer and therefore, recently, we've been  
2 expanding tremendously into smaller rural areas,  
3 more into Indian Tribal groups, because guess  
4 what, that's where there are a lot of veterans,  
5 an inner cities.

6 So a lot of that is being done through  
7 community-based outpatient clinics and we have  
8 had an effort through our office, and with the  
9 support of Congress, to actually place residents  
10 in smaller and smaller VAs, and we're excited to  
11 say that with the VACO, which is what it's  
12 called, we have now gotten commitments at the  
13 smallest VAs that we can figure out can really  
14 handle, or the community-based medical centers,  
15 residents at those sites.

16 The training programs are a lot of how  
17 we hire people. It's how we have health  
18 professionals in the VA and so we hope that this  
19 also means that we will be able to have health  
20 professionals more where the patients are that  
21 need VA's assistance.

22 We do have special relationships with

1 the three HBCU and one predominantly Black  
2 institution who have medical -- who are medical  
3 schools, but we actually have relationships with  
4 many other minority-serving institutions, but it  
5 is dependent on them to come to us, so we keep  
6 trying to get out the word, and I perceive that's  
7 probably why I'm here, okay, so help us get out  
8 the word.

9           Because it's all done through the  
10 schools, we don't have an overwhelming amount of  
11 data on all of our students, but we do know that  
12 we have 20,000 health professional students from  
13 HBCUs or MSIs that obtain part or all of their  
14 training in the VA annually.

15           So we do have a large number of  
16 students who are appropriate to this cause.  
17 About 9000 of those are medical students or  
18 residents. So one of the issues that we have is  
19 that we need a lot of nurses, and we don't have  
20 enough nurses, and we don't have enough  
21 relationships with nursing schools, and we don't  
22 perceive we have enough individuals who serve our

1 minorities as well as we could.

2           So we have undertaken, and kind of  
3 gotten known for this, I know that Mr. Holifield  
4 knows about this, so we've been doing geomapping,  
5 which is where we try to figure out where do we  
6 have VAs and where are the minority-serving  
7 institutions, and then can we get them to talk to  
8 each other, specifically in nursing, because as I  
9 said, we started with physician education and so  
10 if you look proportionately, we're much less a  
11 part of nursing education than we are of  
12 physician education.

13           So we have been geomapping  
14 specifically for the 41 HBCU nursing schools that  
15 are within 100 miles of a VA, so that's  
16 important, so it doesn't get too terribly far  
17 away. We actually do have ways to assist when  
18 trainees have to go to a distance to obtain  
19 training, sometimes providing housing of various  
20 types, so I'd encourage you, even if that 100  
21 miles sounds daunting, that sometimes we can do  
22 things to assist.

1                   And we do have -- we are expanding our  
2                   residencies out, as I said, and we have done some  
3                   of that with HBCU and PBIs. We also have a new  
4                   section of the MISSION Act that provided one year  
5                   pilot funding for students at HBCU and Teague-  
6                   Cranston Schools, and I can explain that later if  
7                   you need me to, but the HBCU schools to fund  
8                   scholarships for medical school in return for  
9                   later service, kind of like the Public Health  
10                  Service National Service Corps, but specific to  
11                  the VA.

12                  And we love participating in national  
13                  annual HBCU week conference, and I have gotten  
14                  the hi sign, so I guess I'll stop there and you  
15                  can read the rest of my handouts as you need, and  
16                  I'll answer questions when needed.

17                  CHAIRMAN TAYLOR: And last, but  
18                  certainly not least, Dr. McAklem.

19                  MS. MCAKLEM: Thank you so much. It's  
20                  really an honor to be here today and thank you  
21                  for inviting us to participate. I'm delighted to  
22                  have the opportunity to represent my agency, the

1 National Endowment of the Humanities, or the NEH,  
2 and just to give you a little bit of background  
3 on that agency.

4 We're quite a small agency. I think  
5 we're about 140 employees and the mission of our  
6 agency is to serve and strengthen our nation by  
7 supporting high-quality programs in the  
8 humanities, and making the humanities available  
9 to all Americans.

10 And we do that through, solely  
11 through, grant program, well, primarily through  
12 grant programs, that all of the applications that  
13 come into us are sent through an independent  
14 external reviewers, and then awards can be made  
15 after that process.

16 So what we have been looking to do at  
17 NEH is to work along, also, with NEA sometimes,  
18 we've worked collaboratively, which has been  
19 wonderful opportunity to learn from one another  
20 and to learn from challenges and opportunities  
21 also.

22 So one thing we've been doing is

1 working on outreach, like many people have been  
2 talking about up here at the table today,  
3 outreach to HBCUs and how can we improve our  
4 outreach and what are ways of reaching potential  
5 applicants for our programs.

6 Secondly, how can we help potential  
7 applicants write competitive applications for our  
8 programs and be successful in them? So that's  
9 just one part of what I wanted to tell you about  
10 what's been happening at NEH over the last couple  
11 of years.

12 And so one is participating in HBCU  
13 week and it was really wonderful to have the  
14 opportunity to work with NEA, and IMLS, and ACHP,  
15 and Department of Education, and learning about  
16 all these other cultural funding opportunities  
17 that actually, I, you know, we're in our little  
18 small area that I didn't know about, so I've  
19 really learned from colleagues and been able to  
20 meet and extend our reach to HBCUs, I hope.

21 And then internally, within NEH, we've  
22 developed a working group on HBCUs. We're

1 looking at outreach issues, in particular, myself  
2 and others in the agency come from different  
3 departments, different divisions, in the NEH, and  
4 talk about, you know, what our opportunities and  
5 challenges with our particular programs, and  
6 working together on outreach strategies.

7 In the last year, we were able to make  
8 campus visits and give grant writing workshops at  
9 Bowie State. My colleague presented and at Fisk,  
10 Hampton, I'm going to miss something, because I  
11 have it here written down, but I'm not looking,  
12 oh, Xavier University of Louisiana in New  
13 Orleans, and Howard, and this year, we're also  
14 going to be going to Claflin in March, and South  
15 Carolina State, I hope, will send faculty and  
16 staff to go too.

17 But my -- well, there we go. So Julia  
18 Wynn is my colleague, thank you, so that makes  
19 sense to me now, because I thought that would be  
20 useful. So she'll be there giving a grant  
21 workshop and hopefully, you know, able to offer  
22 assistance.



1           So one way is the outreach and then  
2           the second way is looking at our programs. We do  
3           have two programs that are open to HBCU faculty  
4           exclusively, and staff, one, there was a question  
5           about curriculum development, is in from our  
6           Division of Education, it's called Humanities  
7           Initiatives at HBCUs.

8           It's intended to be a flexible grant  
9           program that can support curriculum development,  
10          professional development, of faculty, can bring  
11          in guest speakers, can work on bridge programs  
12          for, you know, high school seniors.

13          And then the other program we have  
14          opened specifically to HBCU faculty is the awards  
15          for faculty at HBCUs. I work with that program  
16          year round and it funds individual faculty  
17          members doing humanities research, whether it's  
18          for an undergraduate course revision or for a  
19          book or monograph project, or a community goal,  
20          institutional goal.

21          So those are near and dear to my  
22          heart, but we've also, in the last year, had the

1 opportunity to -- we have a new program at NEH  
2 that started in 2018, another topic that has come  
3 up is infrastructure and capacity building, which  
4 is the name of our grant program that was started  
5 in 2018.

6 And it is a federal matching program.  
7 It awards up to \$750,000 and for HBCUs, TCUs,  
8 HSIs, and two-year colleges, there is a one-to-  
9 one match offering. So we really are hoping to  
10 encourage more applications from these  
11 institutions and HBCUs, and we do have an award  
12 we made to the HBCU library alliance for \$365,000  
13 of an offer to support education and training in  
14 archives and libraries management at their 74  
15 HBCU member campuses.

16 The other news I wanted to share with  
17 you is that another cooperative agreement that we  
18 just put in place in 2019 was with the National  
19 Trust for Historic Preservation. And both NEH  
20 and the National Trust will be contributing  
21 \$500,000 each to a program that is designed to  
22 build capacity and historic preservation, and

1 plans for preservation, at six -- developing  
2 plans for historic preservation at six campuses  
3 and two campuses and six structures are somewhere  
4 in those numbers, so eight different institutions  
5 would be hopefully involved in that with NEH and  
6 the National Trust.

7 And that's all I will say. I'm sorry.  
8 I went over my three minutes as well.

9 CHAIRMAN TAYLOR: No, no, no, it's the  
10 way of the world now at this point. Any  
11 questions from the Board Members?

12 MEMBER DAWKINS: I have a question  
13 for, I think it's, National Endowment for the  
14 Arts, right?

15 CHAIRMAN TAYLOR: That's Dr. Dawkins.

16 MEMBER DAWKINS: Yes, I see that there  
17 has not been a lot of awards made to HBCUs. At  
18 the same time, I see a number of applications  
19 submitted, so what's missing? Why aren't we  
20 getting the awards?

21 MS. HUDSON: Well, it's --

22 MEMBER DAWKINS: And also, along with

1 that question is, I see your goals, they're  
2 lofty, but I don't see a timeline for  
3 implementing your goals. I don't know when you  
4 plan to offer training.

5 MS. HUDSON: So I'll start there. So  
6 this is Ayanna Hudson, National Endowment for the  
7 Arts. So the White House Initiative asked us to  
8 put in place a five-year plan, and we've been  
9 working on our internal team. We have an even  
10 more robust, fleshed-out strategy than what we've  
11 shared here today.

12 So those are our ideas. Our next  
13 step, actually, next Friday, is our team coming  
14 together to -- the White House Initiative has  
15 asked us to map our goals and strategies to our  
16 agency strategic plan, and then we're going to  
17 put in place, the timeline and flesh all that  
18 out, so that's kind of the next part of it.

19 Since this meeting was coming up, we  
20 wanted to have the opportunity to kind of share  
21 what our thought process is as we move forward.  
22 And a big part of it, honestly, is our staff

1 capacity to do this work, and that's one of the  
2 goals that I mentioned.

3 So we have some internal conversations  
4 taking place, so a lot will depend on the  
5 capacity we're able to put in place to move the  
6 workforce, so that answers your first question.

7 The second question, in terms of the  
8 applications, is exactly why we're doing this  
9 work. As I mentioned, when we first started  
10 really examining how many applications and how  
11 are we funding HBCUs, there were two that  
12 surfaced at the time.

13 So that's the exact reason why we are  
14 doing all of the outreach that we're doing. You  
15 heard me say, as a part of our longer term  
16 strategy, that we want to help build grant  
17 writing capacity for HBCUs, so your question,  
18 even as they are beginning to come into the  
19 agency, the question of how competitive are they  
20 is surfacing.

21 So we are going to be drilling down in  
22 a major way and working with our federal culture

1 partners on this as well, and we've talked to  
2 Jonathan about this, to figure out ways, and we  
3 have some strategies in place, to help build the  
4 capacity for HBCUs to be successful.

5 I think part of the challenge is, as  
6 I mentioned, we are introducing ourselves to  
7 HBCUs, since there haven't been a lot of  
8 applications coming in, there haven't been HBCU  
9 faculty and staff serving on panels, which is  
10 really one of the best ways to understand the  
11 panel process, what the panel is looking for, how  
12 applications are structured, what makes a  
13 successful application.

14 So that goes -- directly links back to  
15 that strategy of recruiting, proactively  
16 recruiting, HBCU faculty and staff to serve as  
17 panelists.

18 MEMBER DAWKINS: Okay.

19 MS. HUDSON: So it's really building  
20 the capacity for applications to -- for HBCUs to  
21 understand what are the requirements within our  
22 agency, what makes a successful application, how

1 to effectively articulate that, what does the  
2 panel process look like?

3 One of the things you've heard a lot  
4 of the federal faculty talk -- federal staff talk  
5 about is the technical assistance that we  
6 provide. So we also encourage, and this is one  
7 of the things that we talk about in the one-on-  
8 one meetings and the outreach that we've been  
9 doing, HBCUs to be in touch with our staff and  
10 this guide.

11 I believe there's, towards the back,  
12 somewhere in here, a listing of the staff. Yes.  
13 Between Pages 20 and 21. All of the staff that's  
14 on the front lines of grants management, to  
15 contact our specialists working in a particular  
16 area so that they can hear what your idea is,  
17 give you one-on-one technical assistance about  
18 how to put that idea into and make the most  
19 compelling case within the application for the  
20 National Endowment for the Arts.

21 So we want to have those  
22 conversations, we want to see more applications

1       come in, but we also want to see more  
2       applications being successful and receiving  
3       funding, and so we're committed to both parts of  
4       those strategies.

5                   CHAIRMAN TAYLOR: Thank you all so  
6       much. I appreciate you coming in. Thank you.  
7       We're now going to have Mr. LaVaughn Henry from -  
8       - a senior economist from the Council of Economic  
9       Advisors.

10                   MR. HOLIFIELD: As LaVaughn comes to  
11       the forum, this is part of the advantage of the  
12       Executive Order being housed in the Executive  
13       Office of the President, gave us an opportunity  
14       to connect with the President's Council of  
15       Economic Advisors.

16                   And I think you will find the  
17       presentation a fresh perspective on the potential  
18       economic education and strategic value of our  
19       institutions to our nation. So with that,  
20       LaVaughn.

21                   DR. HENRY: Don't follow instructions  
22       very well. Okay. Well, let me begin by saying,



1 thank you very much. We are honored to be here,  
2 and I also want to introduce my colleague, Mr.  
3 Jackson Bailey, who is our lead junior economist,  
4 who will also be serving on our team that we've  
5 dedicated to this proposal.

6 And I also want to say thank you very  
7 much, Executive Director Jonathan Holifield,  
8 because without his ra-ra, go team, mentality,  
9 nothing gets done.

10 Now, I will also say that we're more  
11 the stats geek in the front office who cuts the  
12 numbers and says where we're going. And what  
13 we're seeing so far is great, okay?

14 What I want to do today, briefly, I  
15 know we're down to 20 minutes, he sticks with  
16 those time cuts too, is, speak to you about  
17 research and recent trends in higher education,  
18 and then how the administration views HBCUs as  
19 offering an educational, economic, and strategic  
20 advantage to the nation.

21 And then how we, on the Council of  
22 Economic Advisors, who have direct access to the

1 White House, what we're going to do with respect  
2 to developing some solid research this summer on  
3 calculating rates of return to the HBCU system,  
4 and providing solid economic advice to POTUS  
5 about the initiative and the HBCU system, okay?

6 And I am not speaking beyond the  
7 reality here, CEA has direct access. In fact,  
8 the entire team was in the Oval Office yesterday  
9 briefing the President on multiple economic  
10 issues.

11 And I have been told by our chairman  
12 that he's really interested in this initiative  
13 and wants to see this study, okay? So in other  
14 words, LaVaughn's got to deliver.

15 So why don't I get started and first,  
16 just really give you a very brief summary on what  
17 the Council of Economic Advisors is and what we  
18 do. And please, Jackson, step in at any point in  
19 time. You got to hit that button, they said.

20 MR. BAILEY: Yes, so we definitely  
21 want to say, it's an honor to be here. Thank you  
22 guys so much. LaVaughn is leading this

1 initiative for the Council of Economic Advisors  
2 and we're just here to assist in any way possible  
3 in this effort, so LaVaughn's going to kind of  
4 take this away, but if you guys have any data  
5 questions at any point, either during this  
6 presentation or later on, feel free to reach out  
7 to us.

8 DR. HENRY: Thanks very much, Jackson.  
9 Okay. The Council of Economic Advisors is an  
10 agency within the Executive Office of the  
11 President with two purposes, basically, providing  
12 objective economic advice. We can't write feel-  
13 good reports just for the sake of saying we have  
14 a feel-good idea, feel-good reports, no, it's got  
15 to be based on the data, okay? It has to be  
16 based on the data, because it's going to have the  
17 name of the President, name of this  
18 administration, on it, so it has to be factual;  
19 has to be objective.

20 And based upon that analysis, we  
21 provide direct recommendations to POTUS about the  
22 initiative and other things that could be done

1 beyond what you may see at this point.

2           So what we're going to be working  
3 toward is delivering a fact-based objective  
4 analysis of the HBCU system with respect to rates  
5 of return, why it's doing so well, where  
6 challenges do exist, and how things can be  
7 improved.

8           Now, one thing that's motivated this  
9 entire HBCU initiative and this study is that,  
10 there's a lot of research already existing out  
11 there and trends that are occurring that will  
12 catch, that have caught, just even the most  
13 casual viewer's eye; casual researcher's eye.

14           One, increasing participation and  
15 success in higher education. Two, the continued  
16 benefits of higher education and continuing  
17 variation in outcomes.

18           With respect to just African-  
19 Americans, now, we all know that HBCUs were put  
20 in place to open up the great idea of education  
21 to African-Americans back in the 1800s. But now  
22 they're open for all.

1           And it's that transition that is one  
2 of the things that's developing a different  
3 system that has an opportunity to improve the  
4 execution of the HBCUs, okay?

5           When I say, open for all, we're  
6 talking about a system that was set up for  
7 primarily African-Americans, but now is only 76  
8 percent African-American; 24 percent other, okay.  
9 Other is, you know, everybody else.

10           But look what that does. That expands  
11 the reach, that expands the reach to multiple  
12 communities across the nation that allows  
13 entrance into a greater outcome. And one way  
14 we're seeing that improved outcome is  
15 improvements in attainment and earnings.

16           If there's any star that we're seeing  
17 across the different demographic groups, it's  
18 with women. It's with women. Not just HBCUs,  
19 but women in general. In a recent report from  
20 the Department of Education, Education Pays, I  
21 believe, is the study, 2019, it's found that  
22 between 78, in 2018, women's attainment for 25 to

1 29 year olds, literally, doubled; 13 to 25  
2 percent. That's for African-Americans, okay?

3 African-American males, up about 70  
4 percent, from 12 to 20 percent. Those 25 to 34  
5 year olds who possess a Bachelor's Degree. That  
6 rate of increase matches or exceeds comparable  
7 cohorts in the white community.

8 So what we're seeing here is that  
9 something's working, something's working, and we  
10 need to research how and why and leverage that  
11 improvement.

12 On the earning side, we're also seeing  
13 progress there. In fact, if you look at African-  
14 American males, okay, and this is the real heart  
15 of our study starts from, but does not end, but  
16 if you look at wage patterns for African-American  
17 males who choose to go and get their degree, we  
18 see that the wage gap for those 25 to 34 year  
19 olds has narrowed from about 50 percent, about a  
20 50 percent gap, to an advanced degree of about a  
21 7 percent gap.

22 And what I'm basically saying is,

1 African-American males who get the degree and  
2 move up, they basically narrow the wage gap to  
3 the same cohort of white males to about 7  
4 percent, and that's just by age 34, okay, for  
5 advanced degrees. Now, that's important to say,  
6 because that does impact the wage pattern, okay?

7 For women, okay, ladies, same thing,  
8 significant narrowing, to about 7 percent of  
9 white women. So we're seeing the benefits accrue  
10 and the longer that they are in the workforce,  
11 the narrower that gap becomes.

12 But again, I say, a lot of it based on  
13 degree. I'm starting to emphasize this for a  
14 reason. That's one of the things we want to look  
15 at. How is degree selection affecting outcomes?  
16 And that's huge. That's huge just not on the  
17 return side, but also the cost side, my friend,  
18 okay? Because there you bring into an issue of  
19 financing, and there you bring into an issue of  
20 student loan; student loan debt. And we want to  
21 look at that also.

22 Now, this, in my opinion, is a win

1 already and will grow. If you look at African-  
2 American male degree holders, for those who chose  
3 to step up beyond that high school degree, their  
4 return grows from 51 percent to 124 percent with  
5 that advanced degree, okay?

6 That's significant. That is very  
7 significant. If you look at African-American  
8 females, they earn 57 percent more than a  
9 comparable high school graduate, and an advanced  
10 degree, 109 percent, okay?

11 So even on these simple statistical  
12 measures, you're seeing increasing rates relative  
13 to a white cohort. And what it really comes down  
14 to is this, they're starting at a lower level of  
15 training, in general, not always, lower level of  
16 training, lower level of wealth, more issues that  
17 are being brought to the table, but, and I can  
18 already cut to the chase on this, if you look at  
19 the long-term path of rates of return, it  
20 approaches, if not exceeds, that of most, many,  
21 let's say, non-HBCU institutions.

22 There's a real significant growth, the



1 longer they stay in the workforce, the higher it  
2 goes, okay?

3 CHAIRMAN TAYLOR: We have exactly five  
4 minutes.

5 DR. HENRY: Five minutes.

6 CHAIRMAN TAYLOR: Yeah, yeah.

7 DR. HENRY: I'm only 1/10 of the way  
8 through.

9 CHAIRMAN TAYLOR: Well, you better  
10 give the nine-tenths in five minutes.

11 DR. HENRY: Okay. So let's say,  
12 quickly, okay, what are the advantages we're  
13 talking about? One of the advantages I already  
14 spoke of briefly is it opens up education, and  
15 the benefits thereof, to a broader set of  
16 communities.

17 HBCUs account for about 70 -- no, not  
18 account, 72 percent of entrance in HBCUs come  
19 from low and moderate income housing, not house,  
20 income, I'm sorry. That compares to 40 percent  
21 for non-HBCUs who are geographically proximate.  
22 That's significant. We're educating a group that

1 historically has been disenfranchised,  
2 disadvantaged, and bringing them into the  
3 population.

4 They're providing education at a more  
5 cost-effective way. Our early research can't  
6 confirm it yet, but our early research shows,  
7 comparable degrees, without an issue of how it's  
8 financed, HBCUs have about a 14 percentage point  
9 discount to non-HBCU institutions, okay?

10 Another advantage is that the  
11 administration's opportunity zone initiative,  
12 coupled with this HBCU initiative, has  
13 significant potential benefit to affect  
14 positively, disaffected communities, okay?

15 And one is just literally that is a  
16 large overlay of HBCUs and opportunity zones  
17 geographically. HBCUs create human potential,  
18 human capital, I'm sorry, opportunity zones  
19 create long-term financial capital.

20 What's that overlap? My watch says I  
21 have ten minutes more. Thank you. About half of  
22 the HBCUs, 47 specifically, are in opportunity

1 zones. 100 percent of them are in the same  
2 county as an opportunity zone.

3 So basically what I'm saying here is,  
4 this initiative, layered on top of the  
5 opportunity zone initiative, gives a great  
6 potential for long-term capital development,  
7 whether it's human or financial.

8 Now, advantage four, I won't go much  
9 into because you actually have this entire  
10 presentation on the back table if you need it --

11 CHAIRMAN TAYLOR: And we'll be sending  
12 it around to you electronically.

13 DR. HENRY: Okay. But again, using my  
14 friend Jonathan's favorite phrase, HBCUs continue  
15 to punch above their weight. 9 percent, okay, in  
16 2015, 15 percent of African-Americans attended  
17 HBCU -- got HBCU degrees.

18 25 percent, in that same period,  
19 whether they are there or went on to get a  
20 doctorate degree, 25 percent had their origins in  
21 HBCUs. Okay. That's a major kick-up. Give me  
22 one more minute. Thanks so much.

1                   CHAIRMAN TAYLOR: No, no, thank you so  
2 much. Any questions from anyone here? I have to  
3 land this by 2 o'clock. I really do, so we're  
4 going to have that. I appreciate you all so  
5 much.

6                   DR. HENRY: Oh, okay. Let me just say  
7 thank you. Let me say thank you. And I want to  
8 say what we'll be researching.

9                   CHAIRMAN TAYLOR: Okay. Thank you so  
10 much. I appreciate it.

11                  DR. HENRY: We'll be researching  
12 financial returns.

13                  CHAIRMAN TAYLOR: We have one question  
14 from the Board. Yes.

15                  DR. HENRY: Okay.

16                  MEMBER MARTIN: Thank you for being  
17 here. I think it was important for us to hear,  
18 much of what we already know, from where we work,  
19 because of the space we work in on a regular  
20 basis, but it's critically important for all of  
21 us, I'm sure, and I'm certainly speaking for me  
22 personally, so what? Now that we have all of

1 this analysis and where you see this moving to a  
2 place where it's meaningful.

3 DR. HENRY: Okay. Why do we need to  
4 know? Okay. Excellent question. Why do we need  
5 to know what the rates of return to an HBCU  
6 education is? At the most fundamental basis, it  
7 justified continued investment by the  
8 administration, okay, and across the board in  
9 other ways.

10 You don't just throw good money after  
11 bad, but if you're seeing good money make more  
12 money, that's why you invest.

13 CHAIRMAN TAYLOR: We're going to go  
14 into a session. We have tons of questions, but I  
15 just can't do it now. We have, literally,  
16 there's a requirement under the law that we have  
17 public comment, so I can't. Thank you so much.

18 DR. HENRY: Thank you.

19 CHAIRMAN TAYLOR: Okay. We have the  
20 public on the line. All right. We're going to -  
21 - and you're going to get this presentation and,  
22 Mr. Henry, thank you, seriously, and for your

1 colleague, the group discussion, we're going to  
2 bring this into close real quickly, and then open  
3 for public comment, but we will get the  
4 presentation around to everyone and we'll go from  
5 there. Yes.

6 MR. HOLIFIELD: Yes. This is our part  
7 of the agenda --

8 CHAIRMAN TAYLOR: Yes, this is.

9 MR. HOLIFIELD: And my colleague,  
10 James Redstone, will be coming up and we're going  
11 to share the framework for how we are organizing  
12 the federal effort, the strategy, around what  
13 we're trying to do, so hopefully, the path  
14 forward, you'll get an idea right now.

15 CHAIRMAN TAYLOR: But in the spirit of  
16 that, guys, like, I don't want to be the hard  
17 guy, but seriously, we got exactly 12 minutes to  
18 get through this, and we'll set it up, okay? Got  
19 to get to public comment.

20 MR. REDSTONE: And I promise to be  
21 concise and thank you, Chairman Taylor, and thank  
22 you, Director Holifield, for inviting me to join

1 you at this table, and thank you guys for taking  
2 the time to join us here in Washington, D.C.  
3 today.

4 So folks have spent a lot of time  
5 talking about what we've been doing and how we've  
6 been doing it. What I want to do is give you  
7 guys a little bit of a preview about what we're  
8 going to be doing moving forward and how we can  
9 better formalize and actualize some of this  
10 outreach and engagement we've been talking about  
11 throughout this day.

12 And first, before I do that, I want to  
13 hit the two big ideas about why this is important  
14 to us, why this is important to the President,  
15 and why this is important to me personally. You  
16 know, we believe that through better partnerships  
17 with HBCUs we'll be able to increase economic  
18 mobility for HBCU students, and we'll be able to  
19 increase economic opportunity for the community  
20 residents, you know, for the residents of the  
21 communities where HBCUs are located.

22 And these are the founding principles

1 behind why we think this is important, why we  
2 think is significant, and why this is something  
3 we should be spending our time and energy really  
4 focusing on.

5           You know, moving forward, I think the  
6 idea is, the framework is -- we're trying to show  
7 you guys underneath the hood about how we're  
8 going to put in place the processes to encourage  
9 a more competitive HBCU environment.

10           We want the federal government to be  
11 a partner here. And it's government-wide and  
12 we're trying to align, much like Evelyn spoke  
13 about, the work of DoD, in aligning its outreach  
14 and engagement with the agency's core mission and  
15 functions, we're asking all federal agencies, as  
16 part of their strategic planning process, to  
17 consider how they can engage with HBCUs as part  
18 of that.

19           We recognize different agencies have  
20 different missions and have different processes  
21 for going about these, but within these options,  
22 there is always an opportunity for engagement and



1 outreach, whether that engagement and outreach,  
2 you know, takes the form of contracts, grants, or  
3 cooperative agreements, or whether it takes the  
4 form of engagement, technical assistance, and  
5 capacity building.

6 And we recognize that by closer  
7 engagement, we're improving employment outcomes  
8 or possibilities for students as well. The  
9 federal government operates, in many ways, as an  
10 employer. It is our country's largest employer,  
11 in fact, and so by encouraging a closer, more  
12 cooperative agreement, we think we can help  
13 students learn -- you know, earn employment  
14 opportunities after they leave.

15 So that's the plan itself. So how  
16 we're going to actualize it. This is the role of  
17 the White House Initiative on HBCUs. Mr.  
18 Holifield has been a wonderful advocate, he's  
19 been a wonderful and dynamic leader, but we think  
20 the importance of the White House Initiative on  
21 HBCUs is that coordinating and outreach function  
22 within the federal government itself, is the hub

1 of the wheel around which our federal agency  
2 plans operate.

3 We would not know about the work being  
4 done by other federal agencies without the  
5 initiative itself, and so it's going to continue  
6 to play that coordinating function as part of the  
7 development and engagement process.

8 And then finally, and these are my  
9 favorite aspects of the plan, is the priority  
10 areas. These are the areas we identified as  
11 having the most value add for students and for  
12 community members. How can federal agencies  
13 think through how their plans and how their  
14 engagement will contribute to these four key  
15 areas is essential to our process and to our  
16 plan.

17 And those four areas are education,  
18 right, the core mission of an institution is the  
19 education of its students. How do we improve  
20 that educational experience? Whether that is  
21 through expanded access to humanities programs or  
22 arts programs, or improved engagement with future

1 employers in the form of federal agencies. Every  
2 agency can play a role here.

3 Second, infrastructure. We  
4 understand, you know, the role of the capital  
5 financing program is important, and what I want  
6 to share is, we have a broad and inclusive idea  
7 of what infrastructure includes. This includes  
8 human capital as well.

9 This includes the grant making or the  
10 capacity to apply for grants. I mean, this is  
11 the technical assistance, the outreach and  
12 engagement piece we're talking about here. What  
13 is the infrastructure of the institution itself.

14 Third, economic development. Are we  
15 looking at HBCUs as possible opportunities or  
16 partners to engage the community, to  
17 commercialize research and technology, to  
18 facilitate and convene community stakeholders and  
19 community employers.

20 And then finally, academic research.  
21 This is fairly straightforward. I think it needs  
22 the least discussion, but it's really important,

1 and it's where we actually have the most targeted  
2 resources as the federal government in this  
3 space.

4 How do we facilitate or how do we use  
5 HBCUs as engines of the academic research  
6 enterprise, how do we encourage better  
7 integration of HBCUs with our broader academic  
8 research enterprise, and what -- you know, and  
9 how do we facilitate faculty development?

10 And dare I say, in some ways, even  
11 poaching. As these community networks, you know,  
12 this is a sign of success, when one faculty moves  
13 to another institution, we're expanding faculty  
14 and opportunities for students, so thank you for  
15 inviting me and thanks for having me.

16 CHAIRMAN TAYLOR: Excellent. And I  
17 like that. Also, I think it's really good,  
18 seriously, and we've always been talking about  
19 the framework, so kudos to Jonathan and team  
20 being able to see it in one spot and articulate  
21 it with the four practices, coupled with you  
22 giving a context from the domestic policy. I

1 know the Trump Administration is very helpful.  
2 We'll need more time to follow-up on this and I  
3 think this is a -- we'd like to invite you back  
4 because we want to, I'm certain, dig into how we  
5 go about doing all of this, but this framework  
6 document is really good. Seriously. Thank you.

7 And set some metrics. Very, very  
8 good. As someone said. All right. Jonathan.  
9 Thank you.

10 MR. HOLIFIELD: Thank you, James.

11 CHAIRMAN TAYLOR: All right, James.  
12 My hero. Yes, you want this electronic?

13 MR. HOLIFIELD: They'll be posted. We  
14 have copies here, about 50 here, and they'll be  
15 posted online.

16 CHAIRMAN TAYLOR: So I'll get it to  
17 you electronically.

18 MR. HOLIFIELD: Very good. We'll get  
19 you the electronic copy. You can print it on  
20 Talladega's dime.

21 CHAIRMAN TAYLOR: Okay. National HBCU  
22 week. National HBCU week. Let's roll.

1 MS. FRANKLIN: So actually, I think we  
2 should move forward past the initiative of dates  
3 and maybe talk a little bit about the board's  
4 report?

5 CHAIRMAN TAYLOR: I'm going to talk  
6 about the report. I want to know about National  
7 HBCU week? We need to get it on calendars  
8 because people are scheduled. Do you have a date  
9 yet?

10 MS. FRANKLIN: So everyone should have  
11 this on their calendar right now. HBCU Week is  
12 scheduled for the 20th through the 24th of  
13 September. Here in Washington, D.C., we will be  
14 right back at the Renaissance D.C. Downtown  
15 Hotel. It was a great venue for us last year and  
16 we're going to repeat.

17 And based on the presentations from  
18 today, I think we'll have some great workshops  
19 moving forward.

20 CHAIRMAN TAYLOR: Beautiful. Now, to  
21 move into the group discussion, topping the list  
22 is, and Director Holifield sent me the notice, we

1 actually do have to get a report to the President  
2 together, and so that's going to take a little  
3 bit of work.

4 I'm going to work with the White House  
5 Initiative, but that doesn't come from the White  
6 House Initiative, that comes from this Board, so  
7 I actually have to write it with this Board.

8 So if it would be okay with you, and  
9 I have to figure out how we do it, if there is --  
10 I don't know if it's another phone call, I got to  
11 figure it out, but how we gather all of the  
12 input. What we may do is, I have staff, we'll  
13 take a first draft or something, get it out,  
14 reflecting it, send it around to everyone, if  
15 that's okay, Madam Federal Officer. Is there a  
16 process?

17 MS. FRANKLIN: So just a couple  
18 things, so the charter was signed on May 2, 2019,  
19 so that means that your first report would be due  
20 May 2, 2020.

21 CHAIRMAN TAYLOR: Right.

22 MS. FRANKLIN: So it's up to you. The

1 charter does not identify how you need to report,  
2 it just says that you need to report on the  
3 progress of your duties.

4 CHAIRMAN TAYLOR: Yes.

5 MS. FRANKLIN: So that could include  
6 any recommendations that you want moving forward.  
7 The final draft would come to our office for  
8 submission and transmission to the Office of the  
9 President through the Secretary of Education.

10 CHAIRMAN TAYLOR: Yes. So what I'll  
11 do is, everyone gets the emails, she's not here  
12 now, she got caught in her flights as well, but I  
13 have someone from my team, if it's okay with you,  
14 I want this feedback from everyone, if we could  
15 take a shot at a first draft, and then get it to  
16 you all, and then feel free to put all the  
17 commentary you want into it. Is that good?

18 Okay. So Emily Dickens from my staff  
19 will be working on that and then we'll get it out  
20 to you. Expect that within the next month so  
21 that we can have ample time to make any changes  
22 that are necessary to hit the May deadline.



1 MS. FRANKLIN: So just for the  
2 official record, if you would move to have that  
3 action.

4 CHAIRMAN TAYLOR: There's a motion.  
5 Clark second.

6 MS. FRANKLIN: On the record or off  
7 record?

8 CHAIRMAN TAYLOR: On the record.

9 MEMBER HAWKINS: Yes, Billy Hawkins.  
10 I move that our Chairman and his staff create a  
11 draft for this Board to review.

12 MEMBER GRIGSBY: Second.

13 CHAIRMAN TAYLOR: Who seconded it?  
14 Marshall Grigsby. Thank you. All in favor?

15 (Chorus of ayes.)

16 CHAIRMAN TAYLOR: Any against? Good,  
17 because I was going to make you do it if you  
18 didn't like it. Okay. Great. I'm now going to  
19 open the floor for public comment. We have two  
20 questions that have come in. One, do I have to  
21 give the name of the person?

22 MS. FRANKLIN: Yes.

1                   CHAIRMAN TAYLOR: Okay. So Lisa  
2                   Jenkins. The R&D Tax Credit Program managed by  
3                   the Securities and Exchange Commission is the  
4                   largest tax credit available to businesses.  
5                   Businesses that are eligible are required to  
6                   submit a 10k form.

7                   In the construct of this tax credit,  
8                   can the Board consider proposing that additional  
9                   tax credits be granted to businesses that  
10                  demonstrate that HBCUs are on their team? Oh,  
11                  that was question number one. Number two.

12                  There are currently 42 FFRDCs, I don't  
13                  know what that is -- tell you what, you're going  
14                  to answer that? What is an FFRDCs and 12 UARCs?

15                  MS. JENKINS: Sure. FFRDC stands for  
16                  Federally Funded Research Development Center, and  
17                  the UARC stands for University Affiliated  
18                  Research Center.

19                  CHAIRMAN TAYLOR: Got it. So there  
20                  are 42 of that first category, 12 of the second  
21                  one, but none of them are being led by HBCUs.  
22                  Has the Board considered changing this narrative?

1                   And then the third -- this person  
2                   asked four questions, that's why I needed this  
3                   time. The fourth question is, has there been any  
4                   discussion by the Executive Branch on the White  
5                   House Initiatives of HBCUs sitting on the  
6                   procurement review board to ensure competitive  
7                   scientific proposals from NIH, NSF, DoD, DHS, et  
8                   cetera, are equitable to avoid biases regarding  
9                   HBCUs?

10                   And then finally, and I'm going to  
11                   tackle each one, but I want to rattle them all  
12                   off, has there been any consideration providing  
13                   HBCUs with opportunity zone grants to provide  
14                   technical assistance and training, for example,  
15                   on prison reform?

16                   So let's tackle the first one. That  
17                   was a question about the R&D tax credit program  
18                   and whether or not the Board would consider  
19                   proposing that additional tax credits be granted  
20                   to businesses who demonstrate that HBCUs are on  
21                   their team.

22                   Yes, for the person, Ms. Jenkins, that

1 is something that we will take on as a follow-up.

2 MS. FRANKLIN: So, Mr. Chair, let me  
3 just reiterate that in these public comments,  
4 these are comments that are posed to the Board.  
5 We are not required to respond at this time, but  
6 it is an opportunity for us to think forward on  
7 what these questions submit and maybe go into  
8 your report.

9 CHAIRMAN TAYLOR: Okay. The second  
10 question is from -- or the second -- four  
11 questions, the second request or person to be  
12 recognized is Len Williams and his comment is  
13 related to HBCU contract vehicles.

14 And presumably, the question is, how  
15 we use HBCUs as contracting vehicles. Broad  
16 question, to be fair, and I think some of it was  
17 addressed today, various agencies see them  
18 differently. I think it was the agency that said  
19 they actually operate through disbursements more  
20 than anything else, so they're not contractors  
21 nor research. Is Len here? Okay.

22 MR. WILLIAMS: Yes, Mr. Chair. Thank

1 you. I am going to sidetrack from my request and  
2 just wanted to say within one minute, to say  
3 thank you to what I call HTH, it stands for  
4 Holifield, it stands for Taylor, and it stands  
5 for Haynes.

6 I want to commend the leadership  
7 because in my time going back as an advocate --  
8 by the way, I'm Len Williams. I'm founder of  
9 Black Colleges Matters. And I have been involved  
10 with this Board since the Reagan and Bush daddy,  
11 Bush Years, and beyond.

12 And I have never seen, in the last  
13 three years, more information, more knowledge,  
14 more outreach, and the HBCU community than I have  
15 seen in the last three years.

16 So I just want to commend what I call  
17 HTH for your leadership. We have so much  
18 enthusiasm going out in the HBCU community that  
19 I've never seen before in 30 years. Keep up the  
20 good work gentlemen and, Dr. Haynes, thank you.  
21 I don't know if you all know, but -- and he made  
22 it said, he made it known publicly, he would be

1 leaving us soon.

2 So I want to say to, Dr. Haynes, thank  
3 you for your behind the scenes leadership and  
4 advocacy on behalf of our HBCU community. Thank  
5 you.

6 CHAIRMAN TAYLOR: And when he said,  
7 leaving us, leaving us, like, to go somewhere  
8 else. He's with us for a while, I hope, a little  
9 bit longer, and we will have more discussion  
10 around that. He's got great opportunity as he  
11 retires from the agency, I mean, from the  
12 department. Any other comments?

13 Do I have any other comments to  
14 recognize?

15 MS. FRANKLIN: No other registered  
16 comments.

17 CHAIRMAN TAYLOR: With that, we  
18 actually have three minutes. I'm going to  
19 quickly do a runaround here so that I can kind of  
20 land this. We'll have an extra few minutes at  
21 the end, but I'd like each member, if there's  
22 anything you want us to specifically follow-up or

1 just respond to what you've heard today, please  
2 take the opportunity now. Starting on my far  
3 left, Dr. Martin.

4 MEMBER MARTIN: Thanks very much. I  
5 would agree with Len, who spoke a few moments  
6 ago, it's been a very special array of  
7 conversations, inclusive of today, and I am  
8 particularly pleased with the framework, the  
9 economic analysis that's been done, the  
10 framework's been shaped, that begins to add very  
11 strategic structure for our committee to be able  
12 to do its work in a much more meaningful way,  
13 that drives towards the objectives, I think,  
14 we've set at the beginning of our meetings.

15 And so I'm looking forward to what the  
16 future holds for our conversation.

17 CHAIRMAN TAYLOR: Thank you.

18 MEMBER HAWKINS: I think it's been a  
19 very productive day, but I do want to call to our  
20 attention, and let us not forget that we have  
21 been before these agencies in the past, and the  
22 results, we've not gotten the kind of results

1 that we've expected.

2 So as I hear agencies saying, well,  
3 HBCUs don't apply, don't reach out, I don't agree  
4 with that, okay, because our schools do apply,  
5 and they've reached out, for a lot of years. So  
6 some of this is not new, so then I think as a  
7 Board, I hope that we continue to drill down on  
8 that to the framework and as well as -- and I  
9 love hearing -- talking about doing statistical  
10 analysis and so we can analyze, that as we bring  
11 them before us, then what are the results?

12 Are we getting the results? Because  
13 especially when you apply for grants, you have  
14 reviewers, and these are independent reviewers  
15 that come in, and then so I think we want to  
16 continue to look at that.

17 And then I just want to call to the  
18 attention that we knew Colonel that took charge  
19 of the depot in Anniston, Alabama. Okay. And he  
20 asked the question, brand new in town, do we have  
21 any HBCUs in this area?

22 Well, Talladega is right there. And



1 so he said, are we doing any business with  
2 Talladega College? And the answer was no. He  
3 initiated, he called my office, he brought his  
4 entire staff to campus, must have been about 10,  
5 12 people, said, we're going to make this happen.

6 And so we've got to get some of these  
7 agencies in that mind -- frame of mind if we're  
8 truly committed to getting our HBCUs involved  
9 with these agencies. Thank you, Mr. Chairman.

10 CHAIRMAN TAYLOR: Thank you.

11 MEMBER GRIGSBY: Thank you, Mr.  
12 Chairman. I do, as well, think that today was  
13 very helpful. A good beginning. There is  
14 certainly a lot more energy going in to the whole  
15 issue of HBCUs now than has been the case in the  
16 past.

17 I would simply make one comment that  
18 I'm going to include this when you send the first  
19 draft around for the report, and that is to deal  
20 with the question, how do we enhance the culture  
21 of data gathering, analytical assessment, and  
22 documentation within our community?

1                   That is fine to have all the  
2 information, but if we don't develop a culture of  
3 data gathering, of analytical assessment of that  
4 data and documentation, then we'll continue to be  
5 pushed against headwinds.

6                   CHAIRMAN TAYLOR: Absolutely. Dr.  
7 Breaux.

8                   MEMBER BREAUX: I'd like to add my  
9 acknowledgments for this very, very productive  
10 day. I thought the presentations were excellent.  
11 I always feel as though we don't have enough  
12 time.

13                   CHAIRMAN TAYLOR: Right.

14                   MEMBER BREAUX: So just as we move  
15 ahead and we look at our meeting schedule,  
16 because the presentations are fully of  
17 information, and there's so much rich discussion  
18 and questioning that comes from that, so as we go  
19 forward, that would be helpful just to think of  
20 how we structure so we can address these really  
21 critical issues.

22                   I have a couple of takeaways and

1 action items. We continue to have conversation  
2 around opportunity zones and where to head in  
3 order to enact those relationships if we are not  
4 currently in an opportunity zone, and it came up  
5 again here today.

6 And it seems as though there may be a  
7 disconnect. We're hearing about going to the  
8 governor, but I'm not sure that all of the  
9 governors understand what is possible, so I think  
10 there's some follow-up that's needed there.

11 CHAIRMAN TAYLOR: Yes, ma'am.

12 MEMBER BREAUX: Secondly, I'd like to  
13 pickup on a couple of comments here about  
14 metrics. We live in a metric-driven society,  
15 especially in higher education. We should be  
16 collecting the data and we should be pushing out  
17 our story with data.

18 So these last two presentations  
19 especially, I think, are so critical for making  
20 sure we're looking at the data and telling our  
21 story, and communicating out.

22 Our HBCUs reside in 19 states, only 19

1 states. There are many other opportunities for  
2 us to tell this story and not assume that  
3 everyone across this country understands the  
4 value, especially the economic value, that we  
5 bring.

6 And we need to tell the stories to our  
7 creditors, to the states, to the government  
8 agencies, and throughout this country, so as we  
9 think about our strategy of where we head, we  
10 really need to take that data and push it out  
11 even more strongly.

12 And I'll end on that note, and again,  
13 I think it's been a very productive day.

14 MEMBER RATH: I hear so much good  
15 coordination that you've made happen. All kinds  
16 of opportunities. If I put myself in the shoes  
17 of presidents, I think I would need a Match.com  
18 officer. I mean, how do we match all the things  
19 that are possible with what each institution  
20 needs and find some way to make that happen and  
21 happen faster?

22 CHAIRMAN TAYLOR: Mr. Hunter.

1                   MEMBER HUNTER: Yes, I want to follow-  
2 up on something that Dr. Hawkins said about the,  
3 I think you said, Colonel who called him up and  
4 that's why I was impressed with the presentation  
5 by the young lady from the Department of Defense.

6                   I said to Ms. Rath during her  
7 presentation that the Department of Defense  
8 covers everything in here and everything outside  
9 of here. And so the Department of Defense, I  
10 mean, they clearly have the resources, but I was  
11 very impressed with the fact that she was  
12 reaching out to the HBCUs and really making a big  
13 effort.

14                   Since I am a graduate of an HBCU, I  
15 know from my experience in Arkansas and many  
16 other presidents here, Dr. Hawkins, and the  
17 presidents know that the HBCU, the presidents  
18 generally have to do the, as your question, the  
19 outreach to the governor and the legislators,  
20 initially, in my experience, they should be doing  
21 it, because sometimes when you delegate that to  
22 lower level people, it gets screwed up and I've

1       seen that happen too.

2                   But that's why I made the comment I  
3       made earlier when the Chancellor at UAPB invited  
4       the governor back in 2015 to be the commencement  
5       speaker, it was a wise decision.

6                   And since then, the state has helped  
7       finance the expansion of the baseball park at  
8       UAPB, through the governor, out of the governor's  
9       budget, and I think we, if certain schools don't  
10      have a relationship with the governor, I don't  
11      care what party they are, you have to -- better  
12      start working on it because that's where it is.

13                  And both Missouri and Arkansas, the  
14      HBCUs have a relationship with the governor, I  
15      know that personally, and you just have to deal  
16      with that if you're going to expect to get  
17      support, but I thought it was an excellent  
18      meeting.

19                  I was impressed with the presenters.  
20      I was happy to have somebody here from the  
21      Council of Economic Advisors because even though  
22      we didn't get a chance to ask that many

1 questions, I recall when Murray Weidenbaum, back  
2 during the Regan Administration, who was at  
3 Washington University when I was a student in law  
4 school, and then he was Chairman of the Council  
5 of Economic Advisors under President Reagan, and  
6 Murray Weidenbaum then came back to Washington  
7 University, and I've always been very impressed  
8 with the Council of Economic Advisors.

9           So to me, Mr. Chairman, I was  
10 impressed that we had someone here speaking to us  
11 from the Council, along with the other agency  
12 officials from the Council of Economic Advisors.  
13 That's a very well respected organization within  
14 the federal government.

15           CHAIRMAN TAYLOR: And I don't want to  
16 bring Dr. Breaux in, but it's a good point. We  
17 know that the agenda was a little too packed.  
18 But in fairness, he was here to say, this is what  
19 we're going to do. He hadn't done the work yet,  
20 so we expect that he'll be back --

21           MEMBER HUNTER: He said he'll be back  
22 in September.

1                   CHAIRMAN TAYLOR: So today was kind of  
2 a taste of it and expect that we're going to have  
3 him back, because the data is going to drive the  
4 narrative. Dr. Breaux, and then I'm going to  
5 quickly jump over here to the end.

6                   MEMBER BREAUX: Just a point of  
7 clarification on the action item with regard to  
8 the opportunity zones, because I think everyone  
9 around this table does their advocating and  
10 networking with elected officials, and that's the  
11 case for our institution.

12                   What I'm asking for is, as we're  
13 transitioning and new opportunities are coming,  
14 becoming available, I think the White House  
15 Initiative can be helpful with our HBCUs in  
16 saying there is change. And these are  
17 opportunities that are now available that weren't  
18 once available and helping to raise awareness  
19 among their government relations folks with us,  
20 because we're working on it from one end.

21                   But hearing from you, I think it adds  
22 greater credibility and clarification that, yes,



1 you can ask for a designation for your  
2 institutions, so we've evolved, and I'll ask that  
3 if you could help in that conversation with us.

4 CHAIRMAN TAYLOR: Okay. More to come.  
5 And they'll take off record. The reality is what  
6 you saw was a disagreement about whether or not  
7 you could. Those 8000-plus zones were first sent  
8 to the governors and the governors chose them.  
9 It actually is probably too late, but there may  
10 be, in some future iteration, if we think about  
11 post-election new legislation, but I think -- so  
12 when she said it, I think we all kind of said,  
13 oh, but we'll get back to you with the final  
14 answer on that.

15 Right, but it's -- okay. It's very  
16 complicated and we got 8000 of them now.

17 MEMBER HUNTER: Mr. Chairman, that's  
18 why one of the presenters even said, I think it  
19 might have been the lady from NIH said, you need  
20 to contact us before we send out the  
21 solicitation, and on these kind of issues, I see  
22 it over and over, people call me at the last

1 minute and I'll say, well, the governor's already  
2 made that decision.

3 CHAIRMAN TAYLOR: That's right.

4 MEMBER HUNTER: Yes.

5 CHAIRMAN TAYLOR: Yes. I'm wrapping  
6 up. Going to get these comments done.

7 MEMBER WILLIAMS: You know, from my  
8 perspective, I saw a tremendous amount of what  
9 looked like significant actions on the part of  
10 everybody that came in today, but I'm always  
11 struck, you know, as I just took over the six  
12 companies, and I run them, struck by the fact  
13 that every time I go peer into the metrics, I  
14 don't find all of the actions that say that the  
15 measures are real.

16 And I'm a bit concerned because I have  
17 a fundamental belief that within all of the  
18 excitement of all of the things that are going  
19 on, real tangible actions have to take place.

20 And so my fundamental belief is, if  
21 you don't measure it, it isn't real. So that's  
22 number one. And so the question is, how are we

1 going to measure the actions beyond just this  
2 group, but the broader context of the  
3 organization. That's one.

4 Two is, how do we consolidate those  
5 actions so that we know exactly what's taking  
6 place by what parts of this administration so  
7 that we're not guessing or hoping that things get  
8 done, because my second fundamental belief is,  
9 hope, by itself, is not a good strategy.

10 And then thirdly, capturing the  
11 initiative also puts pressure on the  
12 organization, because they know they're being  
13 watched, how do we make sure that that right  
14 amount of pressure is being applied across the  
15 administration to get to the fundamental outcome  
16 that we're looking for?

17 So those are the kinds of things that  
18 I'd like to see us talk about so that we have a  
19 more structured, organized review based on  
20 metrics that tells us that we're really going  
21 somewhere.

22 CHAIRMAN TAYLOR: That's a very, very

1 fair point and that's what I'm hoping we can  
2 capture in this report. We can talk about all  
3 the activity and then we're going to be able to  
4 work with the White House Initiative to say, and  
5 this is what various of the agencies did over  
6 this last year, and what the opportunity is for  
7 them to have done more.

8 Some of them admitted that they  
9 stared, failed, didn't make the sort of -- you  
10 know, when you think about the one from National  
11 Endowment of Arts, she said, like, it didn't  
12 work, and you called her out on it, but I think  
13 there are learnings there.

14 It could be that they engaged in a lot  
15 of activity, but it wasn't the right activity,  
16 and so therefore, they didn't get great results.  
17 But that's exactly what I -- it'll be really  
18 interesting when you get the report that we're  
19 going to give you, we're going to call it out,  
20 honestly, the things that worked well, and those  
21 things that didn't work well, and there's both.  
22 We need to be more balanced. I promise you, it's

1 not going to be go beat up on them, because I  
2 think we all admit there's been major progress  
3 this year. Yes, sir.

4 MEMBER JUSTICE: So I think I'm  
5 hearing that we're quickly using some different  
6 vocabulary, but we're coming to some common  
7 ground here that'll help you on your report. And  
8 I have a fear as well. Little different one, I  
9 have never seen federal agencies move to create  
10 opportunity so fast in my life, and I spent 40-  
11 plus years in the federal government, right, in  
12 probably the most active, and that's the Defense  
13 Department.

14 But it's perishable. If you don't  
15 take advantage of it, it will disappear because  
16 somebody else will take those resources that have  
17 been -- because now they're visible to people and  
18 somebody's going to say, well, if you're not  
19 going to use that, I got a place to put it, and  
20 it's gone.

21 So we really need to then take another  
22 step. We need to figure out, as a community of

1 schools, how do we organize the schools? I've  
2 got a couple ideas. We could organize  
3 regionally.

4 We've got ten HBCUs in my state,  
5 right? We could do that. Or we could organize  
6 by interest, or function, or specialty, or  
7 whatever you want to call that, engineering  
8 schools together, or art schools together, or  
9 teaching colleges together. How do we organize  
10 our schools to create a mass that we can approach  
11 this massive federal government?

12 The Defense Department, that woman's  
13 organization is bigger than your schools are,  
14 literally, right? And billions of dollars of  
15 money. Exactly. But do that, how do we organize  
16 so we can take advantage of those opportunities?

17 And then what do we need to empower  
18 our schools? Because right now, some of the  
19 schools can't approach that, and you were  
20 describing it, Billy, as some of the  
21 opportunities we don't know how to take advantage  
22 of.

1           And if it gets filtered down, people  
2 fall into ruts. This is change on our side if we  
3 are going to take advantage of that. And how do  
4 we team. What are those teams like? Those  
5 public/private partnerships. I'm going to just  
6 name one that was pretty amazing to me.

7           Donna, out of Department of Treasury  
8 and the event that you spoke at and we got to  
9 see, pretty incredible. What impressed me was  
10 that she's followed up and she's working with  
11 MITRE Corporation. MITRE is a federally-funded  
12 research and development center, an FFRDC, and  
13 probably one of the best in the world.

14           Their charter from the federal  
15 government is to change these bureaucratic  
16 systems that the Deputy Secretary talked about  
17 doing here right now. I mean, so they're on the  
18 right track and they're dead serious about it.

19           Are we able to change our system and  
20 hire our own place to get in the right place that  
21 can put in for these proposals to be able to then  
22 put the contracting on place, be able to execute

1 the contract in a program that will be auditable  
2 and that's a challenge.

3 There's other examples in that teaming  
4 partnership. We've tried some unique teaming,  
5 three of us in here are a member of a very unique  
6 teaming partnership. We might not win the  
7 proposal, but we won because we learned that  
8 we've got an advantage by teaming the way we did,  
9 locally and nationally.

10 So the question is, it's perishable,  
11 how do we create that force? Now, we know the  
12 physics of that, it's mass times acceleration.  
13 The federal government's accelerating and we got  
14 to mass on this problem and jump it.

15 CHAIRMAN TAYLOR: Got it. Thank you.  
16 Dr. Hawkins.

17 MEMBER DAWKINS: Okay. Quickly. I  
18 want to piggyback on what Kevin said about being  
19 data-driven. We hear all these opportunities,  
20 but we don't have enough results. When I was  
21 looking at the information you sent us to read  
22 ahead of time, of 101 HBCUs, only about 20 were



1 listed, and some over and over again.

2 If I hear Hampton and Howard over and  
3 over again, okay, and so less than 20. Less than  
4 20 benefitted from these opportunities and when  
5 you really drill down, many people hosted events  
6 on these campuses, workshops and summits, but  
7 when you look at the actual granting of awards,  
8 you don't see that much, okay?

9 And so it's enough to meet the  
10 Executive Order, but to what extent are you  
11 really interested in implementing the Executive  
12 Order to make a difference on our campuses?

13 And to that extent, the other thing,  
14 I've traveled around, and Jonathan and I have  
15 seen each other so much in these last two weeks  
16 at different events, but what's most embarrassing  
17 at these events, not enough of us show up, okay?

18 And it's not because we don't know  
19 about it, it is because we don't know about it,  
20 we find out about these events at the last  
21 minute, and so to that extent, I like what you've  
22 done with the federal agency.

1           I would suggest that we consider a  
2 similar document for all the HBCUs and the  
3 contacts inside our organizations that meet that  
4 department's objective. For example, who would  
5 be the campus contact for federal contracts, for  
6 someone from federally-sponsored program, who  
7 would be the DoD contact?

8           Because we don't need them to say we  
9 offer it and they didn't take advantage of it,  
10 because many times, we just don't know. And at  
11 these events, you have more federal people than  
12 the HBCU people, so those are the things I would  
13 like to stress, creating a directory online as  
14 well as a hardcopy directory of HBCU presidents  
15 and their contacts affiliated with different  
16 federal agencies.

17           CHAIRMAN TAYLOR: President Clark.

18           MEMBER CLARK: Quickly. Ditto, ditto,  
19 ditto, ditto. If it's not measured, it's not  
20 managed. We must develop event dashboards of our  
21 own. And we should also work on a continued  
22 developing of better connecting mechanisms such

1 that we can move forward as a fact-based, data-  
2 driven, decision-making organization.

3 MEMBER ELLIS: Great. Fantastic day.  
4 Again, I want to reiterate the comments made  
5 earlier about the leadership, the HTH leadership,  
6 definitely didn't know what I was getting myself  
7 into when I joined the Board, but it definitely  
8 has been an exciting opportunity and I like the  
9 direction that we're moving, and also want to  
10 give a shout out to the F in the HTH, Ms.  
11 Franklin, so thank you for keeping us moving  
12 forward.

13 Couple things that were mentioned,  
14 time and strategy earlier, and I think one thing  
15 for me that I'd like to mention is, how does this  
16 Board facilitate connectivity to all other HBCUs  
17 throughout the country that we are serving on  
18 behalf of?

19 And so for example, linking with some  
20 of the statewide HBCU advisory boards that are  
21 formed. We have one in Louisiana, I know Alabama  
22 has one, there are probably some in some other

1 states that I'm not familiar with, but how do we  
2 take what we're doing here, link to those  
3 statewide HBCU advisory boards to make -- to have  
4 more of an impact in those states and regionally?

5 And then, we talk about strategy. One  
6 of the things I get a lot of times are  
7 invitations to these events, but they're around  
8 D.C. and Baltimore, I'm in Shreveport, Louisiana.  
9 So it takes me five hours to get to D.C. and then  
10 the resources.

11 So how can we link the national  
12 representatives with some of those regional  
13 representatives in the area to create regional  
14 workshops or regional opportunities for us to not  
15 only participate -- have us participate, but have  
16 people within our organizations participate?

17 So for instance, I formed a  
18 relationship with EPA on a national level, but  
19 the relationship that I have EPA regionally, in  
20 Dallas, is more profound. I can communicate with  
21 them on a consistent basis and that that  
22 relationship is facilitated with the national

1 organizations.

2 So how do we do those workshops  
3 systemically throughout the nation from a  
4 regional perspective? And so great information,  
5 it just felt like speed dating, and so great, but  
6 I want a longer date next time.

7 CHAIRMAN TAYLOR: Yes.

8 MR. HOLIFIELD: Very quickly. Thank  
9 you all for coming. I just want to bring a  
10 little bit of reality to the expectations of what  
11 we're doing. The initiative's primary role is  
12 pushing out and all what you saw today and have  
13 seen since we have been engaged with one another  
14 is pushing out.

15 There's a connect up and that is  
16 largely, as Nick described, on the field. And we  
17 need help. If we want to pull down more value  
18 from these opportunities, I have to be honest,  
19 it's not going to be maxing out a five-person  
20 initiative with a budget of \$100,000.

21 It must come from the field. And in  
22 terms of planning, goaling, metrics, and

1 reporting, that's what this does. For the first  
2 time. Dr. Martin and I, when we first met, we  
3 had an extensive discussion on this very thing.

4 So we have an opportunity. This is  
5 not magic, but we have an opportunity to plan  
6 better, build better plans, have actual goals,  
7 metrics, and reporting requirements, and most  
8 importantly, it has to come from the field.

9 Dr. Hawkins, I am happy to partner  
10 with you in your role with one of our leading  
11 advocacy organizations. Perhaps we can develop  
12 some consortia to bring together the same kind of  
13 ecosystem disciplines to connect up to these  
14 opportunities.

15 That's where we really have to  
16 improve. That's it.

17 CHAIRMAN TAYLOR: And in the last two,  
18 three minutes of this meeting, a couple things  
19 that ultimately we have to think about. This  
20 White House Initiative, they have a  
21 responsibility. This Board has a separate  
22 responsibility and we talked about that at the

1 first meeting.

2           John doesn't report to me, I don't  
3 report to him, my job is to send this right up to  
4 the White House and the Secretary so that they  
5 understand, one, what the data really is, and so  
6 the most important thing we can do is not -- for  
7 a long time, my observation is, we've had a  
8 narrative about what HBCUs are, but the narrative  
9 without the data just doesn't move anyone.

10           And Dr. Breaux hit it spot on, we're  
11 19 states. The President of the United States  
12 has to deal with 50 states, and so if there is a  
13 collective, if all 50 states don't value it, then  
14 he's getting pressure to put the money somewhere  
15 else.

16           So sometimes I think we get ourselves  
17 convinced that we matter, but there's far more  
18 states where you don't sit in who don't care if  
19 you exist or not. They make the case to send it  
20 to North Dakota, Minnesota, I mean, there are  
21 other places, and those are some very active  
22 governors.

1           So we're all competing for a finite  
2 pot of money and we are in the minority, again,  
3 if you're only in 19 states. So if we can't use  
4 this data and we really have to use our new  
5 access. For the people, again, who didn't see  
6 the wisdom of having the White House Initiative  
7 in the White House, that's how we can have  
8 someone show up from the Council of Economic  
9 Advisors, because it's not just sitting down in  
10 Department of Education hidden.

11           But we've got to send this information  
12 back up to make the case, so we have got to  
13 supplement this narrative.

14           I met with the Secretary, Secretary  
15 Scalia, the other days, and he said, you know, I  
16 understand all of the interest around research  
17 and everything, but really, your most compelling  
18 argument is that you're putting people to work.

19           I get it, you want a lot of money, but  
20 if you show me that you're putting these people  
21 into the workplace and the economics show that  
22 they're earning 102 percent more than they would



1 have and not a net negative, because instead,  
2 you're incarcerating them or taking care of them  
3 in a social welfare system, he said, that's the  
4 most compelling case for us to invest in HBCUs.

5 So what I'm going to hopefully gather  
6 and I want everyone's very candid feedback on  
7 this document is, we've got to -- we literally  
8 have to give the President and his administration  
9 the data to make the case for why they should  
10 continue investing in us.

11 If we don't do that, then it's shame  
12 on us, and that's the job of the PBA. So to say,  
13 this is why you should do it, this is what we're  
14 doing well, this is what we need more of to help  
15 us do better, but this is really a document.  
16 It's a document for the case for HBCU investment  
17 based in data.

18 So that's what you're going to get  
19 from me and we can give a whole bunch of reasons,  
20 but I just think it's really -- we all are  
21 drinking the Kool-Aid. We're here because we're  
22 committed HBCUs. There are a whole bunch of

1 people who, one, don't know what an HBCU is, and  
2 who don't care what an HBCU is.

3 And if we're being very honest with  
4 ourselves, that's our challenge, is we got to  
5 make this relevant to the entire country, not to  
6 our, sort of, small community. Okay. Thank you  
7 all very, very much for the meeting today.

8 And we're going to convene again. One  
9 thing that I think we are going to think about,  
10 there is a case for us to consider one of these  
11 meetings in another city, on a campus, so that is  
12 another thing that we will consider as well.

13 So we're going to also, in advance of  
14 the next meeting, think about where we might be  
15 able to do this, all right? Everybody wants to  
16 go to Vegas. Okay. Let me get off the record.  
17 Let me get off the record.

18 MS. FRANKLIN: Before we start moving  
19 --

20 CHAIRMAN TAYLOR: Excuse me one quick  
21 second.

22 MS. FRANKLIN: Excuse me.

1                   CHAIRMAN TAYLOR: I just need a move  
2 to adjourn for the record.

3                   MEMBER BREAUX: Move to adjourn.

4                   MEMBER CLARK: Second.

5                   CHAIRMAN TAYLOR: Okay. All in favor.

6                   (Chorus of ayes.)

7                   CHAIRMAN TAYLOR: All against. Okay.

8 Thank you.

9                   (Whereupon, the above-entitled matter  
10 went off the record at 2:26 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: WHI on HBCU

Date: 02-14-20

Place: Washington, DC

was duly recorded and accurately transcribed under  
my direction; further, that said transcript is a  
true and accurate record of the proceedings.

*Neal R. Gross*

-----  
Court Reporter

**NEAL R. GROSS**

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WHITE HOUSE INITIATIVE ON HISTORICALLY  
BLACK COLLEGES AND UNIVERSITIES

+ + + + +

PRESIDENT'S BOARD OF ADVISORS

+ + + + +

MEETING

+ + + + +

WEDNESDAY  
SEPTEMBER 11, 2019

+ + + + +

The President's Board of Advisors met  
in the Renaissance East Ballroom, 999 9th Street,  
N.W., Washington, D.C., at 9:30 a.m., Johnny C.  
Taylor, Jr., Chairman, presiding.

PRESENT

JOHNNY C. TAYLOR, Chairman  
AMINTA H. BREAU  
JAMES E. CLARK  
PHYLLIS WORTHY DAWKINS  
RODNEY A. ELLIS  
MARSHALL GRIGSBY  
BILLY HAWKINS  
RONALD A. JOHNSON  
NICKOLAS JUSTICE  
HAROLD L. MARTIN, SR.

CONNIE RATH

**ALSO PRESENT**

**SEDIKA FRANKLIN, Designated Federal Officer**

**JOHNATHAN HOLIFIELD, Executive Director**

**FRANCINE ALKISSWANI**

**BRUCE KATZ**

**JENNIFER SHIEH**

**JA'RON SMITH**

**SCOTT TURNER**

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

2 (9:32 a.m.)

3 MS. FRANKLIN: So good morning, ladies  
4 and gentlemen. Thank you for being here.

5 My name is Sedika Franklin, Associate  
6 Director with the White House Initiative on  
7 HBCUs.

8 I serve as the designated federal  
9 official for the President's Advisory Board on  
10 historically black colleges and universities.

11 There are a few announcements before  
12 we get started. These proceedings are recorded.  
13 We are joined here by a court reporter. All  
14 remarks on microphone are recorded and become  
15 public record and will be entered into the  
16 national archives following our meetings.

17 I'd like to take a brief moment and  
18 ask all Board members to review the meeting  
19 minutes in your packet. These are meeting  
20 minutes from June 13th, 2019.

21 And Mr. Chair, when you open up, I  
22 would like to call for the approval and

1 certification of the minutes to be published to  
2 the Board's website for the national archives.

3 CHAIR TAYLOR: Thank you, Ms.  
4 Franklin.

5 I'm going to now officially call this  
6 meeting to order. And before we do any official  
7 business, it is important, and especially  
8 important today, that we give the pledge of  
9 allegiance.

10 This is a critical day, if you think  
11 about it, in our American history, September  
12 11th. I don't know about any of you all, but I  
13 woke up this morning and flipped on that  
14 television and all of us, I think with the  
15 exception of a few millennials in the room, we --  
16 you know where you were at that moment.

17 I think all of us can relate to that.  
18 So we live in a wonderful country, and we have a  
19 lot to celebrate. And September 11th was a very,  
20 very dark day for our country.

21 So with that in mind, I'd like us all  
22 to please stand and pledge allegiance to our

1 country. Please join me.

2 (Pledge of allegiance.)

3 CHAIR TAYLOR: Thank you.

4 Ms. Franklin will commence with the  
5 roll call and then ask for a -- to accept the  
6 minutes of the meeting June 13th.

7 MS. FRANKLIN: Before we get started,  
8 I would like to ask the gallery and all members  
9 to please mute their phones.

10 Later, there will be a public comment  
11 section of this Board meeting. Public comments  
12 must be registered. You can do that back at the  
13 desk where you signed in with me.

14 It's also important to note the public  
15 comment must be related to the topics at hand.

16 Public comment, unless otherwise  
17 stated by the Chair, will be no more than three  
18 minutes.

19 So without further ado, we'll begin  
20 roll call.

21 Johnny C. Taylor, Junior.

22 MR. TAYLOR: Present.

1 MS. FRANKLIN: Aminta Breaux.  
2 James E. Clark.  
3 MR. CLARK: Present.  
4 MS. FRANKLIN: Phyllis Dawkins.  
5 MS. DAWKINS: Present.  
6 MS. FRANKLIN: Rodney Ellis.  
7 MR. ELLIS: Present.  
8 MS. FRANKLIN: Marshall Grigsby.  
9 MR. GRIGSBY: Present.  
10 MS. FRANKLIN: Billy Hawkins.  
11 DR. HAWKINS: Present.  
12 MS. FRANKLIN: Jerry Hunter.  
13 Jerry Hunter.  
14 Ronald A. Johnson.  
15 DR. JOHNSON: Present.  
16 MS. FRANKLIN: Nickolas Justice.  
17 MR. JUSTICE: Present.  
18 MS. FRANKLIN: Harold L. Martin, Sr.  
19 MR. MARTIN: Present.  
20 MS. FRANKLIN: Bernard J. Milano.  
21 Bernard J. Milano.  
22 Connie Rath.



1 MS. RATH: Present.

2 MS. FRANKLIN: Kevin Williams.

3 Kevin Williams.

4 Mr. Chair, I'm happy to report we do  
5 have a quorum. We can call for a vote on the  
6 certification of June 13th minutes.

7 MS. DAWKINS: I move for approval.

8 MR. CLARK: Second.

9 CHAIR TAYLOR: Hearing it's been moved  
10 by Member Dawkins and seconded by Member Clark,  
11 all in favor --

12 MULTIPLE: Aye.

13 CHAIR TAYLOR: -- of approving the  
14 minutes of June 13th, 2019.

15 MS. FRANKLIN: Wonderful. It's  
16 official.

17 CHAIR TAYLOR: Okay. By the way, if  
18 anyone doesn't -- so thank you. Let the record  
19 reflect that it was unanimous.

20 So listen, we're going to jump right  
21 into this. We're awaiting the arrival of the  
22 Secretary. A couple of the members of the Board

1 are en route. One of them had commencement, Dr.  
2 Breaux, so she's running slightly behind. So we  
3 know who's here.

4 And one of the other members let us  
5 know that he's having a medical procedure, Mr.  
6 Hunter -- Board Member Hunter, et cetera. So we  
7 are fully here in so many ways.

8 It's no surprise. The whole  
9 conversation that we saw yesterday, the  
10 excitement around the opportunity zones. We all  
11 knew that that would become an area of focus for  
12 us. Frankly, much of the business community is  
13 talking about it right now.

14 So this group has decided that we're  
15 going to focus on our three pillars. One is, of  
16 course, public-private partnerships. That also  
17 ties to opportunity zones.

18 The second one is opportunity zones  
19 itself. And then thirdly, infrastructure, to be  
20 able to take advantages of some of the  
21 opportunities presented by the opportunity zones.

22 So if you recall from our last

1 meeting, and the minutes reflected it, we knew  
2 that there were 10, 12, 15 things we could do,  
3 but we focused in on three things, particularly  
4 given the fact that we have what we know to be  
5 12, 14 months to do our work and whatever happens  
6 after that, we'll get to that after the 2020  
7 elections.

8 But for now, we know that we have a  
9 window of opportunity, a limited opportunity to  
10 take advantage of this new initiative. As the  
11 President said yesterday, 50 of the -- over half  
12 of the HBCUs are located in opportunity zones.

13 There's some 9000 of them. It's about  
14 8800 or so, but -- that we know that we have the  
15 opportunity to take advantage of those, and we  
16 have industry chomping at the bit to do business  
17 in these opportunity zones or near the  
18 opportunity zones.

19 So we're going to have some discussion  
20 today because one of the questions that was asked  
21 earlier was what happens if you're not  
22 technically physically located in an opportunity

1 zone. How too can you participate in that?

2 So we're going to have all of those  
3 questions answered today. For those who were at  
4 the meeting yesterday, the initial meeting, there  
5 was a track -- I don't know, the days are  
6 blurring together. I think it was the first day  
7 we met with the HBCU president, on the  
8 president's track, and I want to thank our  
9 members who participated on the panel.

10 There was a -- I asked the presidents  
11 in attendance, if we convene a meeting with real  
12 depth -- so this group is going to spend two and  
13 a half hours today, but a day and a half of the  
14 absolute experts, including the original  
15 architect of the whole concept.

16 I've met with them. If we will  
17 convene them in Washington, D.C., will you show  
18 up. And not your delegate, but you plus the  
19 right person or two on your team. We'll take  
20 care of it.

21 So I got confirmation from my chief of  
22 staff that we do have -- she has -- she will pay

1 for it, and we're going to get this on the  
2 calendar right away. We're going to work  
3 Executive Director Holifield to get the people  
4 lined up so that we have the people from  
5 Treasury, the people -- and most importantly, the  
6 people from the industry, from the funds  
7 themselves.

8 So it's not enough to be in an  
9 opportunity zone if you don't have an opportunity  
10 zone fund to put the money into and then put it  
11 into the market.

12 So we're going to actually have  
13 representatives of the funds in place as well at  
14 this meeting, so a lot of work to do in a fairly  
15 short period of time, but this is not -- to be  
16 clear, it is not a federal government convening.

17 It is not a -- we are going to fund it  
18 and pay for it as an example of a public-private  
19 partnership. Okay? So we will be doing that,  
20 and Emily Dickens who, for those in the room,  
21 here to the right, my chief of staff and who runs  
22 Government affairs, will be the lead on this,

1 also a proud double graduate of North Carolina  
2 Central State University.

3 She lets us all know that. Emily,  
4 would you stand so that people know who you are?  
5 And we'll -- as my introductory remarks, we want  
6 to make sure that this happens quickly, and we  
7 want to bring the experts to the table.

8 So that is forthcoming in fairly short  
9 order. But to be clear for the record, this is  
10 not -- this committee doing this, it is an  
11 example of a public-private partnership, and we  
12 will convene.

13 And I've actually spoken with Ms. Rath  
14 to see if Gallup might be willing to -- even if  
15 we have to pay for it -- provide the space for  
16 it. We just want to make sure you're treated  
17 well and you have a good experience when you get  
18 here. So we're going to move this along quickly.

19 Okay. With that, the Secretary, as I  
20 said, will come in fairly short order.

21 We're going to have a slight change in  
22 the agenda. There's going to be an announcement

1 this morning from the White House about  
2 opportunity zones.

3 And so as a result, the two people who  
4 were supposed to initially present, Ja'Ron Smith  
5 and Mr. -- I think his name is Scott Turner --  
6 are going to come in, but we're going to reverse  
7 their order.

8 So we're going to start immediately  
9 with someone who knows this area very, very well,  
10 Bruce Katz.

11 I think Bruce is being chimed in via  
12 phone, right, Ms. Franklin?

13 Yes. So he's going to come in via  
14 phone to begin the presentation. He's a  
15 technical expert on opportunity zones. He has a  
16 presentation that will appear on the screen, and  
17 I'm really careful. For those who don't realize  
18 when I'm saying this, I'm trying to make sure the  
19 record reflects for the people who are on the  
20 phone as well so that they know when I'm pointing  
21 at things and they have to know what I'm pointing  
22 at or the record won't reflect it.

1           But Bruce Katz is with an organization  
2           called The New Localism, and literally is one of  
3           the foremost thought leaders and experts on this  
4           new product called -- or new opportunity called  
5           an opportunity zone.

6           Mr. Katz, are you there?

7           He's there. But can we hear him --  
8           can he hear us?

9           (Off mic comments.)

10          CHAIR TAYLOR: He's supposed to be on  
11          9:40 --

12          PARTICIPANT: Hi. This is Bruce --

13          CHAIR TAYLOR: I thought so. I was  
14          going to say.

15          Okay. We can't hear you. Can you  
16          speak into it a little better?

17          Just get --

18          PARTICIPANT: Hi. This is Bruce's  
19          assistant. He'll call in in one minute.

20          CHAIR TAYLOR: Okay. Thank you.

21          If I may, this may take us -- you all  
22          can tell me all these Federal rules, but can we



1 for this minute have any comments from members of  
2 the Board as we open the morning as part of the  
3 welcoming remarks?

4           Anyone want to bring any specific  
5 comments to the floor? We've had a wonderful,  
6 wonderful HBCU week that, you know, culminated  
7 yesterday with a presentation by the President of  
8 the United States, the first ever to appear at  
9 HBCU week, and the room was packed and the energy  
10 was good.

11           And so any comments from the members?

12           DR. JOHNSON: Well, I'd like to, one,  
13 congratulate --

14           CHAIR TAYLOR: Identify yourself, I'm  
15 sorry.

16           DR. JOHNSON: Can you hear?

17           CHAIR TAYLOR: No, we just need to  
18 identify for the record --

19           DR. JOHNSON: Oh.

20           CHAIR TAYLOR: -- who's speaking. I'm  
21 sorry.

22           DR. JOHNSON: Ronald Johnson.

1 CHAIR TAYLOR: Yes.

2 DR. JOHNSON: I'd like to congratulate  
3 Jonathan and the team for putting on a really  
4 thoughtful content-rich gathering, well organized  
5 and I think truly appreciated because it  
6 represents the real clear sense of support for  
7 HBCUs. So thank you and thank the team.

8 MR. KATZ: Yeah, hi, this is Bruce  
9 Katz just joining in.

10 CHAIR TAYLOR: Hi, Mr. Katz. If you  
11 give us about 30 seconds, we're wrapping up the  
12 opening comments section, but I'm glad to hear  
13 you and I need to make sure we get more volume  
14 from him as he is going to lead this discussion.  
15 We need to hear him a little better.

16 DR. HAWKINS: Yeah, Mr. Chairman,  
17 Billy Hawkins from Talladega College.

18 Again, I echo what Dr. Johnson has  
19 indicated about the week. A great week,  
20 Jonathan, congratulations, a phenomenal week, a  
21 lot of positive comments and would say the  
22 President's address yesterday, I heard nothing

1 but positive comments about it.

2           So I thought that was very positive.  
3 But I reached out to the young scholars that was  
4 on the side and asked some of them. Oftentimes,  
5 you know, as adults, you know, we listen and we  
6 hear and form opinions, but my conversation with  
7 some of the young scholars was very, very  
8 positive that, you know, what they had heard.

9           And but they were very, very impressed  
10 because they saw themselves. They saw the  
11 President talking about their future and  
12 commitment to HBCU. So I appreciate you all.

13           And the -- I guess the only question  
14 I has is that have you all -- has that been  
15 pushed out in terms of the first to address this  
16 group? I've been present 18 and a half years,  
17 and so very, very, you know, positive step.

18           I know for sure in 18 and a half years  
19 that we've never had the body addressed by a  
20 president.

21           CHAIR TAYLOR: So it -- you know, we  
22 want to be careful here because no one -- first

1 of all, it's, again, reemphasizing. We are in  
2 the HBCU policy, not politics. So I want to make  
3 very, very clear that it never appears that we  
4 are trying to take a, in any way, push a  
5 political agenda, a partisan agenda at all.

6 The facts do speak for themselves that  
7 it was the first time, and we've been pushing for  
8 a long time.

9 There could be a myriad of reasons  
10 over, you know, these years that others haven't,  
11 and they may be totally legitimate reasons, so  
12 it's not for me to draw any conclusions other  
13 than to state the fact that he did yesterday and  
14 it was a wonderful event.

15 And I hope, frankly, no matter who's  
16 in office, I hope this is the beginning of future  
17 presidents understanding the significance of  
18 speaking to this audience because you can't say  
19 you love HBCUs but not show me you love HBCUs,  
20 right?

21 Yes. Member Clark.

22 MS. FRANKLIN: Before we go to Dr.

1 Clark, just remember to pull your mics forward so  
2 that we can be sure to be clear and record.

3 CHAIR TAYLOR: Thank you.

4 MR. CLARK: Thank you.

5 Just one quick question for those who  
6 are not able to be there and for the rest of our  
7 constituents, was it taped and is it available  
8 publicly somewhere, the speech?

9 CHAIR TAYLOR: And I don't know the  
10 answer. I know the transcript --

11 MS. FRANKLIN: That's a me question  
12 again.

13 CHAIR TAYLOR: -- was released last  
14 night.

15 MS. FRANKLIN: That's a question for  
16 me. So our presentations in the general assembly  
17 were live-streamed, courtesy of NASA. And those  
18 comments will be posted to the White House  
19 Initiative website by next week.

20 MR. HOLIFIELD: And it's also on a  
21 commercial product by -- well, I wasn't going to  
22 say it. This is Jonathan Holifield.

1 CHAIR TAYLOR: Yeah. But the -- and  
2 the transcript was released -- literally the  
3 verbatim transcript was released.

4 So the point is, yes, it is available,  
5 and we're very thankful at that.

6 And Nick had a comment. I'm sorry,  
7 Board Member?

8 MR. JUSTICE: Nick Justice. I just  
9 wanted to add to the other favorable comments  
10 about the event here is -- I wanted to compliment  
11 the Federal agencies for doing a great job of --

12 CHAIR TAYLOR: Yes.

13 MR. JUSTICE: -- showing up with  
14 action-oriented themes that really show the  
15 execution of the President's executive orders.

16 CHAIR TAYLOR: Hearing no other  
17 comments from members, thank you very much, and  
18 we can now begin.

19 Just -- I want to take a moment of  
20 privilege to recognize one of the leaders in the  
21 HBCU space. Dr. Leslie Baskerville is here from  
22 NAFEO, the President. So if you'd stand, we just

1 need to -- and reflect that NAFEO's leader is  
2 here represented in the room.

3 Thank you for coming and being here  
4 today. Thank you.

5 We have several other folks who will  
6 get the opportunity to introduce, but this is --  
7 as I mentioned yesterday in my opening comments,  
8 the Secretary meets -- every quarter, Secretary  
9 DeVos, that is, meets every quarter with the  
10 leaders of the HBCU advocacy organizations,  
11 NAFEO, TDCF, Thurgood Marshall College Fund, and  
12 the United Negro College Fund, UNCF.

13 So having her here today says that we  
14 have the leader of one of the three principals of  
15 these organizations here in the room, and she  
16 covers not only public or private, but she is  
17 public-private, community colleges, et cetera.

18 So thank you for coming Dr. Blair  
19 (phonetic) -- Baskerville.

20 With that said, our guest of honor so  
21 that we can get into what we really want to know  
22 about, which is the opportunity zone, how it

1 works, how you're driving a new system of  
2 community wealth, is Bruce Katz.

3 Mr. Katz, thank you on behalf of the  
4 President's Board of Advisors.

5 MR. KATZ: Thanks for having me.

6 So could you give me a sense of who's  
7 in the room?

8 CHAIR TAYLOR: Okay.

9 A lot of people. So we have the  
10 Board, and I'll have each Board member, once  
11 again, as elementary as it sounds for our -- we  
12 want to make sure that we introduce so that he  
13 knows who he's speaking, and more than just your  
14 name, either your current or most current and  
15 relevant role so that he has a con -- some  
16 context for who's in the room would be very  
17 helpful starting with my right -- far right.

18 DR. JOHNSON: Ron Johnson, former  
19 president Clark Atlanta University.

20 MR. MARTIN: Nick Justice. I'm down  
21 at North Carolina State, and I just completed  
22 running one of the national manufacturing



1 institutes of public-private partnership.

2 MR. ELLIS: Rodney Ellis, chancellor  
3 at Southern University at Shreveport.

4 MS. RATH: Connie Rath, president  
5 Clifton Foundation.

6 MR. HOLIFIELD: Johnathan Holifield,  
7 executive Director, White House Initiative on  
8 HBCUs.

9 CHAIR TAYLOR: Johnny Taylor, Chairman  
10 of the Board.

11 MS. DAWKINS: Phyllis Worthy Dawkins,  
12 former president of Bennett College.

13 DR. HAWKINS: Billy Hawkins, President  
14 Talladega College, Talladega, Alabama.

15 MR. CLARK: James Clark, President  
16 South Carolina State University.

17 MR. MARTIN: Harold Martin,  
18 Chancellor, North Carolina A&T.

19 MR. GRIGSBY: Marshal Grigsby, former  
20 President of Benedict College and long-time board  
21 member of Strada Education Network.

22 CHAIR TAYLOR: Okay. And in the room,

1 as I said, in the gallery, we have people from  
2 all sorts of -- in fact, I see Mr. Lenny  
3 (phonetic) back there. Thank you. Former Obama  
4 administration, Department of Education  
5 executive.

6 We have people here in the room,  
7 Leonard Haines (phonetic) as well, from the White  
8 House Initiative.

9 So Mr. Katz, we turn it over to you.

10 MR. KATZ: Okay.

11 And I think I do have a presentation  
12 that's loaded, right?

13 CHAIR TAYLOR: Yes, you do. We're  
14 looking at the opening screen, How Opportunity  
15 Zones are Driving a New System of Community  
16 Wealth.

17 MR. KATZ: Okay.

18 Why don't you go to the next slide --

19 CHAIR TAYLOR: Okay.

20 MR. KATZ: -- and -- because this  
21 helps situate the geography of census tracts that  
22 are now eligible for this tax advantage capital.

1           So just to sort of reiterate and set  
2           the table, so in the 2017 tax law, there was a  
3           provision that came from a piece of legislation  
4           that was co-sponsored by Cory Booker and Tim  
5           Scott, the Investing in Opportunity Act.

6           And what this provision does is it  
7           enables people of corporations with capital gains  
8           to defer, reduce, or eliminate capital gains  
9           taxes if they invest in a qualified opportunity  
10          fund, which then invests in an opportunity zone.

11          And what the legislation did was  
12          direct governors to designate a quarter of  
13          eligible census tracts -- and by eligible census  
14          tracts, and mostly were criteria relating to  
15          poverty statistics or income statistics.

16          And so the 50 governors and Puerto  
17          Rico designated 8762 opportunity zones.

18          Just by contrast, if you remember the  
19          empowerment zones program during the Clinton  
20          administration, I was chief of staff at HUD under  
21          Henry Cisneros, we designated initially six  
22          empowerment zones in the United States and then

1 had another six supplemental zones and 95  
2 enterprise communities.

3 So 8762 opportunity zones have been  
4 designated in the U.S.

5 And obviously for the HBCUs, many of  
6 your geographies are either totally covered as  
7 opportunity zone tracts or partially covered.

8 And so what this is doing is -- and  
9 you can move to the next slide -- it's forcing  
10 one of the first sort of discussions about what  
11 is the state of economic development in areas of  
12 cities, suburbs, and rural parts of the country  
13 that have struggled to attract capital for  
14 everything from workforce housing to commercial  
15 real estate to small business for various  
16 investments and infrastructure, energy, et  
17 cetera, et cetera.

18 When you look at the next slide, what  
19 you see is that there is \$6 trillion of  
20 unrealized capital gains, which potentially could  
21 be deployed.

22 By conservative estimates, we think

1 there might be \$100 billion deployed into these  
2 qualified opportunity funds.

3 As you know, from -- because of the  
4 criteria that was used to establish the zones,  
5 these zones are -- have much higher poverty, much  
6 higher unemployment, much lower incomes than the  
7 country as a whole.

8 The -- but the law does not require  
9 any kind of reporting by investors unless  
10 obviously they tap into state or local public  
11 incentives, which would then trigger.

12 So what we -- what I've been trying to  
13 do -- and I know John Lateri (phonetic) was  
14 initially supposed to be on this call -- but with  
15 a group called Accelerator for America, which is  
16 an intermediary network of cities that was  
17 organized by Mayor Garcetti from Los Angeles,  
18 what we've been trying to do with first a small  
19 group of cities and now a growing group of  
20 dozens, is to bring some order out of chaos  
21 because if you have all these particular zones  
22 and you have a tax incentive, which doesn't have

1 any reporting requirements, we do have rules from  
2 the national government.

3 But what we need to do is establish  
4 certain routines, certain norms, certain models  
5 that then can be repeated from city to city, you  
6 know, whether it's an investment around HBCUs or  
7 whether it's an investment in another designated  
8 zone.

9 What the market needs is information  
10 transparency and routine so that we can begin to  
11 unlock this capital in impactful ways.

12 So if you go to the next slide, what  
13 we invented with Accelerator for America is an  
14 investment perspective, right?

15 What an investment prospectus does is  
16 it enables a city to -- or a particular zone, the  
17 first and foremost, communicate their access,  
18 their advantages, basically make their pitch, so  
19 to speak, why would someone invest in this  
20 particular place and what kind of projects are  
21 investor ready and community enhancing.

22 And then it enables ultimately for

1 stakeholders in the community to both unlock  
2 local capital but also then attract national  
3 capital.

4 So we worked with Mayor Fischer in  
5 Louisville, Mayor Pete in South Bend, Mayor Holt  
6 in Oklahoma City to basically invent this  
7 investment prospectus tool. We put together a  
8 guide for cities or for universities or any other  
9 constituencies to follow so that this kind of  
10 prospectus tool could ultimately not just be put  
11 forward by three places but put forward by dozens  
12 and ultimately hundreds and ultimately thousands.

13 So as I go through the next slides, I  
14 -- one of the biggest takeaways for the HBCUs or  
15 for any other anchor institutions in a U.S. city  
16 or suburb or rural area is put together a  
17 prospectus.

18 The market with 8762 zones is not  
19 going to be able to figure out what kind of  
20 projects you have that are investor ready and  
21 community enhancing. You need to put that  
22 forward yourself or else it's like finding a

1 needle in a haystack.

2           So next slide gives -- and all this,  
3 by the way, is on the Drexel Metro Finance Lab  
4 website and the Accelerator for America website.  
5 So we've put forward multiple study, and every  
6 prospectus that has been prepared is easily  
7 available.

8           Let me just walk through a couple  
9 takeaways from the work we've been doing with  
10 dozens of cities and then we can quickly get to a  
11 conversation.

12           First lesson from doing this across  
13 the country, when you do a prospectus, what it  
14 does is enable you to get a consensus on reality  
15 as to what actually is investable in your  
16 particular community or in your particular zone.

17           So when we've done this work in Kansas  
18 City or in the beginning cities of Louisville,  
19 Oklahoma City, and South Bend, what you can do is  
20 organize your stakeholders, many of whom, by the  
21 way, do have capital gains to deploy, right?

22           So it's not just -- this is not a



1 report. This is an action strategy for  
2 investment.

3 And the HBCUs, because of your stature  
4 on many of your communities, could be the  
5 vehicle, a legitimate, valid community vehicle  
6 for organizing stakeholders around investment.

7 So again, the data's important.  
8 Unveiling your assets are important. But  
9 organizing a multi-sector group, government,  
10 other universities, philanthropy, corporations,  
11 and high net worth individuals, organizing  
12 capital is really the end game of the prospectus  
13 tool.

14 Next slide -- the next slide should be  
15 around typologies.

16 CHAIR TAYLOR: Mr. Katz?

17 MR. KATZ: Yeah. Yeah.

18 CHAIR TAYLOR: A question for you. So  
19 -- interesting. This is Johnny Taylor, by the  
20 way, the chair.

21 Your first slide's called the  
22 Louisville Prospectus. And then --

1 MR. KATZ: Yes, sir.

2 CHAIR TAYLOR: -- I notice on Slide 2,  
3 the Urban League of Greater Kansas City is a part  
4 of this. So I was wondering, there's essentially  
5 a question about -- for the people who said how  
6 can you participate if you yourself are not in an  
7 opportunity zone. That might be a way to do it.  
8 I don't know.

9 But it also begs the question that,  
10 for example, you have Kentucky State and notice  
11 Kentucky State's not on here, but the Kansas City  
12 Urban League is, and sort of a statement to all  
13 of us around the table that other organizations  
14 are jumping in.

15 So it really -- how do you recommend  
16 HBCUs get -- who's the lead on putting together  
17 this investment prospectus in a community so that  
18 Harold Martin at North Carolina A&T knows where  
19 to go to make sure that he's in this because I  
20 think what you're saying is you don't create an  
21 individual investment prospectus for North  
22 Carolina A&T State University. You go to a

1 broader group.

2 How does that all work?

3 MR. KATZ: So in many cities, because  
4 of the network that's been organized by Eric  
5 Garcetti, Mayor of Los Angeles, the mayor or the  
6 county executive, working closely with the  
7 business chamber, with local philanthropy, and  
8 ultimately a broad network of stakeholders, the  
9 mayors have been a driving force in many cities.

10 Now, that doesn't necessarily have to  
11 be the only way a prospectus is pulled together.

12 I think what's ultimately going to  
13 happen here is we're going to have city-wide or  
14 county-wide prospectuses, or even state-wide  
15 prospectuses, but you know, for let's say an HBCU  
16 has either its entire landmass or a portion of  
17 its landmass, you know, designated as an  
18 opportunity zone.

19 You can do your own prospectus for  
20 that particular area of the city. What you might  
21 then want to do is you be the lead organizer of  
22 the prospectus and bring in the local government,

1 the philanthropy and others to be your partners.

2 So this could either be, you know,  
3 mayor-led, or this could be stakeholder-led. It  
4 doesn't really matter. And it'll change from  
5 place to place.

6 But for each of your cities, I would  
7 start with the elected officials, mayor and  
8 county executives, and ascertain what has been  
9 done to date.

10 CHAIR TAYLOR: And I think the  
11 takeaway, the question for me was it's  
12 Louisville, but the fact that the greater Kansas  
13 City Urban League is -- you're not limited to  
14 just Louisville partners.

15 And it's more a question. I don't  
16 know if that's --

17 MR. KATZ: Oh. Well, I think there's  
18 a -- so these two slides were really describing  
19 who they're --

20 CHAIR TAYLOR: Oh, the -- Okay. Just  
21 want to make sure. I got it.

22 MR. KATZ: Yeah.

1 CHAIR TAYLOR: Okay.

2 MR. KATZ: Yeah, the second slide was  
3 really about an effort that was undertaken by  
4 Slide J's --

5 CHAIR TAYLOR: Got it.

6 MR. KATZ: -- who was then the mayor  
7 of Kansas City and the Kauffman Foundation. So  
8 that slide about Kansas City was really Kansas  
9 City specific.

10 CHAIR TAYLOR: Okay.

11 MR. KATZ: Okay. Sorry. Sorry for  
12 the confusion on that.

13 CHAIR TAYLOR: Got it.

14 MR. KATZ: And by the way, people  
15 should interrupt at any minute -- any moment  
16 here. So I understand it's difficult at times.

17 If you go to the next slide, this is  
18 the slide called Opportunity Zone Groups.

19 So what we've been trying to do with  
20 8762 zones is to come up with typologies or  
21 categories of zones.

22 HBCUs would obviously be an anchor

1 zone, right, because it's at a university as the  
2 hub of the census tract.

3 But the way we've been looking at this  
4 across the country is we've been looking at  
5 ratios of jobs to residents because if you have,  
6 for example, in a downtown, what you'll have are  
7 many jobs per resident. If you're in a hospital  
8 district or a university district, you're still  
9 going to have a very high number of jobs per  
10 resident, but it won't be as substantial as a  
11 downtown and then so forth and so on.

12 So we've been trying to organize the  
13 entire country around a series of typologies to  
14 try to routinize the market.

15 And you know, I'm happy to share more  
16 information about this, but HBCUs together almost  
17 form like a particular kind of asset class or  
18 investment sector because my perception is you're  
19 more similar than you are different in terms of,  
20 you know, what your footprint looks like, you  
21 know, what the ratio of jobs to residents look  
22 like and what the kind of economic investable

1 opportunities might be.

2 So typologies matter here. That's how  
3 markets get formed.

4 MR. HOLIFIELD: Who's --

5 MR. KATZ: That's how capital gets  
6 invested.

7 Yep?

8 MR. HOLIFIELD: Mr. Katz, this is  
9 Johnathan Holifield, executive director of the  
10 White House Initiative on HBCUs.

11 When we have reached an inflection  
12 point, can you talk a little more about the  
13 typology, the sector, the potential ability to  
14 aggregate similarly situated assets into a kind  
15 of prospectus or another tool that can  
16 strengthen, frankly potentially market, the  
17 entire sector to potential investors or any other  
18 prospective that you have around that notion.  
19 That's an important nugget.

20 CHAIR TAYLOR: And at the same time,  
21 as you get ready to answer that, you can be in, I  
22 think, multiple opportunity zone groups, so you

1 know, Bennett College and South Carolina State  
2 may have one together, but South Carolina State  
3 University may also belong to the group, the  
4 prospectus for its -- for -- is it Orangeburg?  
5 Orangeburg.

6 So I don't think you have to -- and  
7 maybe I'm asking a question -- you don't have to  
8 choose. They're -- and then you can do your own.  
9 Right?

10 MR. KATZ: Well, that's absolutely  
11 correct. And then I think what we're looking at  
12 are ultimately projects that are investor ready.

13 So in a given city, many cities  
14 designated their downtowns, their hospital  
15 districts, their university areas, and low-income  
16 neighborhoods, and several industrial districts.  
17 Those are all different kinds of asset classes  
18 really.

19 And so for an HBCU, you can have your  
20 own prospectus just for your territory, so to  
21 speak. You can be party of a city or a county-  
22 wide prospectus because you may actually be



1 offering certain kinds of economic opportunities  
2 or investable deals that the rest of the city  
3 wouldn't be offering, student housing, for  
4 example.

5 And you could, as a network of HBCUs,  
6 aggregate all the different universities into  
7 sort of a super asset class, right?

8 And I would highly recommend, frankly,  
9 doing all three of those. And then what you have  
10 are multiple shots at the goal, right?

11 When -- you know, when this law was  
12 enacted, there was a sense that its intent was to  
13 try to bring capital from Silicon Valley or from  
14 Boston or from New York into the heartland, so to  
15 speak.

16 Actually, the biggest takeaway over  
17 the last 18 months is there's enormous local  
18 wealth in the United States that needs to find  
19 local investments.

20 And so if you're unfamiliar with the  
21 Atlanta market, you know, which is obviously rich  
22 in HBCUs, if you're in Atlanta, there are

1 multiple corporations, high-net worth individuals  
2 that today may be actually exporting their wealth  
3 to Silicon Valley through private equity funds or  
4 hedge funds or wealth management firms.

5 Opportunity zones offer an  
6 opportunity, so to speak, to put their -- to  
7 invest their wealth locally.

8 So it -- you know, at the end of the  
9 day, markets need information to function. You  
10 have enormous information both about your own  
11 universities and their location and their  
12 territory and their economic opportunities, but  
13 you also could aggregate that as a class.

14 And you know, very happy to follow up  
15 on any of this stuff with you all because I do  
16 think you have a particular story to tell about  
17 investable propositions that are very unique and  
18 distinctive. And you should be doing that all by  
19 yourselves one by one by one by one. You should  
20 try to add this up.

21 So very happy to follow up on that if  
22 you'd like.

1 CHAIR TAYLOR: You have one quest --  
2 a couple of questions --

3 MR. KATZ: Yeah, go ahead.

4 CHAIR TAYLOR: -- from the Board.

5 MR. KATZ: Go for it.

6 MR. MARTIN: Yes, this is Harold  
7 Martin, North Carolina A&T.

8 North Carolina A&T certainly is in an  
9 opportunity zone. We are having more significant  
10 conversations with our local leadership, mayor,  
11 city council, county commissioners, et cetera.

12 And it's at a critical conversation  
13 level. We're a very small group of very, very  
14 smart people that have -- driving this  
15 conversation force.

16 We also are interacting with local  
17 investors -- developers. Part of the challenge  
18 is that a number of our local developers are  
19 tapped out relative to their level of capacity to  
20 engage with us.

21 I've talked -- are you or is someone  
22 creating a group of individuals, high-net worth

1 individuals who have capital gains that are  
2 interested outside of, say, North Carolina who  
3 are interested in partnering and bringing their  
4 assets to North Carolina as part of this  
5 opportunity zone possibility?

6 MR. KATZ: Well, I do think that we  
7 will see national capital flow into local deals.  
8 I think the starting point has got to be local  
9 networks both identifying what's possible and  
10 then identifying different parts of, let's say,  
11 the capital stack to entice national capital.

12 So take any deal that I'm sure your  
13 HBCUs would be interested in, whether it's on the  
14 residential side, real estate side, or commercial  
15 real estate, or even businesses.

16 Any of those deals are likely to  
17 ultimately require a mix of opportunity zone  
18 capital, which is looking for returns. It's  
19 equity, some kind of debt from your banks, maybe  
20 some kind of incentive from the city around tax  
21 abatement or the sale of land, let's say, that  
22 the city might own, or that you all might own,

1 and then might -- and there might be some kind of  
2 concessionary capital from local foundations and  
3 philanthropy.

4           So the bottom line is these  
5 transactions are not going to be 100 percent  
6 opportunity zone equity. They never are, right?  
7 They're mostly -- they're going to be some kind  
8 of mix, particularly on the real estate side of  
9 equity, debt, and subsidy.

10           And the more you could organize that  
11 locally and get everyone on the same page about  
12 what incentives or what kind of debt products  
13 might be available, the more likely you'll be to  
14 attract national investment.

15           I hope that makes some sense. But  
16 it's -- you know, this tax incentive is not  
17 defining economic gravity. I mean, you've got to  
18 have a real deal. It's got to have real returns.

19           And then like most transactions in the  
20 U.S., it's going to be -- particularly if it's  
21 around real estate, it's going to be a  
22 combination of equity, debt, and subsidy.

1                   So you can organize that locally and  
2                   make it more likely you'll tap into national  
3                   capital.

4                   CHAIR TAYLOR: Please. Board Member  
5                   Clark?

6                   MR. CLARK: James Clark, South  
7                   Carolina State University.

8                   Might there be some set of experts  
9                   that could form a -- I'll call it a traveling  
10                  road show to especially the smaller communities  
11                  where the investment expertise might not be as  
12                  vast as, say, a Charlotte or Raleigh or  
13                  Greensboro where organizing people for  
14                  opportunities may not be as immediate but it's  
15                  there to help -- you know, to help whittle it  
16                  out, you know.

17                  As I -- have ideas here for small  
18                  areas like Orangeburg, I would love if there were  
19                  experts that were there to back up for the local  
20                  community the notions that I might be putting  
21                  forth and to help facilitate explaining as well  
22                  as bringing to the forefront of those

1 opportunities.

2 In the larger communities where you  
3 have a lot of investment flow, a lot of  
4 investment deals going all the time, there will  
5 people -- there will be people that are waiting  
6 for these types of mechanisms to just jump on.

7 CHAIR TAYLOR: Right.

8 MR. CLARK: In some communities, this  
9 is a new thing. And this is a new awareness.  
10 And so that would be very helpful if it is. I  
11 don't know who to address the question to. I  
12 just put it out at large.

13 CHAIR TAYLOR: Well, let me react --  
14 this is Johnny Taylor.

15 One of the things that we hoped to do  
16 -- I mentioned, again, it's when we convene.  
17 It's not just to tell you how these things work,  
18 but we'll also talk -- so we'll have experts, but  
19 we're also going to bring in potential, you know,  
20 not only experts but people who themselves run  
21 funds right now, and they will -- you know, they  
22 may learn of an opportunity that some guy in New

1 York never thought about in Orangeburg, you know.

2 Money, they don't care where it comes  
3 from. You know, they just want to make it. And  
4 so that's what we need to do is bring not just --  
5 we're not just going to tell you and continue  
6 educating you on what an opportunity zone is.

7 The goal of our meeting is to have  
8 also fund -- people who actually run these  
9 opportunity funds who have dollars that they need  
10 to put to work.

11 And so I'm still moved by that \$100  
12 billion of equity capital out of \$6 trillion.  
13 There -- the money doesn't care. If I'm in  
14 Atlanta and I know that I can invest in  
15 Orangeburg and get a significant return and also  
16 protect my -- in a tax advantaged way, the that's  
17 where I'm going.

18 It may be too crowded in Atlanta for  
19 me to participate, frankly, and so they may want  
20 to go elsewhere. But we've got to put those  
21 people in a room.

22 No one here -- I don't think; maybe



1 some of you know -- but we don't have that kind  
2 of expertise in this room, but we will at this  
3 convening.

4 MR. HOLIFIELD: Before we move on, Mr.  
5 Katz -- this again is Johnathan Holifield, and  
6 one of the -- a emerging thrust around our  
7 institutions is our narrative and language and we  
8 are taken by the slight distinct -- what is that,  
9 distinct personalities and competitive  
10 advantages. That's a particular kind of  
11 description.

12 We think -- and we're interested in  
13 learning more from you, but we think our  
14 institutions fit that kind of profile offering  
15 distinct personality and competitive advantages  
16 to the local market.

17 Before you move on, could you just  
18 spend a minute in helping us to nurture and think  
19 about what that actually means and could mean for  
20 our institutions?

21 MR. KATZ: Well, I think it's a great  
22 question, and what I'd like to do is answer that

1 and then go back to this issue of capacity, which  
2 is so fundamental.

3 So I do think HBCUs like universities  
4 in general have various assets. You own a bunch  
5 of land, you obviously, you know, have an  
6 educational responsibility but you also are a  
7 major employer in many cities and you obviously,  
8 because of your knowledge mission, you are  
9 generating an incredible amount of talent that  
10 can either flow into communities or, you know, or  
11 like many people in the U.S. be mobile, right?

12 And your talent, you know, creates the  
13 potential for creating more black zone  
14 businesses, black entrepreneurs, which is so  
15 critical right now because of the intent of the  
16 law but just the issues facing the country of  
17 reducing racial disparities around income wealth  
18 and health.

19 So you are -- you have many similar  
20 characteristics to universities, but then more  
21 so, right, because of your special mission and  
22 your student population.

1           So you know, I would highly recommend  
2           that there be almost like an Uber prospectus put  
3           together around the investment potential in HBCUs  
4           because of your starting point assets and  
5           advantages and roles that you play and then begin  
6           to tease out with a great level of specificity,  
7           with real transactions, what are the kind of  
8           deals that really flow from your asset base.  
9           What kind -- whether it's student housing,  
10          whether it's commercial real estate around your  
11          campuses to create nodes of retail, neighborhood-  
12          serving businesses, perhaps some growth  
13          companies, infrastructure like fiber.

14                 I mean, what are the different kinds  
15          of investment possibilities with examples from,  
16          you know, Clark Atlanta or other, you know, well-  
17          known HBCUs.

18                 On the capacity issue, what -- and  
19          this is an issue identified all across the United  
20          States. It's not peculiar to HBCUs.

21                 You essentially need deal jockeys,  
22          right? You need people who understand how to

1 marry private equity that's looking for returns  
2 with conventional debt or concessionary debt or  
3 local subsidy.

4           There -- you know, with Accelerator  
5 for America, we've been working with a group  
6 called the FUSE Corps, F-U-S-E, to hire  
7 individuals who can either focus on getting the  
8 math done, so to speak, around particular deals  
9 in a Fresno or a Bakersfield or a Stockton, or  
10 having circuit riders of deal jockeys who could  
11 go from HBCU to HBCU and help tease out what --  
12 in a very concrete way, the capital stack for  
13 different kinds of transactions.

14           So I think what -- the potential for  
15 HBCUs to become an investment sector, so to  
16 speak, exists but it has to be populated by an  
17 initial, you know, 7 to 10 page prospectus writ  
18 large and then this capacity addition.

19           You might even be able to get some of  
20 the major banks, financial institutions, to  
21 dedicate -- second experts to you so that instead  
22 of going for a process of actually hiring

1 someone, you might find, you know, JP Morgan or  
2 Bank of America or Wells Fargo or Citi giving you  
3 the capacity to tease this out with greater  
4 laxity.

5 I hope that's responsive.

6 MR. JUSTICE: Mr. Chair?

7 MR. KATZ: And I'm happy to follow up,  
8 obviously, you know, with you --

9 MR. JUSTICE: Mr. Chairman?

10 MR. KATZ: -- to help bring this to  
11 fruition.

12 CHAIR TAYLOR: I have -- we have three  
13 questions.

14 MR. JUSTICE: Mr. Chairman?

15 CHAIR TAYLOR: Mr. Justice, Dr.  
16 Martin, Dr. Dawkins, in that order.

17 MR. JUSTICE: So one of the things  
18 that comes to my attention as we listen to this  
19 very informative presentation is -- relates to  
20 the earlier comment you asked about an  
21 independent workshop with the schools involved.

22 It is clear that the capacity of our

1 students within the HBCUs to learn these kind of  
2 investments and to become the workforce for those  
3 banks and investors and those businesses out  
4 there is also a value to the colleges and the  
5 universities in addition to the immediacy of the  
6 economic zone in changing us now, starting to  
7 develop those areas.

8 So I would say we ought to make a note  
9 that this impacts our academic education as well  
10 in our schools of management, and business and we  
11 should be taking advantage of that next  
12 generation to learn how to do this and become a  
13 part of that economic engine in our nation, as  
14 well.

15 CHAIR TAYLOR: Absolutely.

16 Dr. Martin?

17 Noted.

18 MR. MARTIN: My comment -- I'd like to  
19 make more of a comment rather than a question.  
20 So we've been involved in this whole discussion  
21 around opportunity zones and its value, benefit -  
22 - benefits to our university and our regions.

1                   And as I framed out in a very  
2 significant conversation with our mayor, city  
3 council, county commissioners is that our  
4 university, like Bennett College, our sister  
5 institution in the community, is located in an  
6 opportunity zone, but we're in the minority side  
7 of Greensboro.

8                   In many urban communities, we're in an  
9 urban community, and what has happened in east  
10 Greensboro is what's happened in many urban  
11 communities in the minority side of the town is  
12 the least side of the town where there is an  
13 investment more than just housing and et cetera.

14                   So we've had to have very sufficient  
15 discussions about what our investments and -- Mr.  
16 Katz, you made references to student housing for  
17 example as a possibility for use of capital gains  
18 for HBCUs around them.

19                   Let me assure you. Developers built  
20 tons of student housing around my university,  
21 tons of student housing. I want you to know that  
22 it wasn't the highest quality student housing,

1 and along with that came absolutely zero, zero  
2 retail of any kind, entertainment for our  
3 students, quality amenities that happens with my  
4 sister institutions when developers have gone in  
5 and built student housing.

6 They built retail, recreation  
7 amenities, and et cetera, with those investments  
8 in those communities. And what troubles me is  
9 I've shared with a student manager and city  
10 council and the mayor, but you approve these  
11 plans to come in and build student housing around  
12 my university.

13 And you thought you were doing a great  
14 thing to provide in the minority community.  
15 That's all they deserve attitudes. That's simply  
16 unacceptable.

17 And so the conversation we've been  
18 having in a very healthy, positive way is that  
19 student housing is not only what we want to see  
20 happen in our community. In my mind, unless we  
21 address these kinds of issues.

22 Not only does the community continue



1 to suffer from a lack of the kinds of strategic  
2 investments, unemployment and other disparities  
3 that impact our community, low wealth and the  
4 like.

5 So in my mind, these opportunity  
6 zones, if we're going to use them in this  
7 community, this group of folk who've working --  
8 it's a bipartisan group, it's a broad-based group  
9 of city leaders trying to define how to more  
10 substantially change how investments occur in  
11 Greensboro as a whole and, in particular, more  
12 accelerated investment in east Greensboro.

13 So it's more than housing. It's  
14 creating jobs. It's creating quality housing,  
15 not low-income housing. I hate that phrase, low-  
16 income housing. I want quality housing in our  
17 community. I want retail that addresses the  
18 needs of our students and our faculty as well as  
19 our community and the like.

20 And so this is a bigger issue than  
21 simply just talking about some of the ways in  
22 which we may be guiding our HBCUs to think about

1       how to best use opportunity zones.

2                   And that's kind of what I'd like to  
3       spark as a much more substantive conversation  
4       about if we're going to use opportunity zones,  
5       let's make them work in a much more progressive  
6       way that changes the outcome and long-term  
7       successes of our communities.

8                   CHAIR TAYLOR:   Hear, hear.

9                   Dr. Dawkins?

10                  MS. DAWKINS:   I just want to pick up  
11       on what Chancellor Martin just said.  When I was  
12       president of Bennett College, it's noticeable  
13       that east Greensboro is given less attention than  
14       the other sides of Greensboro in many, many  
15       different ways, even though we have a lot of  
16       students between Bennett and North Carolina A&T,  
17       which is literally right across the railroad  
18       track from each other.

19                  On the bigger scale, in North  
20       Carolina, we have 10 HBCUs, and many of us are in  
21       the same cities.  So I can see us putting  
22       together a prospectus that could benefit us in

1 many ways.

2 My question to you is, is there a  
3 model program, other than the Louisville model,  
4 that we can tap into to see how it's done and see  
5 how it's done well?

6 MR. KATZ: Let me try to respond to  
7 these excellent comments.

8 First and foremost, I'll be in  
9 Greensboro on September 23rd, 24th. I would be  
10 very happy to tour the HBCU campuses. I  
11 completely concur with the comments. I mean,  
12 opportunity zones are coming forward at a time  
13 when, you know, institutional racism, redlining  
14 places on the wrong side of the color line, so to  
15 speak, are central issues throughout the country.

16 So opportunity zones are like the new  
17 capital tool. That doesn't erase the reality of  
18 how capital gets allocated in the U.S.

19 What we need to do is use it as a way  
20 to create greater access to not just high-quality  
21 capital but high-quality results.

22 So your comments are directly on

1 point. And you know, myself and many others are  
2 writing about this on a constant basis, and I'm -  
3 - and I'd be more than happy to share with you  
4 that.

5 Second, the comment about using your  
6 student base as a way to train the next  
7 generation of individuals who can both design,  
8 finance, and deliver transformative projects for  
9 communities is spot on.

10 I've been thinking about from -- you  
11 know, I run a finance lab at Drexel creating a  
12 boot camp for, you know, several days, hundreds  
13 of students, so they can learn the details  
14 because this is both around project design and  
15 capital structure. So happy to follow up on  
16 that.

17 Louisville is one of multiple cities  
18 that have done prospectuses. I would say that it  
19 might be helpful for you all to look at the  
20 Kansas City prospectus as a model to be adapted  
21 to the HBCUs because a large portion of the  
22 Kansas City prospectus focused on the east of

1 Troost neighborhoods in those communities, which  
2 are basically 100 percent African-American.

3 It's the old 18th and Vine historic  
4 district, you know, radiating out.

5 So you know, there are models here for  
6 you to replicate and adapt both individual HBCUs  
7 or HBCUs within a particular city or like in  
8 North Carolina, a particular state, and then  
9 ultimately nation-wide.

10 So you know, my advice to you is to  
11 proceed with this kind of data-rich, evidence-  
12 rich investment prospectus, but also be very  
13 clear and sharp about these comments about the  
14 persistence of redlining and these racial divides  
15 that segregate and separate our cities and our  
16 counties.

17 This is a time for you to reeducate  
18 many of our financial institutions about their  
19 practices that are basically contributing to the  
20 kind of disparities we have on income, wealth,  
21 and health.

22 CHAIR TAYLOR: So before we proceed,

1 we have one -- I think two -- two comments, but  
2 one of the things that we planned to, as Emily's  
3 sitting over there putting together the  
4 curriculum/agenda for this meeting, is we're  
5 going to send you out a preread.

6 Part of the research that will be in  
7 -- done in advance is to identify three or four  
8 models so that when you come to the meeting, you  
9 will have -- so you won't have to go out and do  
10 this research.

11 Sherm (phonetic) is sponsoring this  
12 and will gather all of this. We're going to go -  
13 - speak to a number of people who do this and say  
14 here are four cities. Birmingham's one, Kansas  
15 City's another. We know of some cities that are  
16 models. So you're going to get that in advance.

17 And then when we convene, they're  
18 going to take you through -- I like the term boot  
19 camp of sorts so that we all have that because  
20 all of us know that every -- we hear it.  
21 Everyone knows what an opportunity zone is they  
22 think. But then how it works -- I was talking to

1 someone the other day who thought I have some guy  
2 who's ready to put \$5 million into an opportunity  
3 zone.

4 He called us up, and I said, the  
5 problem is it has to be capital gains. So it's  
6 not -- you can't transfer \$5 million from your  
7 bank account because you've got the -- he  
8 thought, naively so, that he could just invest in  
9 an opportunity zone for HBCUs. It doesn't work  
10 that way.

11 These have to be capital gains, so  
12 he's got to be pretty significantly invested in  
13 the market to generate \$5 million worth of  
14 capital gains.

15 So that's what we've got to do is get  
16 very clear with everyone about what these things  
17 are, the mechanics of them, and then we'll bring  
18 in subject matter experts to show you how other  
19 people are taking advantage of them.

20 I -- Dr. Johnson.

21 DR. JOHNSON: Well, actually to that  
22 point -- Ronald Johnson -- that we should not

1 simply segregate HBCUs to being a specific  
2 participant in the developmental activities  
3 because it's very, very important to look at the  
4 capital stack itself.

5 Equity is not going to drive the  
6 entire deal. Equity is essentially the piece  
7 that takes on the risk profile, and that's the  
8 piece that has the capital gains associated with  
9 it.

10 But in the capital stack, there can be  
11 other forms of equity, preferred A, debt,  
12 mezzanine debt, long-term debt.

13 And so if you're sitting in a redline  
14 location and they're going to be talking about  
15 opening up barbecue shops in your neighborhood,  
16 then we should actually have the opportunity to  
17 go in to the capital stack in those locations  
18 where there is a opportunity because the  
19 universities and colleges are all tuition debt  
20 dependent.

21 And one way to get out of that  
22 business is to generate alternative sources of



1 revenue.

2 MR. HOLIFIELD: May -- building off  
3 the previous comments, maybe opening another lane  
4 for exploration.

5 And you began to talk about it, Mr.  
6 Katz, when you described some of our distinctive  
7 personality and competitive advantage.

8 We talked a lot about the real estate  
9 deal, but there are other ways our institutions  
10 can help zones be successful by the very nature  
11 that they're education institutions and their  
12 particular missions.

13 They are increasingly favorably  
14 positioned to attract new resources from the  
15 Federal Government and philanthropic sector into  
16 the zones.

17 Can you share perspective around other  
18 ways that our institutions may position  
19 themselves as competitive advantages for the  
20 zones and conduits to more resources that could  
21 help the zones be successful?

22 In many instances, Mr. Katz, our

1 institutions have not had the benefit of the  
2 public-private partnership dynamic that pervades  
3 every community 24/7.

4 Those very partnerships are in the  
5 qualified opportunity zones. We're bringing an  
6 advantage to those zones. Could you talk a bit  
7 about how you could see that benefitting both the  
8 institutions and the zones' students and  
9 communities they serve?

10 CHAIR TAYLOR: And just before you do  
11 that -- this is Johnny Taylor -- to keep us on  
12 time, which is half my task, is, he has a  
13 full-out presentation. So if something really --  
14 please, this is the Board. It's your meeting, so  
15 feel free to jump in, but I want to make sure  
16 that he -- we have direct questions.

17 We can do comment at the end, but  
18 direct questions so that he can get through all  
19 of his material because there's a lot of stuff  
20 here that I'm sure you want to know.

21 MR. JUSTICE: So maybe some of these  
22 questions should be noted for the external

1 workshop --

2 CHAIR TAYLOR: Exactly.

3 MR. JUSTICE: -- I would suggest.

4 CHAIR TAYLOR: That's exactly what's  
5 happening. But we need to hear -- so if you have  
6 questions, if he says something that on -- let's  
7 agree, if this is okay with you all, if he says  
8 something on the screen that begs a question, ask  
9 it. Commentary, let's hold it till the end  
10 because we're going to have a lot of time to dig  
11 into this, but I want him to get through his  
12 material.

13 These are great comments. And the  
14 material --

15 MR. KATZ: They really -- yeah,  
16 they're great comments, and I would say that, you  
17 know, information about your universities both  
18 individually and writ large about your  
19 communities and neighborhoods, about -- you  
20 mentioned public resources, the kind of capital  
21 that already has been invested in your community  
22 -- because capital tends to follow capital,

1 right?

2 I think what -- you have to be the  
3 source of information about HBCUs and the  
4 communities in which they're located. You've got  
5 to be the gold standard of information because  
6 these markets get driven by data and get driven  
7 by analysis.

8 And I think you are, you know,  
9 well-situated to play that role in the country.  
10 No one else, by the way, will play it. It's not  
11 like anyone else is waking up saying we're going  
12 to be the information source for HBCUs, right?  
13 You've got to basically do that.

14 I can finish quickly with these other  
15 three slides so that we can just fill this out.

16 The next slide talks about the last  
17 mile, and it identifies a series of projects in  
18 Kansas City, the renovation of an old hospital, a  
19 notion of radical infill of new homeowners and in  
20 former urban renewal neighborhoods, in an area  
21 that was also devastated by highway construction,  
22 et cetera, et cetera.

1                   But basically, what prospectuses are  
2                   doing now, besides giving a platform of  
3                   information about competitive assets, advantages,  
4                   et cetera, is they're going the last mile and  
5                   identifies a series of transactions and then  
6                   showing the capital stack for each of those  
7                   transactions.

8                   In some cases, like in Norfolk,  
9                   Virginia -- and I know there's an HBCU in Norfolk  
10                  -- we've had financing charrettes around a  
11                  particular transaction so that, you know, people  
12                  from the banks, people from development  
13                  communities, philanthropy, city government, state  
14                  government can sit around, look at a deal, look  
15                  at the gap that still exists after the existing  
16                  equity subsidy and debt and then solve the  
17                  problem.

18                  So you know, this market's based on  
19                  information and specificity. And that's what we  
20                  -- that's why I say the Kansas City prospectus  
21                  might give you the kind of replicable model or  
22                  adaptable model for you to use.

1                   The next slide talks about Erie's  
2 public incentives. You know, your cities,  
3 whether it's Greensboro, you know, whether it's  
4 other parts of North Carolina, Georgia, et  
5 cetera, do have an array of incentives that the  
6 government offers either around real estate deals  
7 or investment in neighborhood-serving businesses  
8 and operating businesses.

9                   So the bottom line here is to try to  
10 have a transparent, frictionless way for the  
11 market to understand what can the government,  
12 local government, county government contribute to  
13 the deal because that's going to make it more  
14 likely for you to attract, you know, market  
15 oriented equity that's looking for returns.

16                   And the next slide really talks about  
17 institutions. The Enterprise Center is an  
18 intermediary in Philadelphia, in west  
19 Philadelphia, that helps identify, support,  
20 mentor, and ultimately capitalize black-owned  
21 businesses.

22                   It's probably one of the few in the

1 United States that's been around for decades and  
2 has a track record in working with black  
3 entrepreneurs and developers to sharpen their  
4 business plans and make more -- make it more  
5 likely they'll actually get capitalized.

6 The other institutional models here,  
7 3CDC, AltCap, are development corporations or  
8 community development finance institutions.

9 So I -- you know, my view of this as  
10 someone who's worked in HUD under Clinton and  
11 Obama and been in and out of government with  
12 states and localities, et cetera, is that the  
13 most successful zones will be those that have  
14 institutions that have capacity capital and  
15 community standing to leverage private sector  
16 equity.

17 And as you're going forward, either as  
18 individual HBCUs or as a consortium of HBCUs,  
19 happy to talk further about how do you create an  
20 institutional mechanism that is the gift that  
21 keeps on giving.

22 So you're not just doing a whole

1 series of transactions, but you're creating a  
2 system that can basically self-generate.

3 Those are the main slides. If you go  
4 -- if you skip one slide to the left, What This  
5 Means for HBCUs, I really think that you're  
6 creating a norm of operations, and it could be  
7 one of the HBCUs becomes the first mover or  
8 consortium.

9 But I think the investment prospectus  
10 is the right place to start. Yes, you want to  
11 focus on national capital, but you fundamentally  
12 want to focus on local capital, local debt, local  
13 wealth, local subsidy. That's how most of these  
14 markets are going to be created.

15 You should be the platform for  
16 collaboration across multiple sectors. And you  
17 know, get to the deal. This is not a report.  
18 These are action strategies.

19 The more specificity and the more  
20 concreteness, the better. So I'll just stop  
21 there and, you know, look forward to any more  
22 comments and, more importantly, how I can be



1 helpful to you all going forward.

2 CHAIR TAYLOR: Thank you so much. One  
3 question, and then if you could let me know,  
4 I'll document who wants to.

5 One of the big questions that came up  
6 at our last meeting is, what do you do if you're  
7 not actually located in an opportunity zone. I  
8 was trying to get at that earlier because some of  
9 -- about half of our schools are -- some of them  
10 are very close to them, if not in them.

11 But how do you suggest members of our  
12 community who aren't physically located in an  
13 opportunity zone participate?

14 MR. KATZ: Well, to a large extent,  
15 what we're doing is identifying investment  
16 propositions that then require this mix of debt,  
17 subsidy, and equity.

18 And you know, the opportunity zone is  
19 not a program. It's just one part of the capital  
20 stack.

21 So if you're looking at a grocery deal  
22 around -- you know, because it was raised about

1 the paucity of retail opportunities, let's say,  
2 around many HBCUs.

3 And they're looking at a grocery deal  
4 in an opportunity zone versus a grocery deal in a  
5 non-opportunity zone. It's just going to affect  
6 the capital stack, right? It's going to affect  
7 the kind of market equity that gets attracted to  
8 the deal.

9 So I would go through the same  
10 exercise, really, of unveiling your competitive  
11 assets, identifying particular transactions,  
12 doing the math on what it takes to get a deal  
13 actually done.

14 The only thing we'll change between an  
15 opportunity zone and a non-opportunity zone will  
16 probably be the interest of certain capital  
17 sources.

18 So I think what we're describing here  
19 should become -- an investment prospectus should  
20 be a ubiquitous tool, whether you're in an  
21 opportunity zone or not.

22 CHAIR TAYLOR: Mr. Justice -- Board

1 Member Justice.

2 MR. JUSTICE: Great presentation. This  
3 has sparked lots of thoughts and ideas in my  
4 mind, and I want to reflect back on Harold  
5 Martin's earlier comments on the failure of a  
6 zone and an economic development in light of some  
7 of the things that are said here.

8 Seems that the operative word here is  
9 not opportunity but opportunities, plural, that  
10 these partnerships create a number of  
11 opportunities, and not only for the schools, but  
12 the schools are now going to need to adjust their  
13 norms so they can empower others' interest and  
14 opportunities for the investment within that  
15 area.

16 In other words, the comment earlier  
17 about maybe our schools of business and  
18 management can empower our students to be  
19 participants and start businesses in these boot  
20 camps, these innovation areas, those type of  
21 opportunities, those are the kind of things I  
22 would love to see us agenda for our external

1 meeting.

2 In Literal Time, he talks about  
3 models. Those models, really, how do we adapt to  
4 encourage that multiple level investment because  
5 it's going to be attracted by profit and the  
6 opportunity for people to make a return on their  
7 investment in there. And it means that we need  
8 to adapt to encourage it, not just take advantage  
9 of it for the schools.

10 CHAIR TAYLOR: President Ellis.

11 MR. ELLIS: Yes. I wanted to ask a  
12 question more so about the flow of capital.

13 You mentioned investment prospectuses,  
14 but also what I didn't really hear is a lot of  
15 comments about opportunity zone funds.

16 So how does the capital really get to  
17 the potential investments? And then what  
18 particular role do you see the HBCUs playing in  
19 helping to serve as catalyst for that capital to  
20 get to those investment projects?

21 And particularly, if you see  
22 opportunities for those of us that have community

1 development corporations to use, those community  
2 development corporations to be that catalyst.

3 MR. KATZ: Well, I think what you're  
4 going to have is a continuum here. There's going  
5 to be a lot of opportunity funds that are  
6 organized as single purpose transactions.  
7 Someone has the capital gains. They want to do  
8 another real estate deal. They organize their  
9 own fund. That's completely permissible under  
10 the law.

11 I think where HBCUs fit in -- I'll  
12 just give you an example that might bring this to  
13 a head.

14 So Erie, Pennsylvania, hard hit  
15 industrial city in the northwest of Pennsylvania,  
16 basically does an investment prospectus.

17 They have eight opportunity zones in  
18 their city. The most intriguing one is in their  
19 downtown, their central business district, which  
20 is boarded by a major hospital system, again a  
21 university, and the Erie Insurance Company.

22 So here's what's happened. The Erie

1 Insurance Company has made an investment in a  
2 downtown development corporation, a patient  
3 investment, patient capital. They're not looking  
4 for returns.

5 That downtown development corporation  
6 then has gone out and acquired properties in the  
7 central downtown, historic properties that  
8 basically front in historic square.

9 The Erie Insurance Company has then  
10 put together an opportunity zone fund to invest  
11 in the renovation of those properties and  
12 populating those properties with small businesses  
13 of multiple sorts.

14 So what you're seeing in Erie is  
15 essentially an iterative process: a prospectus  
16 gets created both for the city as a whole and for  
17 the downtown zone in particular; patient capital  
18 from Erie Insurance and other philanthropy  
19 basically strengthens a local intermediary, an  
20 institution, a development corporation; and then  
21 opportunity zones get formed -- opportunity funds  
22 get formed as investment propositions become more

1 concrete.

2           So I -- in a way, what you're doing  
3 is, in some respects, following that model,  
4 right? You're creating the market, particularly  
5 for local capital or for national capital that's  
6 highly motivated.

7           And I'll just leave you with this  
8 thought. I think opportunity zones are unveiling  
9 a network of black investors, black  
10 entrepreneurs, black developers, black  
11 professionals, and black-oriented universities.

12           And we're beginning a series of  
13 gatherings in Oakland, in Atlanta, in  
14 Philadelphia, perhaps even in Tulsa, Oklahoma,  
15 around the country, networks of these  
16 minority-oriented businesses and investors  
17 because this network doesn't exist right now in  
18 the United States in any kind of structured or  
19 coherent way.

20           I would highly recommend that you  
21 think about the HBCUs being a platform for  
22 gathering, cohering, stewarding networks in your

1 communities and your states. And that will begin  
2 to show even more potential for bringing socially  
3 motivated capital into communities.

4 CHAIR TAYLOR: And so we're next going  
5 to go to Dr. Hawkins. But I do want to make a  
6 point on that.

7 The Erie Insurance, we've actually  
8 studied that at SHRM very closely, that example,  
9 and so I would tell you, while all of that's  
10 great, this is the opportunity to go to some of  
11 these major companies in your markets who have  
12 all these capital gains because Erie Insurance  
13 Company set up its own fund. They funded it  
14 because they had all these capital gains.

15 So instead of having, you know, a  
16 local corporation buy a \$10,000 table to one of  
17 our dinners, say, got it, what we really want you  
18 to do is give us a \$10 million opportunity fund  
19 investment.

20 Now, we're going to have to do all of  
21 the stuff that we talked about. You've got to  
22 have a prospectus, to their point, because you've



1 got to say what they would invest in.

2 But I don't think -- you know, if I'm  
3 in Atlanta, I'm going to Delta right now. You  
4 all got a lot of capital gains. Let's figure out  
5 how you can put together a fund and look  
6 specifically at our community's interest.

7 So in addition to wealthy individuals,  
8 I mean, you've got to be really wealthy to have a  
9 whole bunch of capital gains problems, right?

10 You could go to these major  
11 corporations who sit in your markets as well and  
12 appeal to them from a goodwill, a social,  
13 corporate social responsibility perspective and  
14 say it's patient capital and this is a return to  
15 the community.

16 So you're still going to make your  
17 money. You're going to be able to -- you win  
18 almost automatically because you don't have to  
19 pay taxes on all this money.

20 And you begin making that case to  
21 them. But I don't think we should at all forget  
22 that the real opportunity, who is that major

1 employer, not necessarily individual, but that  
2 major company in your market, maybe not so in the  
3 smallest markets, but who have capital gains that  
4 they need to address.

5 So Dr. Hawkins.

6 DR. HAWKINS: Okay. Yeah, Billy  
7 Hawkins from Talladega College.

8 We have had a contractor to come to  
9 us. He's identified an old yarn mill, as you all  
10 know that, you know, years ago many of those  
11 companies went out of business. And so it's  
12 about a block from our campus, large piece of  
13 property.

14 This contractor's gone as far as to go  
15 to his architect and has drawn up this, you know,  
16 this beautiful drawing connecting it to our  
17 campus, dormitory, retail, et cetera.

18 And has gone as far as identifying  
19 investors to bring them aboard to go with the  
20 zone.

21 We happen to be one of those campuses  
22 that the opportunity zone is on the edge of our

1 campus, not on our campus. So what -- it looks  
2 very good.

3 And I had UNCF staff to look at it,  
4 and then there was -- the question mark came up,  
5 10 years down the road, you know, based on this  
6 particular situation, it could be a debt service  
7 there.

8 I say that to say that our small  
9 institutions -- and I currently chair in 37 UNCF  
10 institutions --- So we've got to be very careful  
11 because we're already, many of our institutions,  
12 dealing with accreditation issues and how that  
13 looks in your financial books. And I say that  
14 specifically as an evaluator and one who's gone  
15 out and looking at finances of our small  
16 institutions.

17 And so we've got to be aware of that  
18 as well so that when this -- you know, if we move  
19 forward, that it clearly benefits the  
20 institution. But we've got to be conscious of  
21 how that package is put together and how it reads  
22 out, especially to our accrediting agencies.

1                   And so when we do meet -- I say that  
2                   to say that we've got to make sure that when this  
3                   is laid out that various models are presented so  
4                   that our institutions will be able to identify,  
5                   you know, which of these models would, you know,  
6                   best fit their institution because every  
7                   institution is different.

8                   But our small, you know, privates,  
9                   enrollment-driven institutions have got to be  
10                  very, very careful, you know, entering into some  
11                  of these deals.

12                 CHAIR TAYLOR: And we're going to  
13                 address that. Now, we have Mr. Katz, he has to  
14                 leave -- hard stop in about two minutes.

15                 MR. KATZ: Yeah.

16                 CHAIR TAYLOR: So any questions  
17                 specifically for Mr. Katz? Mr. -- Dr. Grigsby,  
18                 you're now, and then Dr. Martin, if you have any  
19                 -- now, we're going to have a lot of -- we have  
20                 another 30 minutes or so to have comments, so if  
21                 it's not a -- if it's a question to him, ask it.

22                 MR. GRIGSBY: Thank you, Mr. Taylor.

1                   I think I heard you say earlier about  
2 future steps in terms of additional work that  
3 we'll be doing.

4                   I think it's clear that all of us have  
5 -- are very intrigued by the whole concept of  
6 opportunity zones.

7                   One of the ways that this body I think  
8 could be very helpful is to look at some real  
9 live models that understand the fact that the  
10 HBCU community is not a monolithic community and  
11 models that can deal with large urban, can deal  
12 with rural, can deal with public-private kinds of  
13 issues that emerge as well as the identification  
14 and attraction of capital, et cetera.

15                   Those kinds of hands-on models I think  
16 would be most helpful and beneficial, again,  
17 taking into account the varying degrees of  
18 expertise that are on our campuses, that we're  
19 somewhat much more advanced than others in that  
20 regard.

21                   I think that would be a real benefit  
22 from our work together.

1 CHAIR TAYLOR: Will do.

2 Dr. Martin, did you have a question --  
3 anyone have a question for Mr. Katz as he's  
4 departing? We'll continue discussion, if not.

5 Mr. Katz, thank you so much for making  
6 yourself available this morning. It's kind of  
7 hard to do a presentation when everybody else is  
8 here and you're not.

9 But you've done a phenomenal job, and  
10 thank you for your advanced work. We'll be in  
11 touch -- maybe we can even see you at the  
12 upcoming convening.

13 MR. KATZ: Well, thanks again for the  
14 opportunity to speak, and I think you've got  
15 great potential here to set the market both for  
16 your own universities and frankly for the country  
17 as a whole.

18 So I look forward to working with you.

19 CHAIR TAYLOR: Thank you.

20 So we're now going to open -- thank  
21 you, again.

22 We're going to open the floor. Our

1 other two presenters, Scott Turner and Ja'Ron  
2 Smith are en route, so we're going to keep this  
3 going right now to now have the commentary that  
4 you might have.

5 I'd like to kick it off -- it's  
6 interesting. I think there is also a role for  
7 us. And Dr. Martin's comments -- Chancellor  
8 Martin's comments are spot on.

9 There's also an advocacy role for us  
10 here. We've got to hold these -- you have to  
11 make sure the developers don't come in and take  
12 advantage of these communities and, you know, we  
13 wake up 10 years from now and say we know what  
14 happened here. There was a further transfer of  
15 wealth that went from wealthy people to wealthy  
16 people and we were just kind of used in the  
17 process.

18 Now, I'm not one who does victim very  
19 well, so the fact of the matter is that's why  
20 we're convening at the -- this is brand new.

21 Even the community -- the majority of  
22 community doesn't know how this works. It's a

1 brand new product, so it is incumbent upon us to  
2 become quickly educated and then call out when an  
3 investor is trying to go into the market and  
4 further exploit the market without putting  
5 anything into the -- and that's where I think our  
6 advocacy groups can play a role.

7           So there's a financial role, but you  
8 know, I don't mean to suggest public shaming, but  
9 if someone comes in and puts substandard rental  
10 property, you know, student dorms on the east  
11 side of Greensboro and then puts Taj Mahals on  
12 the other side of Greensboro, all of which is in  
13 the opportunity zone, someone needs to call that  
14 out.

15           We won't be able to do that if we  
16 weren't at the table when they were making those  
17 decisions, though. So you can't in hindsight say  
18 I can't believe you all did that if you weren't  
19 in the meeting.

20           So that -- it is critical for us to  
21 get in there right now while they're having this  
22 meeting.



1           Let's open the floor for commentary  
2 from the Board. And again, everything that  
3 you're saying we're capturing. And Emily and my  
4 team -- I've got a whole bunch of SHRM people  
5 here because they're going to be -- all the SHRM  
6 folks here, we're going to design a heck of a  
7 program for you all in, you know, within the next  
8 six to eight weeks, and they're capturing all of  
9 this.

10           So any of your thoughts right now,  
11 tell us so that this is absolutely what you want  
12 when you get here and not what we want.

13           MR. HOLIFIELD: I want to connect with  
14 the -- Dr. Hawkins's point. And it doesn't  
15 diminish the other areas of opportunity. But  
16 there, I believe, and we need a deeper  
17 exploration in roles, additional roles that more  
18 explicitly align with what the institutions do to  
19 prepare talent, to actually take advantage of the  
20 opportunities that are being created in the  
21 opportunity zone.

22           So it's not just about equity and

1 debt. It is about training. It is about  
2 ecosystem building. It's about program  
3 development.

4 So there are roles where our  
5 institutions should be able to attract additional  
6 resources and support that can also be used to  
7 strengthen the opportunity zones.

8 So we're not in one bucket. We should  
9 be looking at all of the continuum of  
10 opportunities.

11 MR. JUSTICE: And I think the  
12 strongest place we have it is in our --

13 CHAIR TAYLOR: This is Mr. Justice  
14 speaking --

15 MR. JUSTICE: -- academic.

16 CHAIR TAYLOR: -- for the record.

17 MR. JUSTICE: Yeah, Nick Justice.  
18 It's in our academic portfolio. And that is a  
19 strength that is worth dollars.

20 CHAIR TAYLOR: Mr. Clark?

21 MR. CLARK: One of the things that we  
22 have in South Carolina -- and I'm sure it exists

1 in other places -- is a mechanism whereby  
2 individuals of significant network and who have a  
3 tax liability to the state, can transfer a  
4 certain amount of that liability for -- to go  
5 towards innovation initiatives based on the  
6 efforts by the South Carolina Research Authority  
7 and the SC Launch Initiative for helping startup  
8 companies.

9 As I was thinking that we'll maybe  
10 talking on the high net worth side, some of the  
11 same individuals -- and I was wondering if anyone  
12 knows whether or not it's possible to -- I'll use  
13 the word commingle, but to leverage the same  
14 people, or is this something that must stand, you  
15 know, alone?

16 I don't -- I haven't sorted out in my  
17 head how it might be, but I was -- I wanted to  
18 make sure in my head that we don't have a  
19 conflict.

20 But you know, when you're trying to go  
21 to the same people and there are mechanisms in  
22 place that they might be investing in -- might

1 they be able to -- if they can afford it, invest  
2 in both without there being a conflict based on  
3 the way this was set up.

4 CHAIR TAYLOR: So that's a question.  
5 Gosh, I'm sad Mr. Katz is gone, but we're going  
6 to --

7 (Simultaneous speaking.)

8 CHAIR TAYLOR: I don't know. But what  
9 I will say is we should get some finance, some  
10 tax experts there because you better believe  
11 they're trying to double trip -- triple dip.  
12 They're going to try and find and participate.  
13 It's all -- it's not tax avoidance. It's tax  
14 planning.

15 And so to get --

16 (Laughter.)

17 CHAIR TAYLOR: That's what they do,  
18 and I was one of those lawyers at one time. So  
19 there are creative ways to do that, and I'm sure  
20 there are very smart people at figuring out how  
21 to do it.

22 Yes, Dr. Johnson.

1 DR. JOHNSON: I was just going to say  
2 that it's also important to take this opportunity  
3 and to break it up into pieces.

4 Like I talked about the capital stack.  
5 Nick talked about how you can actually look at  
6 adopting your organization to what is actually  
7 going on in the opportunity zones in your  
8 community or nearby.

9 The idea is that the word opportunity  
10 applies to all aspects of what the -- our  
11 institutions are doing. And so if we look at it  
12 from a very broad perspective, there may be a  
13 place here where you actually have a strong  
14 innovation and entrepreneurship center and you  
15 have students who are actually generating  
16 investable ideas and those investable ideas can  
17 be attractive to the investors in their  
18 community.

19 And so it's really, to take a broad  
20 perspective of how you can actually participate  
21 and benefit because this is essentially the way  
22 capitalism works. It's looking at the

1 opportunity that's going to give the best return  
2 and not necessarily the opportunity that you may  
3 prefer to have.

4 And so I just think it's very, very  
5 important to have that as a framing mechanism for  
6 a discussion, future discussion.

7 MR. CLARK: Just a very quick  
8 question. At the last meeting, we talked about  
9 the adjacent spaces as Dr. Hawkins just mentioned  
10 in his case.

11 And we have a similar situation where  
12 it's -- there's a street that divides us. And  
13 so, and I know it was brought up at the last  
14 meeting, did we get any clarity into the -- you  
15 know, in any affinity mechanisms or opportunities  
16 for adjacent -- the impact of being right there?  
17 You can almost touch it.

18 CHAIR TAYLOR: So that's one of the  
19 things that we're going to address. I was trying  
20 to get him to do it today a couple of times, but  
21 we're going to come back and give a specific  
22 answer about how to deal with that.

1                   Ja'Ron and Scott Turner are coming.  
2           I think they are -- they're probably not  
3           opportunity zone experts in the traditional  
4           sense, and so we're going to get the people who  
5           are being creative about how to do it including  
6           potentially opening satellite offices that get  
7           you into a zone.

8                   I mean, there's some -- I know of some  
9           -- I've already heard of some very creative ways  
10          that some folks are doing to get themselves into  
11          opportunities -- opportunity zones who aren't in  
12          opportunity zones, and we just have to learn what  
13          those opportunities are and play on it.

14                   Dr. Dawkins, you're next.

15                   DR. DAWKINS: Yeah. Well, you just  
16          reminded me that we really need to look at a lot  
17          of different models.

18                   And one of the things that we have as  
19          a strength among the HBCUs is that many of us are  
20          in the same cities. Okay?

21                   For example, a strong opportunity  
22          exists for St. Aug's, Shaw, and North Carolina

1 Central, particularly Shaw and St. Aug's, they're  
2 right downtown Raleigh.

3 In Greensboro, Martin mentioned that  
4 Bennett and North Carolina A&T were within two  
5 minutes of downtown Greensboro. Okay?

6 And then you can go on and on about  
7 other schools. And though some of the schools  
8 are not downtown, they're within 50 miles radius  
9 of each other, like Jarvis, Wiley, Texas, and  
10 Southern Shreveport.

11 They are -- I was just recently in  
12 that area and noticed, oh my goodness, they're  
13 within 50 miles of each other.

14 And so there are many ways that we can  
15 group our institutions as we prepare a  
16 prospectus.

17 The other thing, going back to St. Aug  
18 and Shaw and with Nick at North Carolina State,  
19 we need to also look at opportunities with  
20 existing institutions. Okay? It just doesn't  
21 have to be with an HBCU. We can also collaborate  
22 with other institutions in the area to strengthen



1 our opportunity zones.

2 CHAIR TAYLOR: It's a really -- and  
3 just before our guests are coming in, one other  
4 thing that I think we oftentimes do in this  
5 community is we separate public and private  
6 institutions.

7 And the fact of the matter is much of  
8 this is going to be driven by the state elected  
9 officials, and they have a vested interest in  
10 making sure that these state institutions are  
11 successful.

12 So if they're -- you know, at the end  
13 of the day, North Carolina A&T is going to get  
14 some preferential treatment, North Carolina  
15 Central, because it's their institution at the  
16 end of the day.

17 So if you -- if this idea that somehow  
18 the privates can -- the UNCF privates can pull  
19 away and not -- those TMCF public institutions,  
20 which are larger and are the ones that the states  
21 are already invested in -- if you don't partner  
22 with them, you're going -- what they may do is

1 find a -- we may end up competing with each  
2 other, by the way.

3 And likely the state schools are going  
4 to win because they're already invested in by the  
5 state. So we have got to pull down these walls  
6 of public versus private. We're further dividing  
7 the community that's already only 101 schools,  
8 right?

9 So I think we just all need to figure  
10 out how we work together without breaking this  
11 down by turf and all the territory, again,  
12 because we're going to -- I'm telling you, I know  
13 how this works out.

14 The State of North Carolina is  
15 invested in those. 5 of those 10 institutions  
16 are state institutions, and they're going to make  
17 sure they work --

18 MS. DAWKINS: Five are private.

19 CHAIR TAYLOR: Five are private, five  
20 are state, but the state's interest is where they  
21 dumped a lot of money already.

22 Shreveport, you talk about that group

1 of institutions there, State of Louisiana needs  
2 to get its own return on its investment in the  
3 state institutions.

4 So let's just make sure we keep that  
5 in mind and not break into territories real quick  
6 or tribes because then that'll create more  
7 problems for us down the road.

8 We have our guests here. Guys, we  
9 have 15 minutes, so we thank you for coming.

10 It's -- for the folks on the phone, I  
11 should introduce that we have Scott Turner, who  
12 is executive director of the White House  
13 Opportunity and Revitalization Council who we  
14 heard from yesterday, and of course, Ja'Ron Smith  
15 who introduced the president, Office of American  
16 Innovation, deputy assistant to the president of  
17 the United States.

18 Did I get that right? I'm sure I  
19 screw up titles all the time.

20 I'm sorry?

21 So folks are saying they need a break.  
22 But what I got to do is with only 15 minutes

1 later, I need you to kind of squeeze a little  
2 bit. I need these guys to -- they were supposed  
3 to lead this, and of course, they're just getting  
4 in.

5 Major announcement I'm understanding  
6 today, several 911, a lot going on.

7 So gentlemen, if I could give you --  
8 we've heard from both of you at our last meeting,  
9 so if you could give us an update and fill us in,  
10 we've got about 15 minutes and I'm hearing bio  
11 break and lunch, so we've got to move.

12 MR. SMITH: Sure. Thanks so much, and  
13 we appreciate your patience. Our schedule is  
14 kind of crazy to manage at times. And appreciate  
15 the flexibility of the PBA to allow for us to  
16 address them on these important issues.

17 As you heard yesterday in the  
18 president's speech -- and both Scott and I was a  
19 part of that speech -- there is a lot of momentum  
20 for the White House to continue our partnership  
21 with HBCUs in two very significant ways, one  
22 being using our convening power and working with

1 state governors to figure out a strategic plan  
2 for the HBCUs that are in opportunity zones.

3 And the second being a follow up from  
4 what maybe OSTP came here to talk about, about  
5 research and development dollars going into some  
6 of these schools that are at HBCUs.

7 And so we want to kind of give that  
8 update that that is off to a great start. We are  
9 actually looking in November to start doing some  
10 of those convenings. We would love to be on the  
11 road with Johnathan Holifield and work directly  
12 with the PBA on a strategy on what makes the most  
13 sense, you know, who we should invite to the  
14 table.

15 We certainly want to hit a good  
16 cluster of institutions over the next 7 to 10  
17 months, but we don't want to do that in a vacuum.  
18 We want to partner directly with this advisory  
19 council in concert with the White House  
20 Opportunity and Revitalization Council because we  
21 think that shared partnership with the intent of  
22 what we mention -- we wrote the White House

1 executive order for revitalization. We mentioned  
2 HBCUs.

3 So it's always the intent for there to  
4 be a joint collaboration through the Council and  
5 through the Board and through the executive  
6 director of the HBCU initiative.

7 And so we just want to be able to  
8 formalize that with a strategic plan and being  
9 able to present that plan maybe at the next PBA  
10 meeting just to inform the public who also want  
11 to participate because there's no monopoly on  
12 ideas.

13 So Scott has to take off really quick,  
14 but thought it'd be important for him to give  
15 some feedback on what he's hearing from the  
16 ground.

17 He's been to a couple different cities  
18 that have partnered with schools and higher  
19 education to do revitalization work around  
20 opportunity zones and he can probably give you  
21 some thoughts just to think about as we figure  
22 out what our strategic plan should be with these

1 institutions.

2 CHAIR TAYLOR: And just before you  
3 jump in, so that you're aware, we've got already  
4 our first public-private partnership. The  
5 Society for Human Resource Management is going to  
6 host a convening of HBCUs to do a real deep dive  
7 on opportunity zones, and we're bringing in  
8 experts, tax people, deal people, funders, et  
9 cetera.

10 So we're going to be doing that within  
11 the next six weeks, right, SHRM folks, and paying  
12 for it. So to be clear, we are already doing  
13 that.

14 And what you all are describing as  
15 going into the markets, we're bringing them here  
16 to do it at a very, very sort of serious level so  
17 that they have at least the information so that  
18 when you show up in November they have a working  
19 knowledge of how these work and they've been  
20 introduced to the funders.

21 MR. SMITH: And that's perfect timing  
22 for that because then that's the time we can have

1 a direct strategy and we can follow up right off  
2 the bat and have a plan put together when we hit  
3 the ground.

4 So thanks so much for your leadership.  
5 Thank you.

6 MR. TURNER: And thank you, Ja'Ron,  
7 and thank you, Mr. Taylor. And that's very  
8 exciting to hear.

9 The one thing I did want to mention,  
10 and we talked about this in our meeting the other  
11 day here at the conference, is that when we go on  
12 the cities' tours in the various cities that we  
13 visit, we will make sure that as we convene in  
14 those areas that the representatives of HBCUs  
15 will know that we're there and you are welcome,  
16 as per the executive order.

17 And we've had HBCUs at different  
18 meetings that we've had, and so we will make sure  
19 that Johnathan and others has that list as we go  
20 about the country and building those partnerships  
21 as Ja'Ron spoke of earlier.

22 I have seen that to be very beneficial



1 and fruitful from a university standpoint,  
2 partnering and collaborating with cities,  
3 economic development corporations, private  
4 business, private developers.

5 I've seen that in a couple places, a  
6 few places around the country, in Arizona, in  
7 Birmingham, Alabama and others, and so I want to  
8 encourage that. As you think about and as you  
9 ideate together about having those type of  
10 partnerships in the city with the localities, the  
11 mayors, even the commissioners, state leaders,  
12 developers, business and future business owners,  
13 and maybe economic development corporations or  
14 commerce departments inside of that state as the  
15 university being the anchor institution, if you  
16 will, as it is already because I've seen those  
17 partnerships bear much fruit early on in this  
18 emerging market that we have in opportunity  
19 zones.

20 So I wanted to encourage that, but I  
21 also want to encourage you that -- to continue to  
22 step by step to keep going and that you're on the

1 right path because this is, as we've said so many  
2 times, though it is a new tool, it is a tool that  
3 can have tremendous impact, and HBCUs are very,  
4 very important in the success and really just the  
5 long-term sustainability of these initiatives.

6 And thank you for having Ja'Ron and I  
7 today. Thank you for always having us and making  
8 us feel at home because whenever we step on the  
9 stage and come to these meetings, we always feel  
10 so good that we can share in this time with you.

11 So really appreciate that and look  
12 forward to seeing you all again.

13 CHAIR TAYLOR: Thank you.

14 MR. SMITH: Can I make one more --

15 CHAIR TAYLOR: Please.

16 MR. SMITH: -- thought, too?

17 Just something to think about, too, as  
18 we're putting together these strategic actions.  
19 I want you all to think about, you know, what  
20 problem are we trying to solve, you know. And  
21 that's how you have to look at opportunity zones.

22 I don't want to paint all our

1 institutions with a broad brush, but each  
2 institutions has -- have specific needs that not  
3 only help the institution but help the community  
4 that surrounds it. And those needs may differ.  
5 And that's what's going to guide our strategy.

6           You know, what problem are we trying  
7 to solve in that specific community, how can we  
8 leverage opportunity zones to solve that problem.  
9 And then that's where it's helpful for us because  
10 at the end of the day, this is about outcomes.  
11 You know, what can we transform, what can we  
12 revitalize. It can't just be all talk. It has  
13 to be about the outcomes we can actually deliver,  
14 so.

15           CHAIR TAYLOR: Thank you.

16           Any other comments for our guests?

17           Thank you for coming by.

18           Listen, one other thing as we prepare  
19 for lunch is a word I haven't heard a lot of. I  
20 happen to be on the president's advisory board on  
21 the future of work, essentially, I think it's  
22 called. I don't know what the name of the -- I'm

1 on enough of these darn boards.

2 But one of the things that I don't --  
3 we're not talking about enough is jobs, job  
4 creation, because one of the things that could  
5 occur is they could make investments in our  
6 community that don't put people to work.

7 There's some pretty significant  
8 investments. You can spend \$10 million in the  
9 market and while the people are building the  
10 building, construction and folks are working, but  
11 when it's done, that's the gift that stops  
12 giving.

13 And so we have to keep in mind that I  
14 think as you think about what we have is our kids  
15 need to have opportunities upon graduation to  
16 remain in our communities and have good jobs, not  
17 just jobs, but good jobs.

18 So as we think about what our  
19 strengths are, part of the strength is creating a  
20 community where people have work. And so that's  
21 something that we're going to focus on from a  
22 SHRM perspective is, you know, we -- our members,

1 300,000 of them, want to move companies.

2 I was just sharing with someone the  
3 other day that when you think about why Amazon  
4 chose northern Virginia to expand its business,  
5 most of its focus was on do they have a steady  
6 supply of really talented people. And if they  
7 didn't, no matter how cheap the land was, no  
8 matter how good the deal was, they could not grow  
9 their business without an access pipeline of  
10 strong talent.

11 That's literally P-K through 16 and  
12 along the way. We just saw the other day Amazon  
13 announced they're hiring 30,000 people, 30,000  
14 and they said from entry-level sort of packers to  
15 I think the thing said architects and engineers,  
16 et cetera making six figures. It's running the  
17 gamut.

18 So I hope that as we think about what  
19 businesses we're going to bring in, it's not just  
20 what's good for the school but what's good for  
21 our students and our alumni so that we actually  
22 do revitalize the community.

1           A ton of cash could go into a  
2 community but the community not be revitalized in  
3 the long run.

4           Any other comments before we break?

5           And I don't know, should -- do we --  
6 I don't know, Madam Federal Official, do we take  
7 those at the -- if we have comments on the phone,  
8 is that taken at the end of the meeting?

9           MS. FRANKLIN: The comments, are we  
10 talking about from our speaker?

11          CHAIR TAYLOR: No, from folks who  
12 might -- the public comments, anyone who is --

13          MS. FRANKLIN: Public comments can  
14 only be taken at the public comment session.

15          CHAIR TAYLOR: Okay.

16          So we'll handle that then. We're  
17 going to -- I'll have her tell us how long the  
18 break is and where the food is and all that good  
19 stuff.

20          But we need to be prompt, right back  
21 on time because many of you have flights and some  
22 of you have specific other meetings to go to

1 post. So I want to keep us on time, and we're  
2 actually a little bit ahead, so this is -- God is  
3 good.

4 MS. FRANKLIN: This is wonderful.  
5 This is wonderful.

6 So lunch for the Board -- this is  
7 lunch for the Board. It's provided next door in  
8 Renaissance A. Again, that's lunch for the Board  
9 members, unfortunately, you know.

10 And then for those, Johnny, what time  
11 would you like for everyone to reconvene so that  
12 gallery can be back?

13 CHAIR TAYLOR: Okay.

14 It is now, according to my watch,  
15 about 11:20. And so if we could be back at 12:00  
16 noon. Does that work?

17 MS. FRANKLIN: So that's 12:00 noon.  
18 We'll reconvene right here. And again, for next  
19 door, Renaissance A.

20 CHAIR TAYLOR: Okay. Thank you.

21 (Whereupon, the above-entitled matter  
22 went off the record at 11:22 a.m. and resumed at

1 12:05 p.m.)

2 CHAIR TAYLOR: We will officially  
3 reconvene our meeting. Thank you for -- Ms.  
4 Franklin, for a wonderful lunch, a great room for  
5 us all together.

6 It's 12:06. For the record, we are  
7 reconvening at 12:06. I knew you all would be a  
8 little bit late, which is why I said 12:00.  
9 We've got to manage.

10 So we're now going to have some --  
11 several presentations. We have guests here.  
12 We're going to have a brief overview at the  
13 beginning of the Federal HBCU Competitiveness  
14 Strategy framework and our initial impressions.

15 Again, in terms of a role, our  
16 executive director here is going to review it  
17 with us and it's our job to kind of push, tug,  
18 question, et cetera, and make sure this reflects  
19 something that we, as a board, can get behind.  
20 And so that'll be the first order of business.

21 And then I'll introduce each of our  
22 other guests as they come about. So see two



1 people at the table and those on the phone  
2 observing, Ms. Shieh and Dr. -- I don't know if  
3 it was Dr. Shieh or Ms. Shieh. Dr. Shieh, I want  
4 to make sure I get it right -- and Dr.  
5 Alkisswani. I'm going to get it right.

6 She was just in my office the other  
7 day. We spent the better part of what was  
8 supposed to be a 45-minute for like two hours.  
9 We had a good time. She came to visit me at the  
10 SHRM office this past week, so lots to go on.  
11 But we're going to start with our executive  
12 director and overview of the Federal HBCU  
13 Competitiveness Strategy.

14 MR. HOLIFIELD: Yes, Dr. Alkisswani  
15 does have that effect on people, I tell you.  
16 Thank you very much.

17 Johnathan Holifield, White House  
18 Initiative on HBCUs.

19 One of the things -- actually a  
20 breakthrough, one we've had, part of my role when  
21 you hear the description that the initiative has  
22 moved back into the White House where it belongs,

1 I serve on the Domestic Policy Council.

2 Domestic Policy Council is the policy  
3 making instrument or mechanism within the  
4 presidential administration and the Executive  
5 Office of the President.

6 And typically, the tool we use for  
7 making policy, presidential policy, is called a  
8 policy coordinating committee. It's an  
9 interagency process on all kinds of topics.

10 I've served on them in the past, and  
11 we were successful in making the case to the  
12 President's most senior advisors and the director  
13 of the Domestic Policy Council for the need to  
14 convene around this notion of a federal strategy  
15 around HBCU competitiveness.

16 This, we think, is important because  
17 one of my early interactions with one of our  
18 members here, Chancellor Martin, and we had a  
19 dynamic discussion, to say the least, and he  
20 pressed hard -- and I didn't have a good answer.  
21 And essentially it was, oh, Eddie McCann, or Les  
22 -- what is it, Les McCann and Eddie Harris'

1 Compared to What?

2 And I didn't have a good answer, and  
3 I knew I didn't. You know, I put on my best tap  
4 dancing shoes and we had a good dialogue but I  
5 couldn't bring it on because I didn't have  
6 anything to bring on.

7 (Off mic comments.)

8 MR. HOLIFIELD: Yes, I did.

9 But the point is, if we're able to  
10 develop a way, a process that can be effectively  
11 deployed in all the various agencies that can  
12 impact our institutions and within that, that  
13 actually establish real goals that we can measure  
14 against, we think it will be a step forward.

15 Folks, this is not magic. This is not  
16 magic. But we do believe it has the potential to  
17 put us on a better trajectory.

18 I'll just give you an outline of a few  
19 things to think about and think -- yes.

20 CHAIR TAYLOR: I just want to  
21 interrupt one second. For the record, we have a  
22 -- one of our members has joined the Board. When

1 we took roll call, we didn't reflect that we had  
2 Dr. Breaux from Bowie State University, a member  
3 of the Board, in the room because we have -- we  
4 need to keep the record straight and also the  
5 listing will be --

6 MR. HOLIFIELD: Thank you. Thank you.

7 CHAIR TAYLOR: Sorry to interrupt.

8 MR. HOLIFIELD: No, that's -- that was  
9 the most important thing.

10 So when we think about what we're  
11 describing, a couple things to keep in mind, we  
12 believe to successfully implement the President's  
13 executive order we need to take this  
14 unprecedented step to actually develop a strategy  
15 to expand HBCUs' overall education and economic  
16 impact on the nation.

17 The overarching expectation is to  
18 strengthen the roll of these institutions in  
19 sustaining and increasing our competitiveness and  
20 improving standards of living for the students  
21 and communities they serve, competing better,  
22 improving standards of living.

1           Overarching draft goal is this: to  
2           improve the conditions under which HBCUs compete  
3           for top federal and non-federal public and  
4           private sector opportunities improving the  
5           conditions under which we compete.

6           We have identified four broad  
7           strategies in support of that overall goal. One,  
8           cultivate within the federal structure an  
9           ecosystem, an HBCU competitiveness ecosystem  
10          empowered by the White House Initiative on HBCUs  
11          to serve largely in the capacity we have served  
12          but in a more clear and defined way as the hub,  
13          facilitator, connector, intermediary of that  
14          broader federal ecosystem.

15          You heard from our earlier  
16          descriptions from Bruce Katz about the importance  
17          of that intermediary function. We who wake up  
18          every day creating better conditions to allow our  
19          desired impact to occur.

20          Secondly, position federal agencies to  
21          perform the kind of high-leverage interactions  
22          within their agency that support the ecosystem.

1           We use language like high-leverage and  
2 we define it. Essentially high-leverage are  
3 specific things that can impact multiple  
4 objectives, or a big thing that's one objective,  
5 either multiple or its magnitude is so tremendous  
6 that it's a single thrust and that makes it high  
7 leverage.

8           So think about how agencies could  
9 begin to think more creatively about if we do X,  
10 boy, that impacts Y, Z, and A, and B, and those  
11 are the kinds of actions we're looking for.

12           Third, improve federal agency, and  
13 this is directly from our friend, Dr. Martin,  
14 improve federal agency competitiveness processes,  
15 activities, opportunity exploration, and  
16 sustained implementation.

17           Why are they important? Because you  
18 guys know many times our institutions are  
19 relegated to the coffin corner of opportunity  
20 when the entire playing field is available.

21           But there hasn't been an explicit  
22 expectation that opportunity exploration extend

1 beyond the customary.

2 We believe that if we make that  
3 expectation explicit and start to ask the kinds  
4 of questions that force that exploration outside  
5 of the customary activities, that we'll get  
6 stronger agency plans.

7 And finally, or fourth, finally,  
8 strengthen federal agency HBCU competitiveness  
9 strategic planning, goaling, metrics, and  
10 reporting requirements, again, with a nod to my  
11 friend from Greensboro.

12 You raised the right points. They  
13 were valid, and these are informed by my  
14 experiences in the field as well. This is not a  
15 magic approach.

16 But we think if we can improve the  
17 process and what we expect the agencies to do, we  
18 ultimately will have better quality plans and  
19 actually have things to which we can hold  
20 agencies accountable as well.

21 Think about it as an agglomeration.  
22 We're not developing the answers in this process.

1 We're actually developing a process for agencies  
2 to get to the answers and aggregate it together  
3 or agglomerate it together. That is the federal  
4 strategy. So that's what we're undertaking.

5 A couple more things, areas of focus:  
6 education, promoting HBCU student achievement,  
7 fostering educational excellence, and  
8 institutional development in preparation for  
9 global competitiveness while ensuring equal  
10 access. Frankly, that is the Department of  
11 Education's mission.

12 Information and communication  
13 technology and broadband, ensuring the  
14 availability, access, adoption of ICT in general  
15 and broadband specifically to ensure the  
16 competitiveness of HBCUs further enabling them to  
17 perform as anchor institutions for their host  
18 communities.

19 We heard about anchor institutions,  
20 again, from Bruce Katz earlier today.

21 Third, human capital, workforce,  
22 career development, maximizing programs,



1 initiatives, and public-private partnerships in  
2 the broad areas of workforce development and  
3 career development.

4 Fourth, economic development and  
5 competitiveness, helping HBCUs provide economic  
6 experiences to students and the communities they  
7 serve that can improve standards of living,  
8 including public-private partnerships, access to  
9 relevant data, research, funding opportunities,  
10 capacity building and technical assistance, et  
11 cetera.

12 Fifth, the academic research  
13 enterprise, increasing the competitiveness and  
14 capabilities of HBCU undergraduate students,  
15 graduate students, post docs, early career  
16 faculty by increasing their awareness of and  
17 ability to compete for opportunities in the U.S.  
18 academic research enterprise.

19 And we kind of have a catchall other,  
20 which we define as supplementary, and these are a  
21 diverse array of good opportunity areas within  
22 our federal agencies that might advance HBCU

1 competitiveness: arts, culture, humanities,  
2 healthcare, campus safety and resilience,  
3 environmental, aviation, transportation, et  
4 cetera, just good stuff that doesn't neatly fit  
5 in these broad categories but we'd like our  
6 institutions to successfully compete for those  
7 opportunities as well.

8 We are under where -- within right  
9 now, our interagency process through the PCC and  
10 for a few minutes I'd just like to dialogue --  
11 certainly want to have a chance for our guests to  
12 have a robust discussion as well, but however is  
13 your preference.

14 Do you want to get all other  
15 presentations out before we kind of dialogue or  
16 --

17 CHAIR TAYLOR: No. I'd like for this  
18 portion, so we don't --

19 MR. HOLIFIELD: Absolutely.

20 CHAIR TAYLOR: -- break them up, I'd  
21 like us to now take some time to talk about any  
22 -- you know, thoughts about --

1 MR. HOLIFIELD: Perspectives

2 CHAIR TAYLOR: -- you know, thoughts  
3 about -- that's right, yes.

4 MR. CLARK: First off, please supply  
5 a handout at your earliest convenience. Because  
6 I'm trying to scribble notes fast here, and it's  
7 a lot easier --

8 MR. HOLIFIELD: Yeah, that's a -- yes.

9 CHAIR TAYLOR: And this is Dr. Clark  
10 --

11 MR. CLARK: James Clark from SC State.

12 CHAIR TAYLOR: President Clark, South  
13 Carolina State.

14 MR. HOLIFIELD: And the clearance  
15 process is extensive. We thought about that.  
16 And I even -- that's on me. We just need to get  
17 it out. Thank you.

18 MR. CLARK: No, no. Whenever. At your  
19 convenience.

20 CHAIR TAYLOR: Will do. Because I  
21 couldn't write fast enough --

22 MR. HOLIFIELD: I know. I know. I

1 know.

2 CHAIR TAYLOR: I was scribbling -- it  
3 was a lot of words.

4 MR. CLARK: I finally gave up --

5 CHAIR TAYLOR: I cheated because I  
6 could look to my right to see, you know, what is  
7 he saying? But other than -- yes, Mr. Justice.

8 MR. JUSTICE: Nick Justice.

9 A lot of the discussion we had this  
10 morning is us struggling to understand these  
11 opportunities, right, and start to kind of  
12 quantify things that are more actionable.

13 And I just wanted to share with you  
14 where the government has started standing these  
15 public-private partnerships up was -- I ran one  
16 of the very first national manufacturing  
17 institutes.

18 I'll tell you what kind of opportunity  
19 it is. We built road maps for technology  
20 development. We never could build road maps for  
21 business opportunity. It -- because you can't  
22 see it coming, number one.

1 I'm going to take advantage of it  
2 before I tell you about it because I'm going to  
3 make the profit on it. And I literally have  
4 tracked money in my state because I owe my  
5 governor and my legislature and my academic  
6 leaders feedback on how much this was worth to  
7 us.

8 And I can tell you a \$70 million  
9 investment in power electronics within the State  
10 of North Carolina in less than five years has  
11 developed over \$1.25 billion return.

12 Most of that came from an opportunity  
13 where a company was going to divest itself of a  
14 major business. And when they saw the  
15 opportunity that was being developed, they did a  
16 180 degree, divested their main profit center and  
17 invested that capital into the future.

18 And so the Triangle is getting a \$1  
19 billion investment in power electronics. It  
20 resulted in this.

21 So my thoughts is about our workshop  
22 is we look not to specific quantifiable

1 achievements but setting conditions for success,  
2 number one.

3 Number two, look at the opportunities  
4 over time in a road map fashion -- is there will  
5 be immediate things that you'll see and that'll  
6 be the investment, the buildings, the housing or  
7 construction opportunities.

8 But really, you're shaping yourself  
9 for the future at the academic portfolio with  
10 your students and your programs to teach the  
11 future, to train the workforce of the future, to  
12 take advantage of leading your communities in new  
13 opportunities.

14 And I was thinking about that over --  
15 sitting there at lunch that we're not going to  
16 define every dot at the end of a sentence or  
17 cross every T in this. What we're doing is  
18 setting conditions to exploit the future.

19 MR. CLARK: On that -- James Clark,  
20 again.

21 Words breadth and depth came to mind  
22 in earlier discussion. As the agencies have

1 extensively more resources than we do, they  
2 obviously have more insight and understanding as  
3 to their opportunities and their needs, far  
4 beyond what we would ever know, you know, at any  
5 time.

6           So I think one of the metrics that  
7 needs to be put in place at a global level needs  
8 to be one that insists on a level of depth -- in  
9 other words, a significant investment -- but also  
10 a second metric about breadth.

11           In other words -- and I use the word  
12 forcing or incentivizing or motivating the  
13 agencies to make the rounds.

14           And so it's not good for an agency to  
15 make all of its investments in one place but for  
16 agencies to have -- to get rewarded, I'll say,  
17 for having 80 or 90 percent coverage of the HBCUs  
18 because if you're not -- if we're not careful,  
19 it's very easy, having been on the other side of  
20 the fence, to say okay, I'm just going to put all  
21 my time at XYZ university.

22           I know someone there, they've got

1 something that I have, I'm going to put all my  
2 marbles there, and I'm going to get the box  
3 checked, and I don't make the rounds, I don't  
4 talk to anybody else, I don't discover what  
5 opportunities might be at other places.

6 Now, that's not to take away from the  
7 depth part. Okay? We want that because those  
8 places that have expertise, we need to be able to  
9 compete with anybody to go as deep as possible.  
10 But we must make sure that we're making the  
11 rounds because I know -- when I -- with my other  
12 hat on, I know what I would normally do.

13 CHAIR TAYLOR: It's efficient.

14 MR. CLARK: Yeah.

15 CHAIR TAYLOR: Dr. Hawkins.

16 DR. HAWKINS: Mr. Chairman, can  
17 someone define for me -- I just want to be clear  
18 -- when we talk about the infrastructure, are we  
19 talking about agencies working with our  
20 institutions, are we talking about the real  
21 estate on our campuses? Is that all in -- let --

22 CHAIR TAYLOR: That --



1 DR. HAWKINS: I want to finish my  
2 statement, but just --

3 MR. HOLIFIELD: Okay.

4 DR. HAWKINS: -- I want to --

5 MR. HOLIFIELD: Very quickly, let's  
6 make sure we separate the earlier discussion from  
7 this discussion. This is focused on how the  
8 Federal Government and federal agencies plan and  
9 implement HBCU strategy, et cetera. That's what  
10 this -- what I'm talking about now.

11 DR. HAWKINS: So you're saying their  
12 strategies in terms of working with our --

13 MR. HOLIFIELD: Yes, which largely  
14 reflect historically just about every executive  
15 order, but we haven't had the kind of structure,  
16 expectations, and depth of planning that we'd  
17 like to see.

18 DR. HAWKINS: Okay. So -- Okay. I'm  
19 good.

20 Now, I've been a president 18 and a  
21 half years. And 18 and a half years, we've been  
22 discussing this. And Johnny knows what I'm

1 talking about.

2 We've had meetings scheduled, agencies  
3 -- and Harold Martin, he knows what I'm talking  
4 about -- and the agencies show up and the  
5 discussion is supposed to be about how can we  
6 better work with the HBCUs getting their  
7 resources, getting funding, you know, winning the  
8 procurement competitions, et cetera.

9 Eighteen years later, we're still  
10 talking about the same subject. So if we're  
11 going to -- this board, if we're really going to  
12 drill down on this, okay, we've got to drill all  
13 the way down, okay, and build a new foundation so  
14 that we can grow moving forward and actually see  
15 things happen because if -- when I go out to  
16 presidents and get their -- try to get their  
17 buy-in and all they say to us or will say to me  
18 and probably these other presidents that, you  
19 know, we've heard this story before. Okay?

20 So all I'm saying is that, ladies and  
21 gentlemen, you know, if we're going to take this  
22 on, let's take this on to the point that we can

1 see some results.

2 (Off mic comments.)

3 CHAIR TAYLOR: Hello. There you go.  
4 Okay. Let's make sure our mics are on, including  
5 me.

6 Johnny Taylor, and we're going to have  
7 President Clark and then Dr. Johnson.

8 But here's -- I'm going to throw out  
9 something because it's -- you and I were thinking  
10 exactly the same thing. Is there an argument,  
11 Johnathan, that maybe we should pick two or three  
12 agencies and go deep the ones -- as opposed to  
13 trying to tackle 32?

14 I tell you that when I was a CEO of  
15 Thurgood Marshall College Fund, we were running  
16 all over the place, some at NASA, some here,  
17 trying to make it. And I realized there were two  
18 departments I was going to get a lot of money  
19 from, and I just put deep, deep partnership --  
20 put deep resources into those agencies where  
21 there was buy-in from the top, and where,  
22 frankly, we had the capacity to serve them

1 because there were some agencies out there that  
2 would all say the right thing. We'd show up, but  
3 we didn't have the capacity.

4 It wasn't a knock on us. It just  
5 wasn't what we did as a group of institutions.

6 So might there be some value -- I get  
7 the big picture federal strategy, but what if we  
8 said there are two agencies, three, four, pick a  
9 number, where we can go really deep and then  
10 match HBCU capacity, understanding that we're not  
11 monolithic, there are small schools, there are  
12 big schools, there are some -- and everybody --  
13 but really get deep and so as opposed to a broad  
14 32-agency approach, two or three, because I  
15 agree.

16 Dr. Hawkins will tell you, when I go  
17 out and talk to presidents, their like eyes roll  
18 in the back of their head. They're like, I'm not  
19 going to any more of those freaking convenings  
20 where you tell me about the federal agency and  
21 nothing comes of it. They become frustrated.

22 So I just throw it out as an idea. So

1 in order, Dr. Clark.

2 MR. HOLIFIELD: Hold on. I have to  
3 address these or I'll miss my opportunity.

4 (Off mic comments.)

5 MR. HOLIFIELD: Your points are  
6 well-taken. When I arrived in this seat, there  
7 was nothing. So what we are trying to do is  
8 build the exact capacity that you're describing.

9 I'm not sure how we got to 2019  
10 without this. How is that possible? So the gap  
11 that you describe is a longstanding gap that  
12 precedes your 18 years as a president and  
13 probably goes back to the earliest of the  
14 executive orders. So this is exactly the thing  
15 we're trying to address.

16 Keep in mind, the approach is to  
17 develop the right expectations of agencies  
18 because they have not had expectations. It's  
19 been develop an HBCU plan. They have been uneven  
20 at depth.

21 UNIDENTIFIED MALE: I don't agree with  
22 that.

1                   MR. HOLIFIELD: Well, that's what the  
2 executive order --

3                   UNIDENTIFIED MALE: I'll -- I'll --

4                   MR. HOLIFIELD: Sir, I am taking you  
5 to the executive orders and what those directions  
6 have been explicitly. And that's what the  
7 current executive order says.

8                   And there's no context for what those  
9 plans should contain. And that's where we have  
10 an opportunity to build in the kinds of things  
11 that you describe.

12                  CHAIR TAYLOR: So I want to hear all  
13 the -- so good response. Okay.

14                  MR. CLARK: This ties in with his. I  
15 try to keep things --

16                  CHAIR TAYLOR: This is James Clark.

17                  MR. CLARK: James Clark.

18                  CHAIR TAYLOR: I'm going to do it for  
19 you, man.

20                  MR. CLARK: Dashboards and score  
21 cards, that's how these executives run these  
22 operations. We need to just put up some simple

1 dashboard -- and every time we meet, every time  
2 we look at the agency -- now, whether we have a  
3 list of 30 or 3, we know -- the score card is the  
4 things that we think are important, jointly, and  
5 the dashboard is showing how they are progressing  
6 against it.

7           So back to my depth and breadth, you  
8 know, if you're -- you know, how much money have  
9 you put in HBCUs. How many HBCUs are you working  
10 with and what's the name of the projects?

11           It can be just that simple because,  
12 with all due respect, if we -- we can spend the  
13 next five years talking about developing a plan,  
14 but let me tell you, if you tell any one of those  
15 agency heads you must have five HBCUs working  
16 with you by the next time they meet, they won't  
17 get it done. Okay?

18           And if you say one percent of your  
19 budget or a tenth of a percent of your budget or  
20 one one-thousandths of a percent of your budget  
21 needs to have found a good place to go by the --  
22 in six months, they will find a way to do it

1 without spending a lot of time playing.

2 Now, if you say develop plans, oh, I  
3 mean, I'm sure they are great at spending a lot  
4 of time developing the world's greatest, most  
5 robust, longest number of pages, plans, and we  
6 will be meeting again and meeting again and then  
7 -- now, the other flip side of that is to hold us  
8 accountable, okay, because I've been coming to  
9 some of these meetings and I've been telling  
10 folks back at home, hey, you know, the agencies  
11 are ready, the agencies are ready, we need to be  
12 engaged, we need to be getting engaged.

13 But I will just tell you, we're not  
14 doing our part, either because there's not that  
15 part of traction that I know. If I go to this  
16 agency they are looking at this and they are  
17 waiting for me to be there and now it's on me.

18 And if we put those kind of things up  
19 before us, it will force action on both sides.

20 CHAIR TAYLOR: So Dr. Johnson.

21 DR. JOHNSON: Yeah. I think that it's  
22 both. I mean, but the -- you do need to have a



1 governing plan or overarching framework. And  
2 then from there you need to have implementation  
3 plan.

4 And so now the way in which Johnathan  
5 has talked about the implementation plan probably  
6 needs additional guidance, okay, because I've had  
7 the experience of working, first off, from the  
8 standpoint of the Federal Government spend.

9 Most of the spend is in contracts, not  
10 research. And -- but and most of our  
11 institutions, with a few exceptions, big ones,  
12 I'm sure, A&T is one of them, that has a  
13 structure to handle contracts.

14 Most -- all of the higher education  
15 institutions use fund accounting. But for  
16 contracts, you need to have cost or contract  
17 accounting. That means you've got to actually  
18 have money in your budget to actually have  
19 someone brought onboard.

20 Then there needs to be some way, in  
21 terms of the -- back to Dr. Clark's point about  
22 scorecards and dashboards, there needs to be some

1 way in the agency for there to be a watchdog.

2 I engaged a major contractor, federal  
3 contractor that assigned to us an IDIQ,  
4 indefinite delivery, indefinite quantity contract  
5 -- and because what happened was that their  
6 person who is responsible for interacting with  
7 the institution had no control over the engineers  
8 who were still going to the same places and doing  
9 the same thing, even though in the contract that  
10 they have with the Federal Government there was  
11 an incentive clause.

12 So there has to be some -- you know,  
13 so the actual implementation strategy has got to  
14 deal with the gnarly issues associated with how  
15 do you connect.

16 You know, when a space ship is sent to  
17 the International Space Station, they have to --  
18 the speed has got to be right, right? The  
19 angle's got to be right in order for them to  
20 dock. If not, they miss each other. And that  
21 space station is going around at 10,000 miles per  
22 hour. Okay?

1                   And so they miss each other if they  
2                   don't get that right. And so we have to have the  
3                   net phase and implementation strategy. And you  
4                   can actually provide some guidance there or have  
5                   a clear way to review what it is that they are  
6                   presenting back so that you know that you can  
7                   make that connection.

8                   CHAIR TAYLOR: Dr. Breaux?

9                   DR. BREAUX: I'd like to make a few  
10                  points. One is what I've heard here today is a  
11                  framework from which we can work.

12                 MR. HOLIFIELD: That's it.

13                 DR. BREAUX: And many of us around  
14                 this table, we're used to having a plan. You  
15                 have to have a plan to know where you're going,  
16                 and I think you're provided a good framework from  
17                 which we can work.

18                 I wasn't here 19 years ago. I'm one  
19                 of the newbies. I'm in my third year of my  
20                 presidency.

21                 And what I would venture to guess is  
22                 that you didn't have the same technology 19 years

1 ago that we have today.

2 Many of our organizations are also  
3 used to doing dashboards, are used to collecting  
4 data. We're preparing students around big data.

5 We should be able to gather the data,  
6 do a dashboard, and be able to say are we  
7 measuring up to the framework that you've  
8 provided.

9 I heard, and with all due respect, Mr.  
10 Chairman, you mentioned about drilling down just  
11 three or four, whatever the number is.

12 I fear that we can get stuck with just  
13 trying the rest of the year, trying to figure out  
14 whether it's five or it's six because we're such  
15 different institutions, and that's just  
16 institutions around this table. There are 100 --  
17 over 100 out there. I would not want us to spend  
18 more time trying to figure out which institutions  
19 we should be measuring.

20 So I would rather -- we look at the  
21 full picture, create the dashboards, use the  
22 framework, and then begin working. And I hear

1 the frustration. I'm hearing it around this  
2 table. I've heard it out there as I travel.

3 And I do think it's real. We need to  
4 address that. And part of that can be done with  
5 communication.

6 Here today we have a framework, but  
7 let's put it out there. Let's begin to determine  
8 what we're going to assess. Let's measure it and  
9 then communicate to the larger constituents.  
10 It's broader than this group here.

11 And that's the environment we're all  
12 used to working, and we have accreditors. They  
13 want a plan. They want to know are we living up  
14 to the plan, how are we measuring it, and then  
15 communicating it out, and then closing the  
16 feedback loop, and making sure that we take in  
17 information and approve upon it.

18 But we've got to start now moving  
19 forward. Again, I would prefer that we not try  
20 to zero in on just a few of the organizations  
21 because there are opportunities across the board  
22 that we've been missing out on and we need to

1 know where they are and how we can all move  
2 together as HBCUs together.

3 CHAIR TAYLOR: Okay. So in order,  
4 President Hawkins, Mr. Grigsby -- Dr. Grigsby,  
5 and Dr. Dawkins. Make sure that you all are --

6 DR. HAWKINS: One thing, Mr. Chairman,  
7 and all due respect to my colleagues, I still  
8 maintain 18 years ago when some of your were  
9 presidents, have sat in your seat, have addressed  
10 the same issue -- and I'll call one up, okay, Dr.  
11 William Harvey. Okay. He's been president 43  
12 years.

13 Okay. If he was sitting here today,  
14 I assure you that he would echo what I've put on  
15 the table. Accountability sounds good, and  
16 certainly the planning and, you know -- and  
17 Johnny, you've laid out in terms of how we can  
18 begin to attack this.

19 But we have got to put some serious  
20 teeth in this if we're going to head down this  
21 road with all this planning, et cetera, in terms  
22 of accountability with these agencies because it

1 really comes down to stiff accountability.

2 With all these HBCU initiatives and  
3 these various departments, we've been saying for  
4 years. And this Board will leave and then a new  
5 Board will come in and they will be still talking  
6 about the same accountability.

7 (Off mic comments.)

8 DR. HAWKINS: No, no. Let me -- yes?

9 DR. BREAUX: Point of clarification.  
10 When you say accountability, are you --

11 CHAIR TAYLOR: Dr. Breaux, we have to  
12 speak for the record -- tell them who's speaking.

13 DR. BREAUX: This is Anita Breaux.

14 When you said accountability, are you  
15 seeing differently than what -- I thought you  
16 were referencing was -- we would address that  
17 with the dashboards. Are you seeing that as  
18 different?

19 DR. HAWKINS: No. I'm not saying it  
20 different. Okay? I am agreeing with you.

21 DR. BREAUX: Oh. Okay. Just thank  
22 you.

1 DR. HAWKINS: On accountability.

2 DR. BREAUX: Thank you.

3 DR. HAWKINS: But all I'm saying is if  
4 we're going to -- if that's the direction we  
5 decide that we're going, okay, we better make  
6 sure that we have stiff accountability.

7 And I'll give an example. I'm working  
8 with one of the agencies right now. And I've had  
9 a wonderful partnership to the point that this  
10 agency reaches out to us and say, you know, we're  
11 getting close to the end, if you need additional  
12 funding to get to the end, this is when  
13 construction is going on campus, let us know  
14 because we're getting close to the end of fiscal  
15 year so we can do something about that.

16 That's a true partnership and working  
17 relationship. And all I'm saying is that that's  
18 where we have to get to with these agencies. But  
19 if -- as we build this out, you know, without  
20 some stiff accountability -- certainly they hear  
21 it from a chairman, they hear it from the  
22 executive director.



1           And when those points are made clear  
2           that you're not going to back off because this is  
3           where we're going, then I believe that we can get  
4           somewhere. But we can't just roll out some broad  
5           expectation because they'll sit on it, so.

6           MR. HOLIFIELD: And Dr. Hawkins,  
7           that's what it has been. I think we might be  
8           trying to get to the same place through different  
9           roads and even different language.

10           That's the point. They're -- it's  
11           just been agency plans. I can tell you they're  
12           all over the place and uneven, and many of them  
13           have our institutions stuck in a narrow band of  
14           opportunity and never quite get to the best  
15           opportunities. That's what we're working to  
16           build with all -- with what you're saying. We're  
17           aligned.

18           We're trying to get there, and we need  
19           your help.

20           MR. GRIGSBY: Well, let me --

21           CHAIR TAYLOR: Mr. Grigsby.

22           MR. GRIGSBY: Marshall Grigsby.

1           I don't want to sound like a broken  
2 record, and I don't want to rehash the past. I  
3 think I'm unique in the sense that I have the  
4 privilege of writing the PAB report a number of  
5 years ago, so I had the opportunity to look  
6 deeply at plans and the like.

7           And one of the glaring omissions that  
8 I certainly see Johnathan trying to address is  
9 the fact that there ought to be, at least from  
10 this body, a recommendation of suggesting of what  
11 the consequences are for agencies that do not  
12 develop adequate relationships with HBCUs.

13           And those relationships can be in the  
14 area of grants, contracts, internships, faculty  
15 exchanges, a host of things. But there ought to  
16 be appropriate relationships, and those that  
17 don't, there ought to be consequences because  
18 without that, then the likelihood of things  
19 moving to the level that you want them to move,  
20 Johnathan, are greatly reduced.

21           CHAIR TAYLOR: And Dr. Dawkins.

22           DR. DAWKINS: Yes.

1           First off, I want to say I've been in  
2 higher education a long time and have -- we've  
3 been exposed to many, many different  
4 opportunities.

5           From my experience as a person that  
6 writes grants and have received grants is that  
7 sometimes even on our campuses we don't have a  
8 capacity to respond.

9           And so I think we need to speak to  
10 that, and we need to figure out how do we build  
11 capacity to respond to an opportunity to write a  
12 grant.

13           In many of our schools, and even some  
14 -- in some of the public schools, we don't have  
15 the number of faculty that can respond to every  
16 opportunity there is.

17           But yet, I'm just like a mentor. I do  
18 not want us to say we're only going to go after  
19 three or five because the others of us can  
20 benefit from the different ones that are out  
21 there.

22           And then if we go after three or five,

1       who? And so we don't want to do that. So really  
2       it boils down to providing the capacity for our  
3       institutions back to infrastructure. We need  
4       human infrastructure to help us go through these.

5               We know the Federal Government offers  
6       grant workshops. There's been a number offered  
7       since we've been here, but we don't have enough  
8       people to send them to all the workshops. But  
9       how do you come to our campuses to help us write  
10      these grants, build the infrastructure, provide  
11      some guidance?

12             CHAIR TAYLOR: So we're going to have  
13      one last questions because we have guests here,  
14      and I've got to keep us -- luckily we started a  
15      little early and we made up some time.

16             But so just to set the framework here,  
17      we're going to have the opportunity to go into  
18      this deeper. I don't want to disrespect the time  
19      of the people who've come here to present to  
20      other areas.

21             So this is obviously a hot button  
22      issue, and what you're beginning to see if people

1 who have done this for a long time and then  
2 people who are new at it and the answer is  
3 somewhere between everybody has -- and it depends  
4 upon the size of your institution.

5           There's a lot -- there's no perfect  
6 answer, but I think we should learn from each  
7 other because there are people who've been  
8 through this for a long time and they'll tell you  
9 while there may not have been a particular  
10 framework, different frameworks.

11           And we've threatened agencies and  
12 we've raised hell with presidents. We've had  
13 friendly presidents who've said you must do this.  
14 You've showed me the report that you wrote back  
15 in like 1992 or something. We -- a lot of this  
16 stuff that you all think is new, it's been there.  
17 It's just -- you can call it something different,  
18 you can -- whatever.

19           But that's where some of the cynical,  
20 more jaded perspective because they've seen  
21 frameworks, they've seen plans, they've seen it.  
22 So we're going to talk about that in a second.

1 I just want to get a -- and that's not  
2 at all -- don't read that as a knocking. This is  
3 this Board's job to --

4 MR. HOLIFIELD: I just want to ask for  
5 them to send me those examples so they can inform  
6 the process. That's what I'm interested in.

7 CHAIR TAYLOR: Yeah, we'll get that.  
8 Absolutely.

9 So without -- and I'm going to go  
10 back. I know that I had Dr. Johnson, and I know  
11 that Dr. Hawkins wanted one -- let me just knock  
12 these two out very quickly, and then I promise  
13 I'm going to get -- and I'm going to make up  
14 time, ladies. You and I will be cut short. This  
15 won't be a replay of my -- I made up my meeting,  
16 didn't I?

17 Okay. Dr. Johnson.

18 DR. JOHNSON: Well, I was going to say  
19 that, you know, 19, 20 years ago, there were a  
20 lot of things that were happening then that are  
21 actually not happening now.

22 We have to really understand that the

1 thought process -- and again, I'm thinking about  
2 contracts because that's where the money is.

3 Okay?

4 That the thought process of the  
5 federal -- of the companies that actually do most  
6 of the work for the Federal Government is really  
7 different from the thought process that most  
8 academic institutions have.

9 When they do their strategic plan,  
10 they calculate KPIs just like higher education.  
11 But they also calculate KRIs, key risk  
12 indicators. Okay? And that's how they establish  
13 the accountability in their organization.

14 So if someone is new, and they can't  
15 parameterize whether there is going to be a late  
16 delivery, which cascades through their  
17 organization, then they're going to go in a  
18 different direction.

19 So what has to happen is that there  
20 has to be an education on this side in terms of  
21 the language and the thought process, and then  
22 there has to be implementation strategies that

1 take into account those kinds of structures.

2 So -- but you have to have a  
3 framework. The framework is like the law. Okay?  
4 It's like the road system.

5 Then you then lay out a navigation to  
6 where you're going to go. And so I just think  
7 that that's really important, otherwise you will  
8 be, like Billy Hawkins said, you'll be sitting  
9 here 20 years from now talking about the same  
10 stuff. But you can't get there if you don't have  
11 the framework, if you don't have the road, the  
12 network. And that's really important.

13 CHAIR TAYLOR: Absolutely.

14 DR. HAWKINS: Mr. Chairman, once you  
15 get --

16 CHAIR TAYLOR: Yes.

17 DR. HAWKINS: Once you get the  
18 framework, okay, then we've got to make sure that  
19 we have the Dr. Leonard Haynes and he can round  
20 off a number of focus -- if there's one agency  
21 that has responded positively working with our  
22 schools, Department of Education.



1                   And so you go back to the Lenny Dawson  
2                   (phonetic) and -- I mean, you can just go down  
3                   the line because -- and to pick up the phone, Dr.  
4                   Haynes, da, da, da, da, and you get a response.

5                   So I think we've got to look for --  
6                   certainly we'll look for guidance from Dr. Haynes  
7                   and some others in terms of how it has worked in  
8                   the Department of Education over the years  
9                   because -- pick the phone up.

10                  So if we look at these other agencies,  
11                  okay, we need some Dr. Hayneses because we can do  
12                  the framework but you're still going to need that  
13                  human element, Okay, that's going to be able to  
14                  push those buttons, you know, like a Dr. Leonard  
15                  Haynes.

16                  CHAIR TAYLOR: And so what I want to  
17                  -- because I want to get -- yeah, we're going to  
18                  get back to this.

19                  But I say, one thing, Dr. Breaux, it's  
20                  really important, when I said two or three, it  
21                  wasn't for the entire sector. It is Tougaloo --  
22                  I don't know if Tougaloo is in the room, I know

1 Talladega, but Tougaloo can't go after 32  
2 agencies. That's the point is figuring out what  
3 your university's capabilities are and the you  
4 focus.

5 The point is, I think some of us have  
6 done a shotgun approach to thinking you can go do  
7 this with 32 agencies, and you can't.

8 Your university has strengths. First  
9 of all, just take person power. Notice that, I  
10 didn't say manpower.

11 It takes person power, human beings,  
12 and you can't do it. So my point was not that we  
13 as a collective decide that HBCUs are only going  
14 to deal with three agencies. It is that each one  
15 of these institutions, once the framework is set  
16 up, each one of these institutions have got to be  
17 -- that's why I used the example of TMC.

18 If we focused on three agencies where  
19 we knew we had a chance of being successful and  
20 can develop deep relationships, that's really the  
21 point.

22 I just wanted, as a point of

1 clarification, not to say that the sector should  
2 only deal -- because there are 32 agencies. We  
3 as taxpayers support them all. And so therefore,  
4 we should be able to participate in them all.

5 So that's why your framework is  
6 critical.

7 MR. HOLIFIELD: Ten seconds.

8 CHAIR TAYLOR: Okay, ten.

9 MR. HOLIFIELD: Dr. Hawkins, you're  
10 absolutely right. The Department of Education is  
11 the overwhelming funder of our institutions or  
12 investor in our institutions. It has done  
13 historically a pretty darn good job.

14 But even in the Department -- and  
15 we're beginning to have better discussions within  
16 the Department. It's largely a couple of areas,  
17 not all of the areas of opportunity within the  
18 Department.

19 So even where we may have a good  
20 relationship, we're still not quite playing the  
21 whole field.

22 So good stuff, appreciate you.

1 CHAIR TAYLOR: All right.

2 So Dr. Shieh, thank you for coming.

3 And you see how this is as active as the last  
4 session was.

5 DR. SHIEH: Yes. Yeah.

6 CHAIR TAYLOR: Yeah.

7 DR. SHIEH: And I hope that I'll -- I  
8 don't want to steal too much extra time, but I do  
9 have a hard stop. But I really want to hear --  
10 what I'm here mostly for is to get your  
11 perspectives and hopefully Johnathan will be able  
12 to share my contact information with all of you  
13 as well in case we don't get to everything.

14 But I've heard a lot of -- I'm -- a  
15 lot of really good, interesting discussions and a  
16 few points that I want to actually just pick up  
17 on.

18 You know, one is specifically the need  
19 for that person power to maintain these  
20 relationships, right, and being strategic about  
21 what your individual institution has, where you  
22 have your strengths and what the needs are from a

1 particular agency, but beyond the Federal  
2 Government and the needs there.

3           Were all of you present for Dr.  
4 Droegemeier's presentation yesterday on research  
5 competitiveness?

6           MR. HOLIFIELD: There were a few there  
7 I know that participated, but not all. But they  
8 do have Dr. Droegemeier's presentation. I sent  
9 it out. I'm not sure. We've been here, so.

10           DR. SHIEH: Yes.

11           (Simultaneous speaking.)

12           DR. SHIEH: -- anybody has actually  
13 talked about it.

14           So I guess first maybe I should  
15 actually introduce myself. I'm Jennifer Shieh.  
16 I'm the assistant director for entrepreneurship  
17 at the White House Office of Science and  
18 Technology Policy.

19           So of course we -- you know, naturally  
20 we focus on science and technology policy and  
21 primarily working with all of the science  
22 research agencies.

1                   And so there are multiple  
2 administration priorities. When we think about  
3 HBCU competitiveness, first off, what I want to  
4 say is when we think about HBCU competitiveness  
5 and the -- what do we mean by competitiveness, in  
6 my mind, it's making sure that HBCUs are included  
7 in the fact that in order for the U.S. to  
8 maintain global competitiveness we are making use  
9 of incorporating and including all of the talent  
10 and the assets that we have invested in as a  
11 Federal Government, as taxpayers.

12                   And so if we are not including  
13 everybody in the efforts that we're making to  
14 advance the industries of the future, if we're  
15 not including everybody in all of the  
16 institutions that we make investments into where  
17 -- that have infrastructure, right -- and again,  
18 from my point of view, I'm all thinking about  
19 science and technology research infrastructure.

20                   But if we don't have every piece  
21 connected, then we are going to lose the global  
22 competitiveness game. And so this is imperative

1 because we -- the United States does not have the  
2 size and doesn't have the philosophy of having  
3 state-sponsored companies.

4 And so how do we maintain our edge is  
5 by making sure that we are including everybody  
6 across the entire country. So just that's the  
7 framework that I am working from.

8 And so there are a number of different  
9 administration priorities and efforts happening  
10 that really require some integration, right, and  
11 like cooperation and coordinated effort to make  
12 sure that all of these different pieces are  
13 actually fitting together.

14 And so I know that you've all heard a  
15 great deal about the opportunity zone tax  
16 incentive, so I'm not going to talk about that  
17 other than to say that that is one piece. Right?

18 There's also the National Council for  
19 the American Worker. And so the administration's  
20 priority and focus on ensuring the American  
21 workforce and, again, thinking about workforce  
22 very broadly and from the science and technology

1 perspective when we talk about workforce and if  
2 you look at, for example, our -- the federal  
3 strategic five-year STEM education strategic  
4 plan, when we talk about workforce, we're not  
5 solely focused on the Ph.D. trained scientists  
6 and engineers.

7 Obviously that is a critical piece  
8 that we do think about, but we want to make sure  
9 that the conversation is also including, for  
10 example, the skilled technical workforce, that it  
11 also includes the broader population that should  
12 be STEM enabled.

13 When we think about the jobs of the  
14 future, science, technology, engineering, and  
15 math are going to be a necessary and critical  
16 part of it.

17 And so how do we think about STEM  
18 education in that context where it's not only  
19 focused on a few individuals that are  
20 professionally trained scientists and engineers?

21 And so we talk -- and the other --  
22 obviously the HBCU competitiveness policy



1 coordination committee is another piece of this  
2 that, again, we want to make sure is part  
3 overall.

4 And then I wanted to end with the one  
5 that I focus on every day, which is the  
6 President's management agenda was released last  
7 March. And within it are 14 high-level  
8 cross-agency priorities.

9 There are things addressing, for  
10 example, improvements in government contracting  
11 and thinking about the federal workforce and IT  
12 modernization.

13 One of the mission-focused  
14 cross-agency priorities is ensuring that we  
15 improve the transfer of federally funded research  
16 and development from lab to market.

17 So when we think about the \$150  
18 billion that are invested every year in research  
19 and development, how do we make sure that that  
20 research isn't just staying as discoveries in the  
21 lab but actually makes it out into the  
22 marketplace?

1           And again, this is where we really  
2 think about the talent that's needed to unlock  
3 all of those discoveries that are in research  
4 laboratories and the importance of ensuring that  
5 we create an inclusive innovation ecosystem.

6           And I appreciate that, you know -- I  
7 wasn't there, but I hear that there were a number  
8 of discussions about ecosystems, right, and how  
9 all of the different players come into this.

10          And so I didn't bring handouts, but if  
11 you go to performance.gov -- and talking about  
12 dashboards - on performance.gov, all of these --  
13 the President's management agenda, cross-agency  
14 priorities are listed there including this  
15 lab-to-market effort.

16          And for lab-to-market, you know, we  
17 are thinking quite broadly about how we set the  
18 conditions to inspire and support science --  
19 R&D-based innovation and entrepreneurship.

20          And so within that, I also want to  
21 point out sort of OSTP, the Office of Science and  
22 Technology Policy, what efforts that we've made.

1           So I referred to Dr. Droegemeier,  
2           who's the director of OSTP, the science advisor  
3           to the President, proposed efforts to enhance the  
4           research competitiveness for HBCUs.

5           And if you'll also note other  
6           documents to reference, last Friday, I think it  
7           was right before Labor Day, the fiscal year '21  
8           R&D budget priorities memo went out -- August  
9           30th, on August 30th.

10          So you can find this on OSTP's  
11          website. You can go to [ostp.gov](http://ostp.gov). And in that  
12          research budget priorities memo, specifically  
13          HBCUs were called out there.

14          And again, I -- you know, and part of  
15          it was also in the -- there's a cross-cutting  
16          agency actions to take in supporting multisector  
17          partnerships.

18          And so there it's supporting  
19          partnerships that enhance HBCU research  
20          competitiveness. And I also want to say that,  
21          you know, part of the overall lab-to-market  
22          effort and thinking about partnerships and how we

1 ensure there is a good partnership is  
2 understanding both -- what the value is to both  
3 sides, both parties, right, and the importance of  
4 maintaining these relationships.

5 And so I want to also call out the  
6 importance of focusing on the -- either the  
7 people or the institutions that help ensure that  
8 these relationships are maintained, sort of the  
9 ecosystem builders and supporters because  
10 everybody has so many competing priorities, it's  
11 hard to actually have the dedicated time to focus  
12 on any one particular thing, especially if it's  
13 not your highest priority.

14 And so in the overall lab-to-market  
15 efforts, we talk about how we support regional  
16 innovation and regional innovation ecosystems and  
17 that there is a focus there.

18 And for example, ensuring that we are  
19 incorporating the national manufacturing  
20 institutes that were referenced earlier. That's  
21 all a part of it, and so thinking about all those  
22 different pieces and how we support that.

1                   So I'm going to stop there because I  
2 really -- I would like to hear more from you.  
3 And I realize I should have sent out ahead of  
4 time so that you could have seen like what  
5 overall we're focusing on lab-to-market, but I'm  
6 happy to entertain questions.

7                   CHAIR TAYLOR: And if I may, I'm going  
8 to have Dr. Alkisswani present so that we can  
9 jointly talk about this and jot some notes.

10                   And then what we will also do is hope  
11 to -- we're actually back on time, so we're Okay  
12 because we started earlier. We have until 2:00.

13                   But I'd like you to present -- make  
14 your presentation and then we'll jot down notes  
15 and ask any notes. And this won't be the last  
16 meeting. So to the extent, Dr. Shieh, that we  
17 have questions ad you want to send us a follow-up  
18 read and then we have you back, that was --  
19 because this was our work. Okay?

20                   MS. ALKISSWANI: I'm happy to do so.  
21 I don't know that Dr. Shieh may --

22                   CHAIR TAYLOR: Oh, that's right. She

1 said she had a hard stop. You had to go  
2 somewhere. I'm sorry. I totally forgot about  
3 that.

4 Dr. Shieh -- questions for Dr. Shieh.  
5 Thank you for reminding me. Yes.

6 MR. CLARK: Very quickly, James Clark,  
7 SC State.

8 When you reference lab-to-market  
9 initiatives, is that different from, similar to,  
10 same as the NSF I-Corps effort?

11 DR. SHIEH: So I would say that the --  
12 it's different from --

13 MR. CLARK: Different from.

14 DR. SHIEH: -- because it's a much  
15 broader overarching whole of government effort to  
16 think about the condition setting, right, for how  
17 we can ensure that tech transfer of federally  
18 funded R&D is improved and commercialization.

19 And so -- so Okay, maybe I will --  
20 I'll give you the five overarching strategies  
21 that are pieces of this lab-to-market effort, and  
22 then I'll come actually specifically about where

1 does ICOR fit in.

2           So we have five key strategies on how  
3 we're thinking about this. The first is focusing  
4 on reducing regulatory burdens and making  
5 administrative improvements.

6           And so that -- where that comes is  
7 thinking about specifically -- so also one other  
8 point is when we talk about the \$150 billion  
9 investment in R&D, about a third of that goes to  
10 the federal lab -- to federal labs.

11           And so we do also need to think about  
12 how are we as agencies supporting scientists and  
13 engineers and helping that intellectual property  
14 make it out into the marketplace.

15           And so with respect to -- there's the  
16 Stevenson-Wydler and Bayh-Dole Acts that govern  
17 intellectual property of federally funded R&D  
18 thinking about how we make updates to those.

19           And so -- and the other piece there in  
20 administrative improvements is the small business  
21 innovation research, small business technology  
22 transfer programs.

1           Hopefully you've all heard of it, and  
2           if not, I'll send you lots more information about  
3           it, but there -- you know, again, this is a  
4           program that cuts across different agencies, and  
5           it specifically funds -- you know, it's the seed  
6           fund for a lot of startups.

7           So trying to reduce application burden  
8           in that. So for example, the Air Force recently  
9           had what they're calling pitch days for SBIR, so  
10          getting their contracts down to one page, getting  
11          the applications down to 15 slide deck and  
12          actually pitching and handing money out on a  
13          credit card the same day that you pitch, so  
14          improving government contracting in those ways.  
15          So that's part of it.

16          The second strategy is enhancing  
17          private sector engagement. And so that was what  
18          I was referring to related to how do we better  
19          support and engage partnerships with the private  
20          sector, with the -- supporting the innovation  
21          ecosystem development.

22          And so thing like also looking at the



1 authorities that allow for the government to  
2 partner.

3 So for example, with the federal labs,  
4 how do we make sure that you are able to access  
5 the facilities that -- and the infrastructure  
6 that exists there, the expertise, the  
7 intellectual property, and thinking about  
8 different programs there?

9 And this is where ICOR comes in. Our  
10 third strategy is really focused on workforce.  
11 So for tech transfer, regardless of whether a  
12 particular technology makes it onto the market or  
13 not, there is that investment in human capital,  
14 and that is critical, and how do we support  
15 entrepreneurship and entrepreneurial thinking and  
16 entrepreneurial mindset both in the extramural  
17 community with the students at your institutions,  
18 for example.

19 And so that's where an ICOR program is  
20 a piece of this.

21 The -- we also are thinking about  
22 entrepreneurial training for the federal

1 workforce, both the scientists and engineers at  
2 the federal labs, but also -- and hopefully, you  
3 know, this gets at the culture change within  
4 agencies, but thinking about entrepreneurial  
5 thinking and mindset for the program managers who  
6 work on all these innovation and entrepreneurship  
7 programs to better understand that.

8 Yeah?

9 MR. HOLIFIELD: President Clark's  
10 point is well taken, and to add, keep in mind,  
11 the President's executive order on HBCUs, just  
12 like the previous ones, doesn't just direct the  
13 agencies in Washington, D.C.

14 It is the agencies period, so the  
15 agencies present in South Carolina. You have a  
16 tool -- we have a tool as a field to more  
17 aggressively pursue implementation where the  
18 presence is, not just in Washington, D.C.

19 CHAIR TAYLOR: Yep. Any other  
20 questions?

21 Thank you, Dr. Shieh, for coming, and  
22 -- again, I think there are a number of -- once

1 we get your presentation, I think there are going  
2 to be a lot more questions of like the framework.  
3 We have to memorize what was said to get it, but  
4 there's going to be more conversations around  
5 this because as we tie this all into our three  
6 pillars, this is going to be key. So thank you  
7 for your time.

8 DR. SHIEH: Thank you.

9 CHAIR TAYLOR: Appreciate you.

10 MR. HOLIFIELD: Thank you, Jennifer.

11 CHAIR TAYLOR: Dr. Alkisswani?

12 DR. ALKISSWANI: I feel like a kid in  
13 a toy store here on this topic. Not quite sure  
14 where to start with this. I've heard so many key  
15 points that are really related to what I want to  
16 talk about.

17 I do represent a federal agency.

18 NTIA, National Telecommunications and Information  
19 Administration, is the key advisor -- principal  
20 advisor to the executive branch with respect to  
21 information communication technologies,  
22 including, of course, spectrum policy.

1           NTIA also has a vested interest in the  
2 expansion, diffusion, and applications of  
3 broadband technologies across the nation, and has  
4 a particular mandate to serve unserved,  
5 underserved, and marginalized communities.

6           I have been at NTIA since 1995. I've  
7 been through two grant programs within NTIA.

8           I served at Cheyney University for  
9 seven years before coming to NTIA, and I've been  
10 on the fringes of this topic and discussions for  
11 more decades than some of you can probably  
12 remember in terms of Dr. Williams -- Dr. Hawkins,  
13 I think it is. Is that the right name?

14           DR. HAWKINS: Yes.

15           DR. ALKISSWANI: Do I have the name --

16           DR. HAWKINS: Yes.

17           DR. ALKISSWANI: -- correct?

18           DR. HAWKINS: Yes.

19           DR. ALKISSWANI: I think it was around  
20 before his 18-year tenure.

21           So I'd like to preface my comments,  
22 actually, about broadband, in particular, with

1 respect to this notion of how no -- oh, sorry --  
2 how one approaches federal agencies.

3 And I have been there during the time  
4 in which HBCU presidents would kind of march in  
5 to the federal agencies and says what have you  
6 done for me lately. And those days just are  
7 gone.

8 A quick -- I don't know how much time  
9 I have. So let me say quickly, my experience  
10 shows that it might be well to think of -- I'm  
11 also a researcher by background, social science  
12 researcher. Let me clarify that.

13 And in talking to potential grantees,  
14 one of the key things I always say to them, I've  
15 always said, is don't chase the money. If you're  
16 looking for grants, you don't chase the money.

17 What is it, what problem are you  
18 trying to solve, also what is your institution's  
19 strategy? You all have strategies. You all have  
20 a mission, and in some ways, as HBCUs there is a  
21 set of cross cutting of mission statements and  
22 objectives.

1           So I'd like for you to think about  
2 agencies from the -- federal agencies from the  
3 standpoint of what I'm calling collective impact  
4 investing and that between and among yourselves  
5 where there are particular areas of interest or a  
6 particular agenda you would like to advance, then  
7 in that -- from that vantage point, you seek out  
8 the agencies that have contracting, but more  
9 particularly, federal grant opportunities that  
10 meet your needs, that meet what you want to do in  
11 your communities, what you want to do in your  
12 schools.

13           To address federal agencies from the  
14 standpoint of just sort of looking at where their  
15 grant opportunities are I think is an exercise in  
16 futility, and we will be doing in the next 18  
17 years what we have been doing in the past.

18           I've advanced and pushed and worked  
19 for HBCUs to gather money and contracts within  
20 NTIA and increase that over the years from '95  
21 through the last grant opportunity in 2014, and  
22 there are some agencies that are forthcoming and

1 that is true.

2 When you have a relationship with an  
3 agency such as Dr. Hawkins was referring to, and  
4 which you've got this good -- it's a one on one.  
5 It's -- then it's a personal thing. It's not  
6 what is the agency doing. It's what is the  
7 relationship with that person doing to help you  
8 achieve that goal.

9 And those are good. I'm not saying  
10 you don't want to do that. But those -- that is  
11 not the same thing as addressing what you want.

12 I also have the opportunity to spend  
13 a little over a year, thank you, as -- on a  
14 detail to the White House initiative on HBCUs.  
15 And I had the opportunity to look at agency  
16 plans, and what Johnathan says is absolutely  
17 correct.

18 But is it to our advantage to have  
19 them give plans with respect to what they are  
20 doing or have money or -- available for HBCUs, or  
21 is it to our advantage to know what they are  
22 offering period and we go after those funds as it

1 suits us.

2 Now, I think everything that goes on  
3 here and is said here suits my purpose because  
4 I'm selling broadband.

5 And I'm -- I want to say I am -- I  
6 don't know what -- you know, whether to keep my  
7 NTIA hat on or put on a Francine hat. It's kind  
8 of hard.

9 The Francine side of me wants to say,  
10 folks, we want a cyber underground railroad. The  
11 NTIA side of me says, Francine, you've been  
12 tasked with pulling together a minority broadband  
13 initiative for NTIA.

14 Now, this is very much like everything  
15 you've been talking about. The agency says it  
16 wants to do that. But there is no way, let me  
17 tell you, that this can be done without the  
18 assembled group here.

19 So I'm here to solicit and request  
20 your help to put together a strategic plan for  
21 the agency, one person. And no matter -- I don't  
22 care what agency it is, what civil rights office



1 it is, what set aside there is, if it is not done  
2 in concert with the people it is intended to  
3 serve, I don't believe it is likely to be  
4 successful.

5 So I'm here to ask you for your  
6 success in that regard. Now, if I could -- I  
7 should stick with my notes.

8 This -- NTIA has established this  
9 program and it's to build upon NTIA's current  
10 efforts to engage minority stakeholders across  
11 NTIA's various areas of expertise, which I've  
12 told you about.

13 And so what we're about is broadband  
14 deployment and access, economic competitiveness,  
15 rural prosperity, and 5G deployment to vulnerable  
16 populations in unserved and underserved areas of  
17 the country.

18 This is something near and dear to my  
19 heart, something I've been working on for many,  
20 many years. So let's make this happen. Let's  
21 make it realizable. Let's hold the federal  
22 agencies' feet to the fire and help make this

1 work.

2 We know that historically black  
3 colleges and universities, you know, offer  
4 specific programming. You have supported  
5 economic growth. We know the economic impact as  
6 the study and report on economic impact has told  
7 us. We know that.

8 But what is the economic impact of  
9 broadband to HBCUs and to the HBCU communities?

10 I go back and rely on, Johnathan, we  
11 all do, the notion of HBCUs being anchor  
12 institutions. And there's a whole literature on  
13 anchor institutions and back in the day there  
14 used to be these university community  
15 partnerships and relations.

16 But I take it quite seriously because  
17 HB -- that is why the economic impact study  
18 across HBCUs -- sorry -- was important is because  
19 it highlights the nature of the vested interest  
20 in its community that HBCUs has.

21 And if you think about that, it is  
22 also the case that there is -- that has with it

1 an imperative to serve the community.

2 So we want to create -- I want to  
3 create, and people have accepted it within the  
4 agency, what I'm calling smart HBCUs, and I'm  
5 taking that from the whole push these days for  
6 smart communities, smart cities.

7 And before -- I don't want to get  
8 ahead of myself here for one thing. And it's  
9 interesting to note that you have Johnson C.  
10 Smith in Charlotte. There is a smart cities  
11 program in the federal government in Charlotte  
12 and would you know that the west end where  
13 Charlotte is located is precisely the area in  
14 which the smart cities project are circumvented.

15 There is a smart cities project in  
16 Greenville, South Carolina, the same thing. We  
17 have to be collectively smarter or -- Dr. Dent --  
18 from Jackson State University said, you know, we  
19 have to use smart HBCUs to be intelligent users  
20 of HBCUs. And so that's what I am advocating.

21 So this minority broadband initiative  
22 will seek to increase smart HBCU leadership

1 participation. That's all of you.

2 In the relevant broadband  
3 organizations and federal agency committees, why  
4 is it that there is not a greater output from  
5 federal agencies? Part of it is we aren't at the  
6 table.

7 There is a FCC diversity committee,  
8 you, you should be there. There is a -- there  
9 are multiple committees across NSF but there is  
10 an advisory committee for cyber infrastructure  
11 meeting tomorrow, an open meeting.

12 Why don't we have somebody there?  
13 Well, we do. We have one Dr. Deborah Dent from  
14 Jackson State who is probably one of three  
15 members or represents one of three institutions  
16 that's a part of internet, too.

17 We must become more proactive and my  
18 mission here is to make sure that that knowledge  
19 is out there and that our institutions are a part  
20 of that.

21 So we want to enhance outreach and  
22 participation in federal agency broadband

1 programs.

2           There are over 30 agencies or so that  
3 fund broadband in some ways. So we don't want to  
4 go out to each of those agencies. We want to  
5 plan for what makes sense, to go out to which  
6 ones of those agencies that best represents it --  
7 best represents our interest and ensure your  
8 inclusion in the broadband deployment stakeholder  
9 ecosystem.

10           I want to be able to initiate a pilot  
11 project, if you will, a demonstration project for  
12 some of the things I'm thinking about and get  
13 your feedback, too.

14           But we'd like to have a -- what is it  
15 I want to say -- a public launching of the MBI  
16 program in November. And I hope you will excuse,  
17 I'm not singling out two people, but I am  
18 singling out two people solely because it is  
19 where my work has gone.

20           Last year, I was a part of a -- the --  
21 what is called the Carolinas Alliance for Success  
22 and Education projects. And that's North

1 Carolina schools and South Carolina schools.

2 A part of what I'm thinking of, and it  
3 comes out of also the USDA thing we heard  
4 yesterday about communities for prosperity.  
5 Almost everything you say is dependent upon  
6 broadband.

7 You wouldn't think of turning off the  
8 electricity in your schools. Broadband is that  
9 electricity. It is that infrastructure, that sub  
10 structure that's required to prepare the  
11 workforce for the future.

12 It's that sub structure that is  
13 required to have you continue to meet the future  
14 growth of your students.

15 I don't know quite how to say this  
16 other than to say that it is the sub structure  
17 that's required for the research. When you hold  
18 your agricultural schools, your land grant  
19 schools, which is where I seem to find an awful  
20 lot of research going on, it's necessary to be a  
21 part of the research community to share between  
22 and among yourselves.

1           So let's think about doing this on a  
2 state basis. Could we think, Dr. Martin -- could  
3 we think, Dr. Clark, of looking at your roles as  
4 land grant institutions?

5           Let's think of a collective impact  
6 model here where you're a hub -- use a hub and  
7 spokes analogy. You're a hub. You've got 10  
8 other schools in North Carolina. That's a  
9 potentially powerful cluster there.

10           You've got 8 in South Carolina, 7  
11 linked. With the proper broadband  
12 infrastructure, there's nothing to keep. All the  
13 classes and all the courses that the land grant  
14 school has and that the other schools have for  
15 collectively sharing courses for increasing  
16 enrollment for expanding curricula, for building  
17 of programs that don't exist is one of the things  
18 -- we have a lab at NTIA.

19           It's a telecommunications lab. It  
20 wanted to do outreach. It wanted to get -- work  
21 with HBCUs.

22           Well, I sent them to some of the

1 engineering schools. But their problems is not  
2 unique to us. They cannot find engineers in  
3 radio frequency engineering because there are no  
4 such programs.

5           Okay. We've got 16 schools, but you  
6 have that capacity, too, among you. If in fact,  
7 we can build that collective between and among  
8 the schools in each of those states, and use that  
9 same power to connect those 68 or so counties  
10 that I think A&T has for extension centers, there  
11 you have a rural prosperity model that you're  
12 providing in partnership with rural school  
13 districts, whatever other community colleges are.

14           Now, what's missing? Your state  
15 institutions, you're probably a part of your  
16 state network. We have a -- I'm sorry -- a  
17 variation between and among the schools in terms  
18 of whether it's a faith-based school or whether  
19 it's a private school or if it's a state school.

20           But there is a possible model for  
21 going after funds that lists all. But if you're  
22 combined in those forces and you're going after



1 this \$600 million reconnect under USDA or the RUS  
2 funds or -- I saw Trina in here -- the Department  
3 of Energy with respect to building the smart  
4 campuses in terms of smart grids and upgrading,  
5 if we think of changing our buildings and when  
6 you're working with renovations and the like,  
7 that you're not -- that you do it with the back  
8 of your mind is I'm going to have this building  
9 connected. It's got to be a part of my smart  
10 campus.

11 So if we can think of that and maybe  
12 help me think through that as a model, that might  
13 be replicable.

14 When I look at Bowie, and I look at  
15 Eastern Shore, and I look at Coppin, and I look  
16 at Morgan -- I've forgotten the other, but this  
17 -- it harkens back to the conversation Johnny and  
18 I had, and that is if you look at the abysmal  
19 rates of what's happening to our students in the  
20 D.C. school are or in inner city schools in  
21 general, what if the collective of schools that I  
22 just mentioned is -- black schools -- had a

1 charter to revamp the whole teacher ed program so  
2 that teachers are, indeed prepared to teach for  
3 present day needs and that in that teacher  
4 preparation we go back -- harken back to what we  
5 did years ago, are preparing students and can  
6 provide a basis for educating the youth in those  
7 areas.

8 Now you're only doing a small number,  
9 but that's a start.

10 CHAIR TAYLOR: Much better.

11 MS. ALKISSWANI: That's a plan. So  
12 anyway, that is some of what I wanted to say to  
13 you.

14 The other is that --

15 CHAIR TAYLOR: We have about three  
16 minutes.

17 MS. ALKISSWANI: Okay, then I'll  
18 hurry. And this is my thought with respect to  
19 transformation.

20 I think this really does call for  
21 transformation at the leadership of HBCUs, if I  
22 may say so. Not simply change but it is a

1 cultural change, it is a transformative change  
2 with respect to transforming the organization,  
3 transforming that mind set, the objective of  
4 transformation.

5 We say it's not just to execute a  
6 defined change, but to reinvent the organization.  
7 We're headed into the fourth or somewhere in  
8 between here with the fourth industrial  
9 revolution. I want us to be relevant with  
10 respect to that.

11 So my goal is that we cease to be  
12 impotent bystanders as this nation and the world  
13 enters the fourth industrial revolution.

14 I want us to create the conditions for  
15 critical conversations for inclusion in the  
16 dialogue. For setting policy, for being agents  
17 of social change in our institutions, for being  
18 agents of HBCU transformational leadership. And  
19 for being agents of social change in our  
20 communities.

21 Now, if we manage to pull together  
22 these clusters where you have, where we begin to

1 aggregate the sources that are required to do  
2 this, whether it's the local politicians, the  
3 business and industries, all of the relevant  
4 stakeholders with respect to the broad, state  
5 broadband network leaders, those are all required  
6 to help make this happen. The dialogue has to be  
7 between and among those so that we can be at the  
8 table with respect to that.

9 I say the name of the game is change.  
10 I think the rules of the game are changing in  
11 mid-play. And the rules will continue to evolve  
12 as the broadband enabled technologies continue to  
13 evolve and enter the market at an ever increasing  
14 rate of change.

15 In rural areas, the electric co-ops  
16 have been the key factor in helping to finance  
17 and deploy and expand broadband. So, in North  
18 Carolina and in South Carolina, in addition to  
19 the schools, we bring to the table the electric  
20 co-ops and the other vendors.

21 The agricultural programs need to be  
22 a part of precision agriculture. They need

1 broadband to do that. The rural communities need  
2 to be able to stem the tide with respect to  
3 homework gap.

4 Many of our students, I've just  
5 learned, also have just, are still trying to get  
6 across the digital divide themselves. So it  
7 really, I come to you now to bring this out, to  
8 ask you to be a part of this.

9 I would like to see our campuses be 5G  
10 test beds. You're sitting on almost 500 acres of  
11 land on your farm. You just, nearly 300.

12 Dig once policies. If they're  
13 building new highways, if they're repairing  
14 highways, they should be laying fiber to your  
15 campuses. Part of the grants you want is seeking  
16 conductivity from those points of presence out to  
17 the rest of the campus.

18 I'll stop.

19 CHAIR TAYLOR: Thank you.

20 MS. ALKISSWANI: But I do, I do seek  
21 your support. I do want to say just two more  
22 things quickly. That in launching this, we want

1 to be able to launch this in November, but we  
2 also want to be able to have a convening of what  
3 I'm calling the MBI multi-stakeholder meeting.

4 And in this regard, I'd like to be  
5 able to bring all of the key players, all the  
6 stakeholders together. I'm having the agency  
7 bring you together, for such a meeting at NTIA,  
8 so that we can bring to develop policy at the  
9 level of the agency.

10 And so that there is input at the  
11 agency caucus. So there is something there. And  
12 that there would be a report out of that, with  
13 recommendations. It's standard operating  
14 practice for NTIA to do that.

15 And I do want to say, it's  
16 unprecedented, I think, for a federal agency to  
17 do, allow me to do what I'm doing. They got  
18 tired of me bugging them and they knew I wasn't  
19 going to retire so they said, let's throw her a  
20 bone.

21 Well, I don't want to be thrown a  
22 bone, but I am happy to have the opportunity to

1 work with you and with our other HBCUs. But  
2 particularly, you have capacity to set policy.

3 You have the capacity to make  
4 recommendations to the President with respect to  
5 this. So I want to be knocking on your doors  
6 frequently and seeking your help.

7 There is no reason we can't use the  
8 technology to meet. There is no reason we can't  
9 use this technology to do any number of things.

10 One of the things, other things I want  
11 to be looking at is, asset mapping of our schools  
12 --

13 CHAIR TAYLOR: One minute.

14 (Laughter.)

15 MS. ALKISSWANI: Asset mapping, this  
16 is important.

17 CHAIR TAYLOR: Just one.

18 MS. ALKISSWANI: Because we don't know  
19 what's there. I've learned an awful lot simply  
20 because I've had to dig and look.

21 CHAIR TAYLOR: Okay. Yes.

22 MS. ALKISSWANI: But you're talking

1 about metrics. You talk about metrics. You have  
2 to know where we are in order to go forward. We  
3 have to know that to even write decent proposals.

4 We have to know that in order to work  
5 collaboratively. So we need a mapping of what  
6 the information, communication, technologies are  
7 on the campuses.

8 CHAIR TAYLOR: Right.

9 MS. ALKISSWANI: There are some.  
10 They're little pockets. There is some schools of  
11 engineering that says no, I'm not going to talk  
12 to my CAO.

13 But we have that. We need to know the  
14 technology, we need to know the organizational  
15 capacity, we need to know the financial  
16 capacities. And that repository needs to be  
17 within the HBCU community.

18 But that needs to be what I'm calling  
19 an HBCU broadband match where we can also have  
20 industry and business come in --

21 CHAIR TAYLOR: God bless.

22 MS. ALKISSWANI: -- and that would be



1 your resource for everybody to get information  
2 and form projects.

3 CHAIR TAYLOR: My metric is closing  
4 this meeting at 2 o'clock.

5 MS. ALKISSWANI: Thank you.

6 CHAIR TAYLOR: Okay, thank you so  
7 much.

8 MS. ALKISSWANI: Thank you.

9 CHAIR TAYLOR: Actually, Ms.  
10 Alkisswani, we met a lot of time and I know she  
11 is very passionate about this, so I'm quite  
12 honored.

13 I think there is a lot here when we  
14 talk about competing for federal grants. The  
15 point is, some of it we're just not being  
16 competitive for if we don't have the necessary  
17 infrastructure, the technology infrastructure, to  
18 assure the federal agencies with whom we're  
19 working, that we can actually be compliant with  
20 all of their security needs, cybersecurity needs,  
21 et cetera. So, that's the major takeaway.

22 But we do have someone in a federal

1 agency committed to it. The agency is committing  
2 resources to it.

3 So this is just one person that we can  
4 get to. If you wanted to take her card  
5 afterwards, send her an email, and figure out how  
6 your institution might tie into this initiative  
7 that is funded.

8 It's an agency I have never heard of  
9 frankly, so this is just one, that's my points is  
10 there is so many of them.

11 I was just looking up, as we now go  
12 into a, like a quick overview from the director  
13 on HBCU week conference that many of us  
14 participated in. But it's just for something to  
15 think about.

16 Reading Wall Street Journal, December  
17 2018. John's Hopkins, which is a private,  
18 relatively small university right outside of  
19 Baltimore, talking about an opportunity zone, got  
20 \$2.5 billion last year in federal grants. R&D  
21 grant. \$2.5 billion, one institution.

22 So, the reality is, and I went to look

1 at where they get, they're focus, HHS and DoD.  
2 They know where the money is and they go real  
3 deep into those agencies and they go pull out  
4 \$2.5 billion per year.

5 This is a, the article says, this is  
6 the 39th year in a row, in a row, when they were  
7 the number one university receiving federal  
8 funding, R&D. That's one school. A small  
9 school.

10 So, we really do have to think about,  
11 in addition to our framework, as our  
12 implementation plan here. Because the resources  
13 are there, it's going to be how we go about this  
14 so that we don't get frustrated and, once again,  
15 find ourselves at this table, or people like us,  
16 a decade from now, frustrated.

17 So, let's have a, we're going to put  
18 this back on the agenda and start with it,  
19 because long days start to wear you down. But I  
20 think is a really, we're going to get back to  
21 this federal strategy work that Jonathan is  
22 doing, that is so important, and then figure out

1 the implementation plan.

2 But, let me just remind us, we have  
3 about guaranteed 14 months to figure this out.

4 MR. HOLIFIELD: Very good. Closing  
5 out the point, it's about, and if I'm wrong, you  
6 guys will have to sue me, about \$700 million or  
7 so for HBCU specific programming and anywhere  
8 between \$50 and \$100 billion of competitive  
9 grants, contracts, collaborative agreements.

10 That's what animates this process.  
11 What we're trying to build better bridges toward.

12 With that said, a quick wrap-up on the  
13 2019 national HBCU week conference. On the  
14 record, appreciation to my team.

15 Especially, Sedika Franklin, who is  
16 our designated federal official right there.  
17 Yes, let's give her a round of applause.

18 (Applause.)

19 MR. HOLIFIELD: Tammy Berguson, Elise  
20 Jones, Dr. Haynes is always supporting as well,  
21 the Department of Education team, Jermane and the  
22 rest. Just a great team there as well.

1                   Secretary DeVos, all have been  
2                   supportive of the conference. Executive office  
3                   of the President, our federal agencies. One of  
4                   our members talked about earlier, had over 1,800  
5                   registrants, and I do believe that was the most  
6                   ever registrants we've ever had.

7                   I thought this was our second year,  
8                   and both years we were impacted by an untimely,  
9                   as though they're ever timely, hurricanes. And  
10                  we wish our friends the best who were affected by  
11                  that. But that may have impacted our numbers.

12                  I think we'll come in around 1,300,  
13                  1,400, which again, is a pretty appreciable  
14                  number as well.

15                  Two hundred and two speakers over the  
16                  course of two days. About 50/50 men and women.  
17                  We'll all in for gender equity, isn't that right,  
18                  Ms. Franklin?

19                  MS. FRANKLIN: Yes.

20                  MR. HOLIFIELD: All right. We had 52  
21                  sessions and multiple tracks, depending on the  
22                  day and time, it ranged from between seven and

1 nine.

2 We had overwhelming response from the  
3 field. And we ended up with about 90 or so  
4 session proposals. We had maybe 48 session  
5 proposals last year.

6 So the field, our institutions,  
7 private sector, federal agencies, are all very  
8 responsive. This is something, you guys, we all,  
9 the field, should be proud of, as well.

10 Obviously we had Secretary DeVos and  
11 Chairman Taylor hosted a wonderful discussion,  
12 which really got a lot of great information out.  
13 Particularly a lot of interest around the federal  
14 student work study experiment.

15 That seemed to generate a lot of  
16 interest as well. Thank you, Chairman Taylor.  
17 We got some mileage out of our Chairman, I tell  
18 you. He might be mad at us but we got him. We  
19 got him good. So thank you, Johnny.

20 CHAIR TAYLOR: Thank you.

21 MR. HOLIFIELD: Secretary Perdue from  
22 USDA was a great participant and contributor.

1 And of course, for the first time ever, the  
2 President of the United States addressed our  
3 conference and our community of institutions.

4 And I do think this is my lane. What  
5 I appreciated about the remarks was the way, a  
6 way he talked about the institutions were  
7 connected to our national priorities. Through  
8 all said and done, if you're outside of where the  
9 investment is going, the life span is  
10 predicatively short.

11 If we are aligned with, connected to  
12 where the nation is going, we stand a better  
13 chance to compete well, contribute value, and  
14 importantly, extract value from those processes  
15 as well. So that's been our animating force.

16 And we were pleased that the president  
17 described our institutions, not only as a look  
18 back, a worthy look back, but also a look forward  
19 to the future promise that they hold for our  
20 nation. So with that, that's a little wrap-up.

21 CHAIR TAYLOR: Well thank you. And  
22 kudos to you. I mean, this has been quite the

1 project and undertaking, so, thank you for doing  
2 so.

3           Quickly we want to move to group  
4 discussion. There were two subjects, I want to  
5 come back to, I know we had two other people with  
6 questions, but institutional performance metrics  
7 under Title VII. I mean, Title III.

8           Just give a quick overview of that  
9 because I think this is something of specific  
10 interest to our President.

11           MR. HOLIFIELD: Yes. It's a  
12 discussion. You know, Title III, and we have a  
13 member who has particularly raised this point,  
14 and perhaps would like to chime in around this  
15 discussion as well, but we think that this body  
16 could take up how we can strengthen to improve  
17 efficacy to make the case for a Title III in  
18 future years.

19           What kind of expectations, what kind  
20 of metrics can, should the administration be  
21 thinking about in an advisory capacity that could  
22 demonstrate just the, what we would know is the



1       tremendous impact of that program.

2               I was asked, and perhaps there may be  
3       some discussion worthy of having among this body,  
4       so we thought we'd approach it today.

5               CHAIR TAYLOR:   Member Grigsby, who  
6       brought it up.

7               MR. GRIGSBY:   I think all of us are  
8       aware of the tremendous importance of Title III  
9       to the HBCU community.  It has been since,  
10      particularly since 1992 when it transitioned into  
11      a formula grant program.

12              It has had significant impact over the  
13      years on our various campuses.  And it has  
14      expanded in a variety of ways.

15              And as the President pointed out  
16      yesterday, his administration has increased  
17      support, more for HBCU's and Title III and one of  
18      the vehicles where that has happened.

19              But I think you're right, Jonathan,  
20      that there needs to be a view toward the future,  
21      toward developing and assessing appropriate  
22      metrics for assessing impact of that.  And also

1 the fact that, as I indicated, it has expanded  
2 over the years.

3 There is obviously one provision we're  
4 aware of that it set to expire at the end of the  
5 upcoming fiscal year. And I'm sure that that's  
6 being looked at in a variety of ways, to assess  
7 the extent to which that funding can continue.

8 That's the Part F funding, which  
9 represents at this point, \$85 million for the  
10 HBCU community. And we certainly would hope that  
11 there can be ways that that kind of funding can  
12 continue.

13 But again, that's based on the  
14 establishment of the kinds of mechanisms that  
15 allow the institutions, first of all, to assess  
16 the impact that the programs are having on their  
17 campuses. And even to make recommendations as to  
18 how those can be strengthened and expanded so  
19 that that impact can be even more significant on  
20 the life of the campus and the students that they  
21 serve.

22 CHAIR TAYLOR: President Hawkins.

1 DR. HAWKINS: Yes, just for  
2 clarification. I think that in terms of the  
3 subject that we're talking about, I think it is  
4 funded for the next fiscal year.

5 I think what the attempt is, is to get  
6 it off the table now --

7 MR. GRIGSBY: That's right.

8 DR. HAWKINS: -- and it gives the  
9 administration an opportunity to show, again, the  
10 strength and support of our institutions.  
11 Specifically this Title III discussion that's  
12 going on right now.

13 And I do agree with my colleague here.  
14 I think it would lend for looking at some  
15 history. Because if you look at the history of  
16 Title III, it has been a major source for our  
17 institutions.

18 If that ever got removed, it would be  
19 a major impact. A major blow, to our HBCUs. And  
20 so, I think, whereas we can document that to  
21 further make the case, that every time Title III  
22 comes up some flag or some sort goes up

1 questioning that support for our institutions.

2 I think we've got to move that to the  
3 point where it is, that it is very much a part of  
4 our institutions. And so that when it comes up  
5 for re-authorization, that it gets re-authorized  
6 without discussion. Okay, because it's been  
7 there for a long time.

8 And then my final point on that, UNCF  
9 has done a deep dive on researching, not just the  
10 37 UNCF schools, but also all of the HBCUs. And  
11 so, whether then to reinvent the wheel, Mr.  
12 Chairman said, if there is data that's out there  
13 --

14 CHAIR TAYLOR: Yes.

15 DR. HAWKINS: -- let's go grab it  
16 okay, and use it so that we don't have to go  
17 digging.

18 And so, I just wanted to share that  
19 with you. And we'll be more than glad to make  
20 sure that you receive that information.

21 MR. HOLIFIELD: Yes. Let me correct  
22 my language. The discussion is not so much about

1 metrics but proving the efficacy in impact of the  
2 program.

3 Your language was much better than  
4 mine, mine was clunky. That's what we're  
5 interested in. And interested in how do we  
6 continue to demonstrate that explicitly.

7 It has had that kind of dynamic impact  
8 in how do we get that off. So, take that other  
9 term out --

10 CHAIR TAYLOR: Okay.

11 MR. HOLIFIELD: -- that's not what I  
12 meant.

13 CHAIR TAYLOR: And to your point, in  
14 advance, don't wait until we're up against the  
15 wall --

16 MR. HOLIFIELD: Right.

17 CHAIR TAYLOR: -- trying to get  
18 refunding, be able to make the case all along, a  
19 narrative that doesn't, isn't reactive.

20 DR. HAWKINS: Yes, that's right.

21 CHAIR TAYLOR: Just say --

22 (Simultaneously speaking.)

1 DR. HAWKINS: See, we went down this  
2 road eight years ago and it was --

3 CHAIR TAYLOR: Yes, I remember.

4 DR. HAWKINS: -- my memory was it was  
5 30 days and folks were scrambling, moving, on the  
6 radio.

7 MR. HOLIFIELD: We're there in a  
8 sense, but the practical impact is not about to  
9 go over the cliff. It doesn't mean you let up in  
10 explorations, but we're not at that point.

11 CHAIR TAYLOR: Mr. Justice.

12 MR. JUSTICE: Nick Justice. To  
13 address that issue, we put on the table a  
14 workshop, in six months outside of this forum we  
15 can align that question directly to that.

16 Because if we walk out of that  
17 workshop being able to create alignment against  
18 some opportunities and then measure it against  
19 that, you're ahead of the game right there.

20 It's aligning just like you said,  
21 Jonathan. It's aligning to the national  
22 priorities.

1 CHAIR TAYLOR: Okay. Dr. Breaux.

2 DR. BREAUX: Just to be clear, when we  
3 talk about the, and I echo --

4 CHAIR TAYLOR: One quick second, I  
5 need to make sure you're on record.

6 DR. BREAUX: This is Amina Breaux from  
7 Louisville State University and I'd like to echo  
8 the comments that have already been made by my  
9 colleagues.

10 And I'm very much concerned with  
11 regard to the timeline. That I would not want  
12 anyone to think, because there is another year,  
13 that that is a lot of time because we are  
14 planning in advance as we're asked to do.

15 So we need to plan, if that is not  
16 going to happen, we need to start to take steps  
17 now. And it would be a significant impact to  
18 each one of our institutions.

19 So, I want to underscore the need,  
20 first, to move quickly and efficiently and not  
21 think about, oh, we have another year. We really  
22 don't have that, because we're planning for the

1 next academic year now.

2 CHAIR TAYLOR: Well, and one of the  
3 things that we have, as a body, there are  
4 limitations on what we can do, so I appreciate  
5 the comment that we might have to do this outside  
6 of the context.

7 But again, I don't think we can  
8 underestimate the power of the advocacy groups.  
9 That is part of the mission of the Thurgood  
10 Marshall College Fund, the United Negro College  
11 Fund and NAFEO, is to get ahead of this because  
12 there is going to need to be conversations with  
13 the executive branch and the legislative branch.

14 I mean, both of those branches have to  
15 get behind this so that we aren't up against the  
16 wall. So, I'm hoping that both of those  
17 organizations, all three of those organizations  
18 will put that on their list, because as you can  
19 imagine, there are limitations on what we, as the  
20 federal appointed body, can do from an advocacy  
21 standpoint.

22 MR. HOLIFIELD: Right.



1 DR. JOHNSON: And to the --

2 CHAIR TAYLOR: That's Dr. Johnson.

3 DR. JOHNSON: I'm sorry, Ronald  
4 Johnson. To the main point that Jonathan put  
5 forth. I think that it would be useful to look  
6 at ways to calibrate. And the calibration should  
7 not be locked and loaded just based on the impact  
8 of Title III as it is currently configured.

9 Because the reality is that, if Title  
10 III is going to be truly helpfully, it should  
11 actually map into what the schools need.

12 CHAIR TAYLOR: Got you.

13 DR. JOHNSON: And so often, Title III  
14 funds have to be utilized because of the way in  
15 which the government has dictated the use of  
16 those funds.

17 Title III also is, as one of its  
18 mandates, is there to support innovation. And  
19 having been in business, I know not all  
20 businesses make it.

21 And so, part of the reason for the  
22 innovation piece is that you put the money in

1 because you're trying to solve a problem. But  
2 that did not solve the problem.

3 And so, there has to be, really, a  
4 thoughtful exercise when evaluating and  
5 developing the indicators of performance.  
6 Because otherwise, you would never have any  
7 startup company. So, if you had the standard of  
8 performance that is applied to an apple today,  
9 okay, you just would not.

10 DR. HAWKINS: And that's, Mr.  
11 Chairman, Billy Hawkins, and that's why I'm  
12 suggesting that it might be good to go back and  
13 look at some history.

14 CHAIR TAYLOR: That's right.

15 DR. HAWKINS: Certainly Dr. Haynes can  
16 go way back when there was much flexibility to  
17 meet the needs of the institutions. And so, over  
18 a period of time, changes were made or more  
19 restrictions was put into the branch that  
20 lessened the flexibility.

21 So, clearly agree with the colleague,  
22 but I would look at some history and you can see

1 that flexibility has been there in the past.

2 CHAIR TAYLOR: Okay, in the interest  
3 of keeping us we have a ten minute public period,  
4 public comment period, so I'm going to turn this  
5 over to Ms. Franklin, our federal official, who  
6 has to do what she does.

7 MS. FRANKLIN: Okay, so we'll now open  
8 the floor to public comment. As instructed in  
9 the federal register notice, oral comment must be  
10 pertaining to the work of this body today and is  
11 not intended to be a Q&A to the Board.

12 Oral and written comments will be part  
13 of the official record for this meeting. For  
14 those who have registered with me, I have  
15 submitted your comments to the Chair. He will  
16 call you in order as to first come, first serve.  
17 And you have no more than three minutes.

18 If your comments are not pertaining to  
19 the work of this Board today, you will be asked  
20 to conclude your comments. At the end of three  
21 minutes, and this is also up to the Chair, up to  
22 three minutes, no more than three minutes, at the

1 three minutes the mic will be cut off.

2 Okay, are we ready?

3 CHAIR TAYLOR: Thank you.

4 MS. FRANKLIN: Mr. Chair.

5 CHAIR TAYLOR: The first comment comes  
6 from Suzanne Walsh, the president of Bennett  
7 College.

8 MS. FRANKLIN: And, Mr. Chair, a note  
9 from the DFO.

10 CHAIR TAYLOR: Yes.

11 MS. FRANKLIN: Her comment will be  
12 entered into the written record.

13 CHAIR TAYLOR: Okay. Do I need to --

14 MS. FRANKLIN: You can read it.

15 CHAIR TAYLOR: Okay, I can read it.

16 How can we follow-up on Bruce Katz's  
17 idea to have HBCUs as a super asset class or some  
18 type of investment group?

19 That was on question and we're going  
20 to follow-up on that in a meeting that will be  
21 unrelated to this official meeting. The  
22 convening that we spoke of.

1                   And then the second question is, can  
2 we also think about having potential investors at  
3 the meeting that SHRM is going to convene,  
4 potential investors?

5                   And again, not to respond to it, but  
6 that was contemplated.

7                   MS. FRANKLIN: Thank you.

8                   CHAIR TAYLOR: The second public  
9 comment is from John Jordan, Jr., economic lead.  
10 Mr. Jordan.

11                   MR. JORDAN: So, I want to thank the  
12 Board. I really wanted to focus on Bruce Katz's  
13 understanding in his word, the term platform.

14                   Platform I do believe, and I am  
15 stressing this because I do believe the  
16 understanding of a platform and how the business  
17 functions of it will be very key to making sure  
18 that the future of HBCUs evolve in the correct  
19 direction.

20                   And what I mean by that is that  
21 platform business models are actually killing  
22 linear business models. And I mean that

1 intentionally is that they fundamentally  
2 restructure how they exist.

3 And what the key thing that HBCUs need  
4 to be aware of, is how the value proposition is  
5 now changing. Platform businesses require a  
6 fundamental rethinking of assets to a methodology  
7 of exchange. So the question is, what are you  
8 all exchanging.

9 As HBCUs, the real value, and the last  
10 point of his first slide was about engagement and  
11 understanding that that was the most important  
12 metric for the deals. In understanding where  
13 deals are found, is actually in the town and in  
14 seeing the assets of your students' ideas in a  
15 fundamentally different value proposition.

16 So even switching, and this is going  
17 to be a discussion that you all will have to have  
18 at your Board level. And the key thing to  
19 understand is that the creation of these things,  
20 no one has done before.

21 So the infrastructure has to be built  
22 for the first time, you all have to have spaces

1 for testing these things out in doing it in a way  
2 that actually is rapidly learning what works and  
3 what doesn't.

4 And so, in you all's ability to do  
5 that, we have to rethink from teaching to  
6 co-learning in how do you build spaces where you  
7 can do that between town and gown. Understanding  
8 that instructing the deals that are going to be  
9 opportunity zones, you have to make sure it is  
10 very, very key.

11 This is the most important thing. Is  
12 that the currency of this generation is trust,  
13 and that you have to make sure that you hold true  
14 to the trust of the community that is also going  
15 to be contributing to this idea.

16 Historically, Black communities have  
17 systematically been removed, our equity and our  
18 ownership. We cannot, the biggest threat that he  
19 said inside of these opportunity zones, was that  
20 there are no guardrails.

21 The HBCUs, themselves, are now in a  
22 position, as a orchestrator and a organizer of

1 these networks, to set these structures and to  
2 set the terms. You have to make sure that you  
3 own the trust and the connectivity.

4 And that's where, what she was talking  
5 about, the infrastructure and ownership of data.  
6 Do that insider, share and value frameworks.  
7 Which make sure that the ownership and the ideas  
8 stay connected to the people and the places that  
9 they come from.

10 That's my words. Thank you.

11 CHAIR TAYLOR: Thank you, Mr. Jordan.  
12 And by the way, he's the economic lead for Remix,  
13 the Soul of Innovation, is the name of the  
14 organization that he represents. Thank you.

15 MR. JORDAN: Thank you.

16 CHAIR TAYLOR: Rodriguez Murray, vice  
17 president of public policy and governmental  
18 affairs, UNCF.

19 MR. MURRAY: Thank you, Mr. Chairman,  
20 and to the members of the body, I think that this  
21 has been a well-run meeting.

22 I want to commend Mr. Holifield and



1 all of his colleagues for a well-run conference.  
2 This was well-done, and it's one for the history  
3 books.

4 I do want to echo the last gentleman,  
5 also a Morehouse grad, who spoke about  
6 opportunity zones. It's important that our  
7 institutions find trusted community partners to  
8 engage with as we move forward. And we want to  
9 be part of that process.

10 A note about Title III. We've had a  
11 lot of discussion about the timing. Many folks  
12 are here may know some of it, but the details of  
13 it are this.

14 We are currently, institutions are  
15 currently spending last year's money. They  
16 haven't received this year's money yet. And when  
17 they receive this year's money, that will take  
18 them through much of the next fiscal year.

19 It's important to note that the  
20 federal government is a bureaucracy.  
21 Bureaucracies move slowly. And the longer we  
22 take, the longer Congress takes to pass the

1 re-authorization of the mandatory Title III Part  
2 F, the longer it will take the bureaucracy to  
3 administer that funding to the schools.

4 The reason why Title III is done in  
5 multiple year chunks, is for institutional  
6 stability, as Dr. Breaux stated. And it's  
7 important for institutions to have that  
8 stability, to have long term planning  
9 opportunities, to make sure that we continue,  
10 those of us who are not members of the PBA,  
11 continue to keep up the pressure on Congress to  
12 pass the re-authorization.

13 In terms of the justification for  
14 Title III, Title III, the funding is so important  
15 to the institutions and the inner workings, and  
16 it should have as much flexibility as possible to  
17 meet the needs of that particular HBCU. HBCUs  
18 are not a monolith, they all do something very  
19 differently. And we need to make sure that that  
20 program continues to respond to those needs.

21 And we have to make sure that as we  
22 move towards being competitive in this

1 environment, that we invest in programs like  
2 Title III, which help us level a playing field,  
3 where institutions, like ours, were behind 250  
4 years. This is the 400th anniversary of us, as a  
5 people, coming to this country.

6 Other institutions had a 250 year head  
7 start where our forefathers help build those  
8 institutions.

9 CHAIR TAYLOR: I'm going to have to --

10 MR. MURRAY: And so we want to make  
11 sure that we get to the point of investing in our  
12 institutions. Thank you.

13 CHAIR TAYLOR: Thank you, Mr. Murray.  
14 Lynn Williams, president and CEO of Bridge  
15 Enterprises.

16 And I ask, just so that we don't lose  
17 time, trying to keep us on calendar, Leonard  
18 Haynes, if you could be close to the mic so we  
19 don't lose that time. Sorry, Mr. Williams.

20 MR. WILLIAMS: Thank you, Mr. Chair.  
21 First, let me commend Mr. Holifield for an  
22 excellent, and the Board, and with you, Mr.

1 Taylor, for an excellent conference.

2 I represent a small business community  
3 and we have a fantastic time over the last three  
4 days. Entering things and integrating ourselves  
5 with HBCUs.

6 I just want to speak very quickly on  
7 what Virginia is doing as it relates to  
8 opportunity zone. We were able to assemble all  
9 of the HBCUs together in the last two months.

10 And the Government has taken a lead in  
11 this assimilation, along with, in partnership  
12 with Virginia Union University and Virginia  
13 State. One private university, one public.

14 In that assembly he is bringing forth  
15 all of the state stakeholders involved. My job  
16 was to bring the federal stakeholders.

17 So we're going to have a very  
18 comprehensive, as Scott Turner said, this is not  
19 a Democrat or Republican, it's not, it's all  
20 about revitalization of our community.

21 And if you don't know, the states  
22 have, I mean, the governors, not matter whether

1 it's a red state or blue state, they have control  
2 of these opportunity zones.

3 So, Virginia is moving forward, and is  
4 very fitting, as you said Brother Murray, in the  
5 400 years, where did they land, they land in  
6 Virginia.

7 So I am under the belief, so move  
8 Virginia, so move America. And having said that,  
9 let me bring that to you as we bring these HBCUs  
10 together. And the date is December the 4th and  
11 5th.

12 I see over there, my good friend  
13 Kelly, she will be there from the Department of  
14 Energy, Agriculture will be there,  
15 Transportation, HHS. But more importantly, I  
16 will bring in closing, our HBCUs need to start  
17 looking to become businesses.

18 And what I mean by that, in the State  
19 of Virginia, Hampton University last year became  
20 a certified small business. Next week, Virginia  
21 Union will become a certified small business.

22 That's a game changer as it relates to

1 these private funds looking at you, not as a  
2 HBCU, but as a small business. So I would  
3 recommend to the Board that we start looking at  
4 us becoming certified small businesses. It can  
5 be done.

6 And lastly, as it relates to the  
7 executive order, we are getting our Governor,  
8 particularly in the State of Virginia, to sign a  
9 state executive order --

10 CHAIR TAYLOR: Yes.

11 MR. WILLIAMS: -- on HBCUs that will  
12 mirror what the federal government is doing.  
13 Something to think about. And thank you for  
14 allowing me my comments.

15 CHAIR TAYLOR: Thank you very much.  
16 And finally, Leonard Haynes from the Department  
17 of Education.

18 MR. HAYNES: Thank you very much, Mr.  
19 Chairman. And I too want to commend and  
20 congratulate Mr. Holifield and his staff. And  
21 all of you who participated, in what has to be  
22 the most successful conference since I ran it.

1 (Laughter.)

2 MR. HAYNES: Some ten years ago --

3 CHAIR TAYLOR: Strike that from the  
4 record.

5 (Laughter.)

6 MR. HAYNES: -- in the same hotel.

7 Strike that from the record.

8 But real quickly, and my comment is  
9 about Title III and I'll go through this quickly.  
10 Remember, Title III is an institutional grant  
11 program, it is not a director's program.

12 And I say that because too many of our  
13 presidents don't understand that, they don't know  
14 anything about Title III. And I'm constantly  
15 trying to educate them along with Marshal  
16 Grigsby.

17 There are 97 historical Black colleges  
18 in the Title III program. It is a formula grant  
19 program. There are 17 allowable activities that  
20 you must comply with.

21 But so you know, there is discussion  
22 underway, but is not new, about turning the

1 program into a competitive program. If that  
2 occurs, there will be many in the 97 who won't  
3 make it. Because they can't compete.

4 20 percent of the money should go into  
5 endowment. And there is important to say,  
6 institutions have to do this, but for Title III,  
7 where would you be.

8 We've been trying to get this kind of  
9 information. It's not in the comprehensive  
10 development plan. They all have to do CDPs.

11 But program staff tell us, the last  
12 CDP was cut and pasted and is in the new CDP.  
13 That's not helping the process. Because without  
14 Title III, as Mr. Murray pointed out, too many of  
15 our institutions would struggle mightily, indeed  
16 some would have to close.

17 But it's a leveraging opportunity,  
18 Title III, to get you to other things. And  
19 that's what it should be for. Not an employment  
20 factory.

21 If you got 17 activities, you have 17  
22 activity directors on the federal payroll. That



1 creates morale problems in a small institution  
2 that's struggling with student enrollment.

3 I could stand up here all day, but  
4 Title III is important. Let's not let it go  
5 away, and let's try to keep it from being a  
6 competitive program, because of its competition.  
7 We're not quite there yet.

8 CHAIR TAYLOR: Thank you so much. As  
9 I wrap this up, I'm going to ask each of the  
10 Board Members, and you don't have to if you don't  
11 want to, but I'd like to, good form is to go  
12 around, since you've dedicated so much of your  
13 time today an in between meetings preparing for  
14 today, starting with Dr. Breaux, as a PBA Member,  
15 any closing remarks?

16 DR. BREAUX: I'd like to follow on  
17 with what you just heard.

18 CHAIR TAYLOR: I need you to speak  
19 into the mic. I'm so sorry.

20 DR. BREAUX: This has been an  
21 outstanding week. Congratulations to Mr.  
22 Holifield for an excellent program. The content

1 was just top of the line.

2 The opportunities that were available  
3 to the HBCUs during this week were truly amazing.  
4 I'm sorry that some of our colleagues were not  
5 able to make it here because of the weather, but  
6 just know that you opened up many opportunities  
7 we otherwise would not have had possible to us.

8 We covered a lot of ground. I  
9 apologize for not joining you this morning. I  
10 was with my students at our convocation ceremony,  
11 but I believe this has been a rich discussion  
12 that we should continue on.

13 And the challenge for this group is to  
14 broaden this discussion and make sure that we're  
15 able ensure that our colleagues understand what  
16 we are addressing here.

17 There are many critical discussions  
18 that could seriously impact adversely to our  
19 HBCUs. And we need to recognize that and ensure  
20 that they are competitive in the way that  
21 competitiveness is being defined today, times our  
22 changing. They're changing rapidly.

1           There's a great deal of energy and  
2 innovation happening on our campuses. And as a  
3 Board, I hope we continue to work on bridging the  
4 conversations so that we understand where they  
5 are today, our HBCUs are today, and to continue  
6 to help them along.

7           Because without our HBCUs we would  
8 have more serious economic issues for this  
9 country. And I know we don't want that.

10          So, thank you for your leadership,  
11 thank you, Mr. Chairman, for all that you have  
12 done this year and continue to do. And it's a  
13 privilege to be a part of this Board. Thank you.

14          CHAIR TAYLOR: Thank you. Dr.  
15 Johnson.

16          DR. JOHNSON: Again, I also want to  
17 say what I said earlier, and that is that this  
18 has been really a well-done performance of the  
19 team and, Mr. Johnson's leadership.

20          I also want to point out that it's  
21 really important what we're doing here. Because  
22 we are currently at a serious inflection point.

1           Leonard Haynes had pointed out that  
2 competition may come to Title III. We also know  
3 the U.S. Government budget is not going to be  
4 able to sustain any significant increases.

5           And we also know the reality that at  
6 some point a recession is going to happen. And  
7 as a consequence, we are at an inflection point  
8 where we have to actually address some of the  
9 issues.

10           And certainly John Jordan pointed out  
11 one of the key issues. That as an institution of  
12 our education, we have to make sure that we are  
13 given value for value.

14           It's great to speak about the lore,  
15 the history, the impact in the past, but value  
16 for value is what we have to talk about today.  
17 And as a consequence, we have to look at the  
18 platform.

19           Last but not least in my comments, I  
20 want to applaud Jonathan for the framework. I  
21 think of the framework as a Christmas tree.

22           And those people who are of my

1 generation who had to dress a tree when they were  
2 younger, know how painful it was because the  
3 lights all worked the previous year, but you have  
4 to spend all day trying to figure out where that  
5 bulb was, right?

6 And so, one of the benefits though of  
7 today is that they created parallel circuits.  
8 And parallel circuits of course mean that the  
9 bulb can go out in one place and you can still  
10 use the string.

11 Why that's important what a parallel  
12 circuit is, is that involves a dialogue. It  
13 involves me understanding where you're coming  
14 from and you understanding where I'm coming from.

15 And I think that one of the things  
16 that, Jonathan, that you've done in terms of the  
17 tree, is that you opened it up so that the  
18 dialogue can happen as we address the tree. So  
19 thank you.

20 CHAIR TAYLOR: Mr. Justice.

21 MR. JUSTICE: I'd just like to echo  
22 the same comments. This has been a great event

1 and is a tremendous opportunity to meet a lot of,  
2 especially the young students that came to this  
3 event, they are tremendous.

4 I would say that being a guy that's  
5 disciplined in history, that there is a  
6 tremendous legacy that we're all dealing with  
7 that is just rich in culture, rich in our nations  
8 value system. And that we need to not neglect  
9 that.

10 But we're standing at the door of a  
11 future that's going to be radically different,  
12 and we've got to be approaching it with our eyes  
13 wide open and taking some very dear guidance from  
14 you, ma'am, as our guest today in telling is  
15 tomorrow is a different world and we've got to  
16 look at it with a different view point and a  
17 different language.

18 And I would say it's a tremendous  
19 opportunity to serve with my fellow Board Members  
20 here. And I walk away from it enriched every  
21 time we gather.

22 And, Jonathan, for your staff, I thank

1       them for engaging us between meetings and keeping  
2       us current and up to date. Thank you.

3                   CHAIR TAYLOR: All right. President  
4       Ellis.

5                   MR. ELLIS: Good afternoon, again.  
6       And again, Mr. Taylor, Attorney Taylor, thank you  
7       for your leadership.

8                   And great conference. I believe what  
9       I saw this time was the building upon this  
10      foundation of HBCU competitiveness. And I've  
11      seen that as maybe not rolling as fast we'd like,  
12      but it's rolling in a positive direction, so I  
13      appreciate that focus.

14                  And so, with that said, a couple of  
15      things that were mentioned today. The  
16      opportunity zones.

17                  And this is my personal preference, is  
18      that as we look at these opportunities, we have  
19      to, as HBCUs, be the driver of the investments in  
20      the projects that we want to happen that serve,  
21      not only our communities, but our own  
22      institutions. And that these opportunities lead

1 to sustainable possibility for us.

2 I was proud to hear the young man  
3 early talk about trust and what that means for us  
4 in making sure that we trust the people that we  
5 form partnerships with. Well, part of that trust  
6 is ensuring that everyone can share in not only  
7 the positive impact of what opportunity zones  
8 provide but also in the capital impact of it.  
9 And so, that's important for me.

10 And then I think the second  
11 conversation around federal agencies, and I  
12 listened here as we talked about what can be  
13 better, what has happened in the past, but I  
14 think it's often important to remember balance.

15 And so, as I talk to federal agencies,  
16 I talk to colleagues, we have to be mindful of  
17 opportunities for us to improve and provide  
18 federal agencies what they see are the missing  
19 components that we haven't provide, and vice  
20 versa. For federal agencies to listen to our  
21 HBCUs, so they can realign their plans and become  
22 more creative in how we meet those needs.



1           So, I just stress the point of balance  
2 as we have these conversations.

3           And finally, my third piece is a  
4 question. We've had great conversation, great  
5 recommendations, how these manifest into actual  
6 policy.

7           CHAIR TAYLOR: Yes. Dr. Rath.

8           MS. RATH: This has been an important  
9 learning experience, I think, about future  
10 challenges. And I just look forward to how fast  
11 this group can move to translate so it turns into  
12 some really quality experiences for the students  
13 and these schools.

14          CHAIR TAYLOR: Dr. Dawkins.

15          MS. DAWKINS: Yes. I just want to  
16 echo everything everyone has said without saying  
17 it again.

18          But I do want to thank, Jonathan, for  
19 what the program with the White House Initiative  
20 on the HBCUs, the conference and the quality of  
21 the programs offered.

22          To, John Taylor, for convening us, for

1 the many programs we have participated in leading  
2 up to today. And also, the emphasis on our  
3 priority projects, opportunity zones,  
4 infrastructure.

5 Particularly looking at human and  
6 technological infrastructure. We really need to  
7 give a lot of attention to the human component of  
8 that. The ability to do this work is what I'm  
9 trying to emphasize.

10 And then last, I just want to put,  
11 just reemphasize what Connie just said about  
12 timeliness and implementing many of these  
13 projects so we can afford, particularly as it  
14 relates to Title III, to wait to act upon Title  
15 III.

16 Because we do need to have mandatory  
17 renewal, as well as to increase discretionary  
18 funding. And we need to have those discussions  
19 now. And within the next six months.

20 I would say, we need to bring some  
21 attention within the next three months. To keep  
22 this alive and going.

1 CHAIR TAYLOR: Yes. President  
2 Hawkins.

3 DR. HAWKINS: Yes, thank you, Mr.  
4 Chairman. First, let me congratulate Executive  
5 Director Holifield on a successful conference.  
6 Heard nothing but positive about this conference.

7 And I know Dr. Haynes said he was the  
8 last one to have a successful conference --

9 MR. HAYNES: But that was stricken  
10 from the record.

11 DR. HAWKINS: Okay.

12 (Laughter.)

13 DR. HAWKINS: So, great conference,  
14 and everyone enjoyed it. And please, again, echo  
15 to the President, thanks for the shout out on  
16 yesterday.

17 And I hope that we keep the message  
18 from the President alive. Because there will be  
19 doubters out there and it will punch holes in  
20 them. But the facts speak for themselves.

21 Take it as upon us to make sure that  
22 we keep those facts out there. And it's

1 important, in terms of the successes, that have  
2 gone on in the past couple of years for our  
3 HBCUs.

4 And I hope that this Board stays  
5 focused on what we've discussed here today. And  
6 I hope that this Board, as we move forward, that  
7 we get results.

8 I don't want to serve on this Board  
9 and those out there in the public say that, well,  
10 another HBCU Board. Okay, so that I hope that we  
11 stay focus, that we strive towards results.

12 And, Dr. Johnson, I want to say that  
13 the lights are on, on this current White House  
14 Initiative. Because of this bold leadership  
15 that's going on here.

16 And so, Jonathan, I congratulate you  
17 on the leadership, your leadership because I know  
18 you know how to win. And, Dr. Taylor, I know  
19 that you know how to win.

20 And with this bold leadership that's  
21 going on right now, it feels really good to sit  
22 here, to talk about, what we are trying to do is

1 feel good, to sit here and talk about what  
2 already has been accomplished for our HBCUs.

3 I have not seen this. This has not  
4 happened in my 18 and a half years as president.  
5 And so, through you all's, through your continued  
6 bold leadership, I just see great things  
7 happening for our historically Black colleges and  
8 university.

9 So, keep up the bold leadership. And  
10 the two of you have a responsibility to Dr.  
11 Johnson to make sure that not one light bulb  
12 burns out as we move forward.

13 And so, again, thank you for a great  
14 meeting. And if you would, Mr. Chairman, before  
15 we conclude, if we have more input from the  
16 upcoming meeting.

17 CHAIR TAYLOR: Yes.

18 DR. HAWKINS: And I'd like to know  
19 about who's paying the expenses.

20 (Laughter.)

21 DR. HAWKINS: So I can plan.

22 CHAIR TAYLOR: So you can plan.

1 President Clark.

2 MR. CLARK: First of all, again,  
3 thanks. As everyone has said to Mr. Holifield  
4 and Taylor.

5 And with all the wonderful things that  
6 everyone has spoken of, I was saddened that I was  
7 unable to make it here for the earlier events,  
8 but very glad that I'm here today. And I want to  
9 do a very special, special shout out and thank  
10 you to Ms. Franklin, who helped make that  
11 possible in the winning moments with all the  
12 things that we had gone down, down in the  
13 southern territories, so to speak.

14 As we leave here, I'd like for us to  
15 keep in mind a few things. And this kind of  
16 echo's a little bit of what Dr. Hawkins as said.

17 Let us set goals and let's make sure  
18 we measure and track those goals. And let's make  
19 sure that we hold each other accountable to make  
20 sure something gets done.

21 CHAIR TAYLOR: Last, but certainly not  
22 least, Dr. Grigsby.

1 DR. HAWKINS: Thank you, Mr. Chairman.  
2 I'm reminded of the time that I spent working  
3 with the U.S. Congress, and one day on the floor  
4 a distinguished gentleman got up and said, Mr.  
5 Speaker, I want you to know that everything that  
6 needs to be said on this topic has been said --

7 (Laughter.)

8 MR. GRIGSBY: -- but not by me.

9 (Laughter.)

10 MR. GRIGSBY: So, the point is that we  
11 all, in our work, understand the importance of  
12 leadership.

13 And I want to commend the tandem team  
14 of Jonathan and Johnny for bringing a nuisance, a  
15 vision of energy, and of commitment, to the work  
16 of this body. You embody that and I commend you  
17 for that.

18 It really is a new day in a number of  
19 respects. And the team that you have assembled,  
20 Jonathan, have been very, very important and  
21 helpful.

22 I would hope that as we go forward, we

1 keep in mind that it's important to always keep  
2 up for the importance of developing or suggesting  
3 workable models for our colleagues who are not a  
4 part of the conversation and discussion.

5 And the realization that every  
6 situation is different. And that there are  
7 different roads that lead to the destination.

8 And we need to keep in mind that part  
9 of our responsibility is helping others to see  
10 how some of those models actually work as a  
11 result of our deliberation. So, that's a  
12 challenge that I certainly put on myself and  
13 recommend for all of us to keep in mind.

14 CHAIR TAYLOR: Thank you. And last  
15 but so not least, I'd like to thank you all for  
16 everything that you've done.

17 My comments as the Chair are pretty  
18 simply. First of all, we have a wonderful Board  
19 of people who bring difference perspectives,  
20 different experiences, et cetera, to the table.

21 We have presidents, we have former  
22 presidents, we have businesspeople, we have



1 foundation leads. We have people from majority  
2 institutions. North Carolina State for example.

3 That is the beauty of the diversity  
4 that we intended to put together on this Board.  
5 And to see it all come together and see all of us  
6 work together toward the common good HBCUs is  
7 really a wonderful feeling.

8 And for those who doubted it, they  
9 were wrong. And we're going to continue to prove  
10 them wrong. And so, I want to thank you all as a  
11 collective for all of your efforts.

12 Secondly, I do want to thank the  
13 Staff. The Department of Education, specifically  
14 the White House Initiative. They put a ton of  
15 work into all of this, so thank you for making us  
16 look good.

17 I have another Staff, though, that I'd  
18 like to thank because behind, I'm the guy who  
19 stands up, but I have an amazing staff from the  
20 Society for Human Resource Management, SHRM, who  
21 is not only putting cash, so yes, the bill will  
22 come to us for this upcoming meeting, we have

1 SHRM, the business. And then we have a  
2 foundation, a 501(c)(3) that we fund as a result  
3 of the cash that we kickoff, for lack of a better  
4 term.

5 So, if I could just quickly recognize  
6 my team. Quick stand. I've got a lot of SHRM  
7 people in the room because it takes a lot of  
8 people to support me. But they are absolutely  
9 amazing, so thank you all for coming and  
10 supporting us.

11 (Applause.)

12 CHAIR TAYLOR: Tell them I run deep,  
13 just to in case I need some help to get up out of  
14 here. But seriously, thank you all for  
15 everything that you do.

16 And I think what it should highlight  
17 for all of us is that, just because you didn't  
18 attend an HBCU doesn't mean you're not interested  
19 and you're not an advocate for these wonderful  
20 historical institutions. There are a lot of  
21 people who are really hoping that we're  
22 successful and want to play a role in it, so

1 thank you to everyone in this room who are HBCU  
2 supporters.

3 The last piece of business that I have  
4 to do before we close this is to discuss our next  
5 meeting date.

6 Now, there is a meeting date that  
7 we're talking about. Emily Dickens from my team  
8 will be sending you out the notifications that we  
9 talked about for the convening of the presidents  
10 at SHRM or Gallup's headquarters, but supported  
11 by SHRM.

12 And then secondly, the PBA meetings.  
13 So, do we have information about the next  
14 meeting?

15 MR. HOLIFIELD: The PBA meeting is at  
16 your discretion and formed by the Board.

17 CHAIR TAYLOR: Okay. So, in the  
18 interest of time I'm going to ask someone from my  
19 team, I'm looking at the chief of staff, to send  
20 out to each of you all some kind of doodle  
21 calendar to make sure that it works.

22 So, there will be two different

1 requests. One is for the official meeting of the  
2 Board, that's the Government meeting, and then  
3 there is going to be the separate SHRM supported  
4 meeting. Yes?

5 DR. HAWKINS: Yes, Mr. Chairman, so if  
6 by chance we don't meet before the first of the  
7 year, you all, the Board will be receiving an  
8 invitation from Talladega College, to give you an  
9 opportunity to see an actual agency work with an  
10 HBCU, that we've had tremendous success with  
11 USDA, the ribbon cutting of two new buildings on  
12 our campus that was actually --

13 CHAIR TAYLOR: All right.

14 DR. HAWKINS: -- funded, approved by  
15 the USDA.

16 (Applause.)

17 DR. HAWKINS: Thank you. And that  
18 will happen the first of the year, and I hope  
19 that you all will be able to come and see that.

20 CHAIR TAYLOR: Yes. And let me just  
21 say, my goal is for us to have the meeting before  
22 the end of the year.

1 DR. HAWKINS: Okay.

2 CHAIR TAYLOR: If in fact this time is  
3 quicker than we've all challenged us to deliver,  
4 so I think we're going to have to have another  
5 meeting. But there is also this federal register  
6 stuff that you have to comply with. So we'll get  
7 to work on that.

8 DR. HAWKINS: Okay.

9 CHAIR TAYLOR: Yes.

10 MR. CLARK: I'm glad Dr. Hawkins  
11 mentioned that because I also have to give props  
12 to the USDA because this year we will be doing  
13 two ribbon cuttings on two buildings. And we've  
14 started the third building --

15 CHAIR TAYLOR: Wow.

16 MR. CLARK: -- based on support from  
17 USDA.

18 MR. HOLIFIELD: Now wait a minute, Mr.  
19 Chairman, I needed some of that earlier in this  
20 meeting.

21 (Laughter.)

22 MR. HOLIFIELD: You all just --

1 CHAIR TAYLOR: Well, you end on a  
2 positive note, that's what you do.

3 (Laughter.)

4 MR. HOLIFIELD: Yes.

5 CHAIR TAYLOR: This was staged, right?

6 (Laughter.)

7 CHAIR TAYLOR: So I'm going to request  
8 a motion to adjourn this meeting?

9 DR. BREAUX: So moved.

10 CHAIR TAYLOR: Dr. Breaux. I have a  
11 second?

12 MR. JUSTICE: Second.

13 CHAIR TAYLOR: Mr. Justice. All in  
14 favor?

15 (Chorus of aye.)

16 CHAIR TAYLOR: Assuming none said no,  
17 we're out.

18 (Laughter.)

19 CHAIR TAYLOR: Thank you all very  
20 much.

21 (Whereupon, the above-entitled matter  
22 went off the record at 2:27 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: White House Initiative on  
Historically Black Colleges

Before: US DED

Date: 09-11-19

Place: Washington, DC

was duly recorded and accurately transcribed under  
my direction; further, that said transcript is a  
true and accurate record of the proceedings.

*Neal R. Gross*

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Court Reporter

**NEAL R. GROSS**

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

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

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

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

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

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

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

**Johnny C. Taylor:** Present.

**Sedika Franklin:** Aminta H. Breaux.

**Aminta H. Breaux:** Present.

**Sedika Franklin:** James E. Clark.

**James E. Clark:** Present.

**Sedika Franklin:** Phyllis Dawkins.

**Phyllis Dawkins:** Present.

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

**Marshall C. Grigsby:** Present.

**Sedika Franklin:** Billy Hawkins.

**Billy Hawkins:** Present.

**Sedika Franklin:** Leonard L. Haynes III.

**Leonard L. Haynes III:** Present.

**Sedika Franklin:** Jerry M. Hunter.

**Jerry M. Hunter:** Present.

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

**Nickolas Justice:** Present.

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

**Connie Rath:** Present.

**Sedika Franklin:** Kevin Williams.

**Kevin Williams:** Present.

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

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

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

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

**All Participants:** Aye.

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

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

**Marshall C. Grigsby:** Marshall Grigsby.

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

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

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

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

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

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

**DeVos Betsy:**

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

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

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

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

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

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

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

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

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

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

**Johnathan Holifield:**

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

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

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

**Johnny C. Taylor:**

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

**Diane Jones:**

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Johnny C. Taylor:**

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

**Billy Hawkins:**

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

**Diane Jones:**

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

**Billy Hawkins:**

Thank you.

**Johnny C. Taylor:**

Thank you, and again... hello.

**James Clark:**

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

**Diane Jones:**

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

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

**Johnny C. Taylor:**

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

**Dr. Michael Crow:**

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Johnny C. Taylor:**

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

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

**Phyllis Dawkins:**

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

**Dr. Michael Crow:**

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

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

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

**Aminta H. Breaux:**

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

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

**Dr. Michael Crow:**

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

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

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

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



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

**Aminta H. Breaux:**

Thank you for that.

**Johnny C. Taylor:**

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

**Dr. Michael Crow:**

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

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

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

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

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

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

**Johnathan Holifield:**

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

**Dr. Michael Crow:**

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

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

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

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

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

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

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

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

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

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

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

**Leonard L. Haynes III:**

Leonard Haynes.

**Dr. Michael Crow:**

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

**Leonard L. Haynes III:**

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

**Dr. Michael Crow:**

Yes. I remember that. Thank you.

**Johnny C. Taylor:**

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

**Dr. Michael Crow:**

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

**Johnny C. Taylor:**

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

**Johnathan Holifield:**

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

**Johnny C. Taylor:**

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

**Johnathan Holifield:**

Exactly.

**Johnny C. Taylor:**

Is that okay? Let me check with our DFO.

**Sedika Franklin:**

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

**Johnathan Holifield:**

Thank you.

**Johnny C. Taylor:**

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

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

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

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

**Sedika Franklin:**

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

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

**Bernard J. Milano:** Johnny.

**Johnny C. Taylor:** Yes.

**Bernard J. Milano:** This is Bernard Milano.

**Johnny C. Taylor:** Hi, Bernard.

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

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

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

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

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

**Bernard J. Milano:**

Okay, thank you.

**Johnny C. Taylor:**

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

**Billy Hawkins:**

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

**Johnny C. Taylor:**

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

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

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

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

**Johnathan Holifield:**

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

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

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

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

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



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

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

**Sedika Franklin:** Johnathan, we're ready.

**Johnathan Holifield:** We're ready?

**Male Speaker 1:** We're ready.

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

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

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

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

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

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

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

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

**Johnathan Holifield:**

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

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

**Johnny C. Taylor:**

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

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

**Sedika Franklin:**

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

**Female Speaker:**

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

**Johnathan Holifield:**

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

**Johnny C. Taylor:**

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

**Sedika Franklin:**

I do have a few comments.

**Johnny C. Taylor:**

Okay, let's go.

**Sedika Franklin:**

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

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

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

**Johnny C. Taylor:**

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

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

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

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

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

**President's Board of Advisors on Historically Black Colleges and Universities**

**Meeting of September 11, 2019**

**Renaissance Downtown Washington DC Hotel**

**Renaissance East**

**999 9<sup>th</sup> Street, NW, Washington, DC 20001**

**9:30 AM – 2:00 PM EDT**

*A complete transcript is available upon request*

**Advisors present**

Johnny C. Taylor, Jr., Chairman

Aminta H. Breaux (late arrival)

James E. Clark

Phyllis Dawkins

Rodney A. Ellis

Marshall C. Grigsby

Billy Hawkins

Ronald A. Johnson

Nickolas Justice

Harold L. Martin, Sr.

Bernard J. Milano

Connie Rath

**Advisors absent**

Jerry Hunter

Kevin W. Williams

**White House Initiative on Historically Black Colleges and Universities Staff**

Johnathan M. Holifield, Executive Director

Arthur P. McMahan, Senior Associate

Sedika Franklin, Designated Federal Official

Director

**White House Speakers**

Ja`Ron K. Smith, Deputy Assistant to the President, Office of American Innovation, Executive Office of the President

Scott Turner, Executive Director, White House Opportunity and Revitalization Council

**Other Federal Presenters**

Jennifer Shieh, Assistant Director for Entrepreneurship, White House Office of Science and Technology Policy

Francine Alkisswani, Telecommunications Policy Analyst, National Telecommunications and Information Administration, U.S. Department of Commerce

**White House Attendees**

James Redstone, Domestic Policy Council

### **Call to Order and Roll Call**

The President's Board of Advisors met in the Renaissance East Ballroom, 999 9th Street, N.W., Washington, D.C., at 9:30 a.m., Johnny C. Taylor, Jr., Chairman, presiding.

Chairman Taylor recounts the events of September 11, 2001 and asks that we all remember and acknowledge those who paid the ultimate sacrifice that day as we pause for the Pledge of Allegiance.

The parties met, pursuant to the notice, quorum established 11 members present at the time of the roll call. Aminta Breaux arrived at the lunch hour for the remainder of the meeting.

Ms. Franklin request a call to certify the meeting minutes from the June 13, 2019 advisory meeting. Dr. Dawkins motioned for the approval of the minutes, which was then seconded by Dr. Clark and unanimously favored by all.

The June 13, 2019 meeting minutes are marked final and certify with signature by Chairman Taylor.

### **Welcome Remarks**

#### **Johnny Taylor, Chairman**

Acknowledges Dr. Breaux’s late arrival is due to commencement and that Mr. Hunter notified the chair that he’d be absent due to a medical procedure that day.

Reflected on the activities and conversations of the preceding days, recalled that the group decided to focus on 3 pillars:

1. public-private partnerships;
2. opportunity zones; and
3. infrastructure.

Recalled President Trump’s speech at the 2019 HBCU Week Conference, stating that “more than half of the nation’s HBCUs are in opportunity zones,” therefore the advisory council has a window of opportunity to take advantage of the new initiative and the meeting agenda include discussion and conversation.

Commented that he and his staff at the Society for Human Resource Management will convene a meeting of HBCU Presidents plus a member of their staff to spend 1.5 days on Opportunity Zones, in-depth.

**Ask:** Executive Director Holifield -- plan for the U.S. Department of Treasury, industry and funders to be part of that meeting.

“...to be clear, it is not a federal government convening.” “...we are going to fund it and pay for it as an example of a public-private partnership.”

### **Member Opening Comments**

Chairman Taylor: “We’ve had a wonderful, wonderful HBCU week that, you know, culminated yesterday with a presentation by the President of the United States, the first ever to appear at HBCU week, and the room was packed and the energy was good.”

Dr. Johnson: Congratulated Initiative for putting on a thoughtful content-rich, well organized gathering. Thought it represented the real clear sense of support for HBCUs.

Dr. Hawkins: Echoed Dr. Johnson’s sentiment, recalled conversations with HBCU scholars regarding their conference experience and asked if this was the first time a U.S. President spoke at the convening. Chairman Taylor confirmed that he believed that President Trump is the only president to have done so.

Ms. Franklin confirmed that the remarks were live streamed by NASA and will be posted to the Initiative webpage.

Mr. Justice: Complimented the federal agencies for coming with action-oriented themes that really show the execution of the President’s executive orders.

### **Discussion of Opportunity Zones**

Exploration of possible role of PBA to help convene Opportunity Zone-related technical assistance and public-private partnership prospects that might benefit HBCUs.

### **Best Practices, Bruce Katz, The New Localism**

Chairman’s introduction: “Bruce Katz is with an organization called The New Localism, and literally is one of the foremost thought leaders and experts on this new product called -- or new opportunity called an opportunity zone.”

Begins with slide presentation, entitled “How Opportunity Zones are Driving a New System of Community Wealth.” (Appendix)

- Provision in 2017 tax law from legislation that was co-sponsored by Cory Booker and Tim Scott, the Investing in Opportunity Act.
- Enables people of corporations with capital gains to defer, reduce, or eliminate capital gains taxes if they invest in a qualified opportunity fund, which then invests in an opportunity zone.
- Legislation directs governors to designate a quarter of eligible census tracts -- and by eligible census tracts, and mostly were criteria relating to poverty statistics or income statistics.
- 50 governors and Puerto Rico designated 8762 opportunity zones.
- Many HBCUs are either totally covered as opportunity zone tracts or partially



covered.

- Develop an investment prospectus: (1) Enables a city or a zone to communicate their access, their advantages, basically make their pitch, as to why someone would invest in this place and what kind of projects are investor ready and community enhancing. (2) Enables stakeholders in the community to both unlock local capital but also then attract national capital. (3) Enable a consensus on reality as to what is investable in your community or in your zone.
- HBCUs, because of your stature on many of your communities, a legitimate, valid community vehicle for organizing stakeholders around investment.
- Data is important. Unveiling your assets are important. But organizing a multi-sector group, government, other universities, philanthropy, corporations, and high net worth individuals, organizing capital is really the end game of the prospectus tool.
- Categories of zones (Typology) matter—“HBCUs together almost form like a particular kind of asset class or investment sector because my perception is you're more similar than you are different in terms of, you know, what your footprint looks like, you know, what the ratio of jobs to residents look like and what the kind of economic investable opportunities might be.”
- Recommendation:
  1. Start with an Investment Prospectus that focuses on local capital, local debt, local wealth, local subsidy.
  2. HBCU offer certain kinds of economic opportunities or investable deals that the rest of the city wouldn't be offering, student housing, for example. As a network of HBCUs, aggregate all the different universities into sort of a super asset class.
  3. Work with someone, a “deal jockey” who understand how to marry private equity that's looking for returns with conventional debt or concessionary debt or local subsidy.
  4. Develop a 7 to 10-page HBCU prospectus writ large and then a capacity addition.
  5. Think about the HBCUs being a platform for gathering, cohering, stewarding networks in your communities and your states.

### **Member Comments**

Dr. Martin: Conversation on opportunity zones should be much larger than just housing. “Much more progressive way that changes the outcome and long-term successes of our communities.”

Mr. Justice: “...make a note that this impacts our academic education as well in our schools of management, and business and we should be taking advantage of that next generation to learn how to do this and become a part of that economic engine in our nation, as well.”

Dr. Johnson: Need to look at capital stack itself.

Dr. Dawkins: There are many ways that we can group our institutions as we prepare a prospectus. “A strong opportunity exists for St. Aug’s, Shaw, and North Carolina Central, particularly Shaw and St. Aug’s, they’re right downtown Raleigh. In Greensboro, Bennett and North Carolina A&T are within two minutes of downtown Greensboro. And though some of the schools are not downtown, they’re within 50 miles radius of each other, like Jarvis, Wiley, Texas, and Southern Shreveport.”

Chairman reiterates that his company will convene a meeting in the next few months to further explore opportunity zones for HBCUs.

### **The Administration**

#### **Ja’Ron Smith, Office of American Innovation**

There is a lot of momentum for the White House to continue our partnership with HBCUs in two very significant ways:

1. using our convening power and working with state governors to figure out a strategic plan for the HBCUs that are in opportunity zones.
  - a. Looking in November to start doing some of those convenings. We would love to be on the road with Johnathan Holifield and work directly with the PBA on a strategy on what makes the most sense.
2. White House Opportunity and Revitalization Council wants to be able to formalize that with a strategic plan and being able to present that plan maybe at the next PBA meeting just to inform the public who also want to participate because there's no monopoly on ideas.
3. A follow up from what maybe OSTP came here to talk about, about research and development dollars going into some of these schools that are at HBCUs.

Chair Taylor informs Administration staff that “The Society for Human Resource Management is going to host a convening of HBCUs to do a real deep dive on opportunity zones, and we’re bringing in experts, tax people, deal people, funders, et cetera.”

#### **Scott Turner, Executive Director, White House Opportunity and Revitalization Council**

- Informs that convenings in HBCU communities are open to HBCUs per the executive order.
- Encouraged continued engagement that is important in the success and long-term sustainability of these initiatives.

### **Federal Presentations**

- Brief overview of federal HBCU competitiveness strategy framework and initial impressions- Johnathan Holifield
  - overarching expectation: Strengthen the role of institutions in sustaining and

increasing our competitiveness and improving standards of living for the students and communities they serve, competing better, improving standards of living.

- Overarching draft goal: To improve the conditions under which HBCUs compete for top federal and non-federal public and private sector opportunities improving the conditions under which we compete.
  - Four broad strategies:
    1. Cultivate within the federal structure an ecosystem, an HBCU competitiveness ecosystem empowered by the White House Initiative on HBCUs as facilitator;
    2. Position federal agencies to perform the kind of high-leverage interactions within their agency that support the ecosystem;
    3. improve federal agency competitiveness processes, activities, opportunity exploration, and sustained implementation; and
    4. strengthen federal agency HBCU competitiveness strategic planning, goal setting, metrics, and reporting requirements.

#### **Member Comments**

Dr. Clark: Request handout about Federal Competitiveness Strategy; insert more language that holds agencies accountable, incentivized and motivated; Brings up concept of dashboard or scorecard development that identifies how much money have you put in HBCUs, how many HBCUs are you working with and what's the name of the projects? Tracking progress towards a goal.

Mr. Justice: Focus on setting conditions for success not specific quantifiable achievements and look at the opportunities over time in a road map fashion.

Dr. Hawkins: Same conversation has been had for past 18 years—Requests they develop a different strategy to make progress in the area.

Chair Taylor: Recommends possible selecting 2-4 agencies to work with and match HBCU capabilities and provided a historical example on experience explaining the frustration of HBCU presidents.

Dr. Johnson: Believes it is a combination of both an implementation plan and a dashboard, but the implementation plan should address the need to bring in someone who can handle contract accounting and a way to hold agencies accountable for meeting goals.

Dr. Breaux: Suggests “we look at the full picture, create the dashboards, use the framework, and then begin working.” Use new technology, not available in the past to build and collect the dashboard data. Suggests communication strategy will help to close feedback loop.

Mr. Grigsby: Points out that “there ought to be, at least from this body, a recommendation of suggesting of what the consequences are for agencies that do not develop adequate relationships with HBCUs.” Also points out that without consequences for noncompliance, not much will change.

Dr. Dawkins: Identifies a need for “human infrastructure” to allow institutions the capacity to respond to grants.

**America’s Academic Research Enterprise, the Federal 5-year STEM Education Plan and the Federal Research and Development Budget Priorities**

**Jennifer Shieh, assistant director for entrepreneurship at the White House Office of Science and Technology Policy**

HBCU competitiveness -- making sure that HBCUs are included in the fact that in order for the U.S. to maintain global competitiveness we are making use of incorporating and including all of the talent and the assets that we have invested in as a Federal Government, as taxpayers.

Visit [performance.gov](https://performance.gov) to access President's management agenda and cross-agency priorities.

Fiscal Year '21 R&D budget priorities memo Lab to Market key strategies

1. reducing regulatory burdens and making administrative improvements
2. enhancing private sector engagement
3. workforce development
4. entrepreneurial training for the federal workforce

**Minority Broadband Initiative (Alkisswani)**

The National Telecommunications and Information Administration (NTIA) plans to launch a new Minority Broadband Initiative (MBI) focused on solving broadband deployment challenges in vulnerable communities.

Requests Board support to ensure HBCUs are at the table as hubs for 5G deployment and capabilities.

**2019 National HBCU Week Conference**

Executive Director Holifield provided quick reflections about the 2019 HBCU Week Conference and thanked Administration officials and the President for their support and participation in the week’s events.

**Group Discussion on Title III**

Mr. Grigsby:

- Administration has increased support for HBCU's and Title III
- There needs to be a view toward the future, toward developing and accessing appropriate metrics for assessing impact.
- One provision is set to expire at the end of the fiscal year 2020.
- Part F funding represents \$85 million for the HBCU community.

Dr. Hawkins:

- Title III major source for HBCUs.
- Elimination of Title III would be major blow.
- When questions about elimination rise, we must note its importance as a part of HBCUs.
- Recommends using UNCF research on HBCUs instead of reinventing the wheel.
- Look to history to identify how funds were more flexible.

Mr. Justice:

Recommends workshop to further align opportunities and metrics.

Dr. Breaux: Expressed concerns on timeline, stressing that “We Need to Plan... We need to start to take steps now.”

Chairman mentioned that the missions of the advocacy groups is to address these concerns early with the executive and legislative branches of the government.

Dr. Johnson states that Title III funds should be mapped to what the schools need. Title III supports innovation and suggested “thoughtful exercise when evaluating and developing indicators of performance.

#### **Public Comment**

- Written Comment from Suzanne Walsh, president of Bennett College  
How can we follow-up on Bruce Katz's idea to have HBCUs as a super asset class or some type of investment group?
- John Jordan, Jr. economic lead for Remix the Soul of Innovation commented on Bruce Katz’s understanding of the term platform.
- Lodriguez Murray, vice president of the public policy and governmental affairs at UNCF commented on the status of Title III funding and legislative actions currently underway.
- Lynn Williams, president and CEO of Bridge Enterprises commented on National HBCU

Week and Virginia opportunity zones.

- Leonard Haynes, senior advisor at the U. S. Department of Education commented on the national conference and spoke to the need to educate many on Title III as an institutional grant program.

### **Final Comments**

Dr. Breaux: Challenge is to broaden discussion and ensure that colleagues understand what's being addressed in meetings. Would like to continue to bridge conversations to help HBCUs along.

Dr. Johnson: Government budgets changing and it's possible a recession will come so there's a need to address concerns about Title III and funding now. Stresses the need to understand differing perspectives as we all work toward a common goal. (Christmas Tree metaphor)

Mr. Justice: "... there is a tremendous legacy that we're all dealing with that is just rich in culture, rich in our nations value system. And that we need to not neglect that."

Dr. Ellis: HBCUs should be drivers of investments in projects that serve both the community and the institution. Trust is key. Ensure all parties share in positive impact as well as capital generated in opportunity zones. Need for Balance. There are opportunities for commission to provide federal agencies with recommendations to further align their plans and for HBCUs to become more creative in meeting those needs.

- Question: How will the commission manifest the conversations and recommendations into actual policy?

Dr. Rath: Looks forward to how quickly commission can translate conversations into quality experiences for students and schools.

Dr. Dawkins: Human component is important. Timeliness and implementation of projects are important especially regarding mandatory renewals of funding (i.e., Title III).

Dr. Hawkins: Keep pushing the facts about HBCU success and continue to strive for results. Current leadership is key to this effort. Invited commission to building ribbon cutting supported by funding from USDA.

Dr. Clark: "Let us set goals and let's make sure we measure and track those goals." Be accountable to those goals. Invited commission to building ribbon cutting supported by funding from USDA.

Dr. Grigsby: Important to develop/suggest workable models for those not a part of the discussion. Realize not all situations are the same. Commission has a responsibility to help others see how some models work as a result of deliberations.

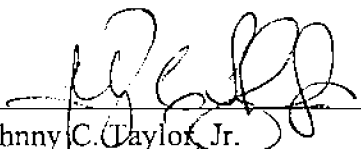
Chairman Taylor: Thanks all, acknowledges staff at SHRM and notes that “just because you didn't attend an HBCU doesn't mean you're not interested and you're not an advocate for these wonderful historical institutions.”

Asked that SHRM team work to schedule convening of presidents before the end of the year.

**Adjournment**

Chairman Taylor requested a motion to adjourn at 2:28 p.m. Dr. Breaux moved to adjourn. Mr. Justice seconded. All were in favor.

I certify the accuracy of these minutes.

  
\_\_\_\_\_  
Johnny C. Taylor, Jr.  
Chairman

2/14/2020  
Date

## President's Board of Advisors on Historically Black Colleges and Universities

### Virtual Meeting

September 23, 2020; 9 am EST-11 am EST

Step 1: Dial-in: 888-251-2949

Speaker Access Code: 4026533##, then #2 to raise hand for operator

Step 2: Join the conference on your computer.

Entry Link: <https://ems8.intellor.com?do=modentry&eventID=832432>

*A complete transcript is available*

### Advisors present

Mr.	Johnny C Taylor, Jr.	President and CEO	Society for Human Resource Management
Dr.	Aminta H. Breaux	President	Bowie State University
Dr.	James E. Clark	President	South Carolina State University
Dr.	Phyllis Dawkins	Former President	Bennett College
Dr.	Marshall C. Grigsby	President and CEO	Grigsby & Associates, LLC
Dr.	Billy Hawkins	President	Talladega College
Mr.	Jerry M. Hunter	Partner	Bryan Cave, LLP
Dr.	Leonard L. Haynes III	Senior Advisor	Strategic Education, Inc.
Gen. (Ret)	Nickolas Justice	Executive Director	PowerAmerica
Mr.	Bernard J. Milano	President (Ret.)	KPMG Foundation
Dr.	Connie Rath	President	The Clifton Foundation
Mr.	Kevin Williams	President	KAW Properties LLC

### Advisors absent

Dr.	Harold Martin	President	North Carolina A&T University
Dr.	Rodney A. Ellis	Chancellor	Southern University Shreveport Louisiana
Dr.	Ronald A. Johnson	Former President	Clark Atlanta University

### White House Initiative on Historically Black Colleges and Universities Staff

Mr.	Johnathan M. Holifield	Executive Director
Ms.	Sedika Franklin	Designated Federal Official

### U.S. Department of Education

Honorable	Betsy DeVos	Secretary
Dr.	Diane Auer Jones	Deputy Under Secretary

### White House Speakers

### Other Presenters

Honor	Name	Title	Business/ Org./Institution
Dr.	Michael M. Crow	President	Arizona State University

### Call to Order and Roll Call



## **Message from the President**

Virtual Meeting began with a video message from President Donald Trump.

## **Opening Remarks and Roll Call**

The President's Board of Advisors met virtually due to Coronavirus Quarantine order, Johnny C. Taylor, Jr., Chairman, presiding.

Chairman Taylor welcomed all in attendance and asks for all to begin the meeting with the Pledge of Allegiance.

The parties met, pursuant to the notice, quorum established 11 of 14 members present at the time of the roll call. Bernard Milano joined later due to technical issues.

Chairman Taylor requested a call to certify the minutes from the February 14, 2020 advisory meeting. Member Breaux motioned for the approval of the minutes, which then received a second by Member Hawkins and unanimously favored by all.

The February meeting minutes are marked final.

## **Welcome Remarks**

The following individuals gave welcome remarks:

- Johnny Taylor, Chairman
- Betsy DeVos, Secretary, U.S. Department of Education
- Johnathan Holifield, Executive Director, White House Initiative on HBCUs

## **Legislative Updates**

### **Department of Education Brief and Q&A with Members**

- Diane Auer Jones, Deputy Under Secretary delegated the duties of the Under Secretary

### **Special Presentation and Q&A with Members**

- Michael Crow, President of Arizona State University, cochair of the National Commission and the university vice chair on Council on Competitiveness

## **Board Discussion**

Member discussed current draft of the Board's Report to the President.

Members provided critic and requested edits to the document.

## **White House Initiative on HBCUs Brief**

- Johnathan Holifield, Executive Director, White House Initiative on HBCUs

### **Video Announcement from National Security Adviser**

- Robert O'Brien, National Security Adviser  
Announcement of intent to establish the United States – Africa Institute for Epidemic Preparedness and Innovation which will serve as the Africa Regional Center for America's response to outbreaks.

### **Public Comment**

Pursuant to the Federal Register Notice, public comment must pertain to the work of the President's Board of Advisors addressed in the meeting. Comments were addressed on a first come, first serve basis through the chat function for five minutes.

- From Sonia Armstrong. I think this was a marvelous presentation. I am happy that I was able to be a part.
- From Dr. Lawson. Is it possible to send the Under Secretary the reference PowerPoints for all HBCU President rather than just to the Board of Advisors?
- From S. P. Freeman, S. P. Freeman at North Carolina Central. Many of us want to collaborate and to reach the HBCU initiative heads and we get something more structured to help us.
- From Dr. Farmer. Thank you for this initiative, as an HBCU alum and the promoter to my students and their families, this initiative work is invaluable.
- From Jill Ki. Food and security is problematic for students. What aid is available for those who do not have enough money to cover these expenses?

### **Member Comments**

Chairman Taylor thanked those who joined the meeting for listening and providing comment.

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

Member Clark requested that the student comment regarding food insecurity not be lost in the conversation.

### **Adjourn**

Chairman Taylor requested a motion to adjourn at 10:52 a.m. Dr. Beaux moved to adjourn. All were in favor.

I certify the accuracy of these minutes.

X

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Johnny C. Taylor, Jr.  
Chairman

