

UNIVERSITY OF
THE DISTRICT OF COLUMBIA

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BOARD OF TRUSTEES

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SPECIAL MEETING

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Tuesday,
February 18, 2014

The meeting convened at 5:00
p.m., Elaine Crider, Chair, presiding.

BOARD OF TRUSTEES MEMBERS PRESENT:

ELAINE CRIDER, Chair
CHRISTOPHER BELL, Vice-Chair
JOSEPH ASKEW
ALEJANDRA CASTILLO*, Secretary
KENDRICK CURRY
JAMES DYKE
REGINALD FELTON, Treasurer
KENNETH ISAAC
GABRIELA LEMUS*
JEROME SHELTON
ERROL SCHWARTZ
MARY THOMPSON
GEORGE VRADENBURG
JAMES LYONS, Acting President
*present via telephone

ALSO PRESENT:

BEVERLY FRANKLIN, Executive Secretary
RACHEL PARKER, Acting Provost
MICHAEL ROGERS, VP of University Advancement
PAT THOMAS, Athletic Director

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

(5:04 p.m.)

CHAIR CRIDER: Okay. Good
afternoon. I would like to call the meeting
to order. Dr. Lyons will be back in just a
second.

Ms. Franklin, can you call the
roll, please.

MS. FRANKLIN Yes.

Mr. Askew.

(No response.)

MS. FRANKLIN Mr. Bell.

(No response.)

MS. FRANKLIN Ms. Castillo.

(No response.)

MS. FRANKLIN Dr. Crider.

CHAIR CRIDER: Present.

MS. FRANKLIN Dr. Curry.

TRUSTEE CURRY: Present.

MS. FRANKLIN Mr. Dyke.

TRUSTEE DYKE: Present.

MS. FRANKLIN Mr. Felton.

1 (No response.)

2 MS. FRANKLIN Mr. Isaacs.

3 TRUSTEE ISAACS: Present.

4 MS. FRANKLIN Dr. Lemus.

5 DR. LEMUS: Present.

6 MS. FRANKLIN Okay.

7 Dr. Lyons.

8 PRESIDENT LYONS: Here.

9 MS. FRANKLIN General Schwartz.

10 (No response.)

11 MS. FRANKLIN Mr. Shelton.

12 TRUSTEE SHELTON: Here.

13 MS. FRANKLIN Ms. Thompson.

14 TRUSTEE THOMPSON: Here.

15 MS. FRANKLIN Mr. Vradenburg.

16 TRUSTEE VRADENBURG: Here.

17 MS. FRANKLIN Madam Chair, you do

18 have a quorum.

19 CHAIR CRIDER: Okay. Thank you.

20 Okay. The first item on the

21 agenda is Resolution on the Approval of

22 Masters of Arts Degree and Adult Education.

1 Dr. Curry.

2 TRUSTEE CURRY: All right. Coming
3 from the Academic Affairs Committee, we now
4 have time to discuss the approval of Master of
5 Art's degree.

6 TRUSTEE CURRY: And I will just
7 read, rather than going through all of the
8 "Whereas's," I think we know enough about
9 this.

10 I will just read this. And it
11 says, "Now, therefor, be it resolved that the
12 University of the District of Columbia is
13 hereby authorized to implement the Master's of
14 Art's in Adult Education Degree Program in
15 accordance with the attached proposal,
16 provided that funds required to implement the
17 program shall not be obligated until they have
18 been identified and reprogrammed with the
19 existing university resources."

20 Madam Chair, having gone through
21 all of this and just looking at the
22 "Whereas's" and the "Therefor's," I move that

1 we approve the Master of Art's Degree and
2 Adult Education Programs.

3 TRUSTEE ASKEW: Second.

4 CHAIR CRIDER: It has been moved
5 and seconded. Any discussion?

6 (No response.)

7 CHAIR CRIDER: Hearing no
8 discussion, all in favor of the motion, vote
9 "Aye."

10 (Ayes.)

11 CHAIR CRIDER: Any opposed?

12 (No response.)

13 CHAIR CRIDER: Abstention?

14 (No response.)

15 CHAIR CRIDER: The motion carries.
16 The next item on the agenda -- and
17 thank you for that. That was one actually,
18 that we were to have done --

19 TRUSTEE SHELTON: Last time.

20 CHAIR CRIDER: -- at the last
21 meeting, and -- and in our zest to be
22 finished, I think we skipped that, so we took

1 care of that this time and I thank you for
2 excusing our oversight from the last meeting.

3 The next item on the agenda is the
4 couple of resolutions related to the strategic
5 plan, and we have termination of academic
6 programs and then the approval of the Vision
7 2020 Plan.

8 So, I guess we go to -- I think
9 what I am -- what I would rather do is to go
10 through the strategic plan, any -- and then
11 approve the plan and then the academic
12 programs, unless you have an issue.

13 Is there some reason that you want
14 to -- the approval of the academic programs
15 first?

16 PRESIDENT LYONS: Thank you, Madam
17 Chair.

18 The -- when you terminate academic
19 programs there should be a record of that so
20 that it can be communicated to the middle
21 states as necessary and the U.S. Department of
22 Ed, if necessary, so that is why specific

1 action needs to be taken on those programs.

2 CHAIR CRIDER: Okay. And I could
3 do that --

4 VICE-CHAIR BELL: So I am just --
5 because I do agree that we need a specific
6 action, but is there a reason why you want
7 that first before we approve the plan, or do
8 we --

9 PRESIDENT LYONS: I guess if you
10 want to approve or delete those programs and
11 they are not a part of the plan that you are
12 voting on. But, don't worry about it. Let's
13 --

14 CHAIR CRIDER: Okay. All right.

15 PRESIDENT LYONS: Thank you.

16 CHAIR CRIDER: Okay. What I would
17 like to do is go through the -- the strategic
18 plan and specifically, after our last meeting
19 there were some actions that we asked for,
20 specific to some of the things that we saw in
21 the strategic plan.

22 So, I would like to do that first,

1 and then go for the approval of the plan and
2 then the termination of the programs, since
3 the termination of the programs are included
4 as part of the plan.

5 Okay. So -- and what we are not
6 attempting to do today is to go back and
7 revisit everything that we have already
8 approved.

9 So, the only discussion that we
10 should have today would be on those items
11 where we ask the administration to either make
12 revisions or provide us with additional
13 information.

14 And, in terms of that, we had -- I
15 think we asked for additional information on
16 the Master's of Special Education.

17 PRESIDENT LYONS: Bachelor's.

18 CHAIR CRIDER: Was it the Master's
19 or the Bachelor's?

20 PRESIDENT LYONS: The Bachelor's.

21 VICE-CHAIR BELL: The Bachelor's.

22 CHAIR CRIDER: The Bachelor's of

1 Special Education. Okay.

2 And we wanted to have more
3 information relative to the questions that
4 Trustees raised.

5 PRESIDENT LYONS: Where is the
6 provost? Step up to the mic, Provost.

7 CHAIR CRIDER: Good afternoon, Dr.
8 Petty.

9 PRESIDENT LYONS: They sought more
10 information. When we left the meeting there
11 was a --

12 CHAIR CRIDER: Oh. And we
13 transmitted to you a piece on the
14 undergraduate special education program. I am
15 glad to answer questions about it if you have
16 any.

17 TRUSTEE ASKEW: Madam Chair, if I
18 may.

19 I don't really -- I don't really
20 have any specific questions. What I do want
21 to -- what I do want to say is I do want to
22 thank you, Dr. Lyons, and also thank you, Dr.

1 Petty, and everybody else that was involved in
2 getting us the data.

3 We were able to get data not only
4 from the administrators at the institution,
5 but we are also able to get some data from the
6 people who actually teach the courses, and who
7 are also seeking additional resources from the
8 university for special education.

9 And the information that, at least
10 I had an opportunity to take a look at, one of
11 which was an independent study related to
12 whether or not there was relevancy to the
13 special education program.

14 And I think, from looking at that
15 information, there certainly was a compelling
16 case, and even a conclusion that special
17 education was important here in the District
18 of Columbia and it was also, you know, aligned
19 with where I believe the Mayor is trying to
20 focus on some of his attention.

21 The other piece from the
22 administration obviously was very, very

1 helpful, as well, and so I think, based upon
2 that, that I assume the administration came to
3 the conclusion that retaining a special
4 education undergraduate degree program was
5 appropriate.

6 I also understand that Dr. Petty,
7 you have released a hold on, I guess,
8 admission into the special education program
9 and that the administration at least is
10 looking -- some of the faculty members who are
11 involved in seeking grants and stuff are
12 looking forward to building a student base
13 that supports what they believe to be -- and
14 what some of us believe to be a demand for it.

15 So, again, I don't really have any
16 questions.

17 DR. PETTY: Well, I think you
18 probably have a misunderstanding, though.

19 TRUSTEE ASKEW: Okay.

20 DR. PETTY: The administration
21 position is that what I did on the last Board
22 meeting was, I removed a hold from any program

1 that the Board had not specifically voted to
2 terminate.

3 I felt that that -- there has been
4 so much emotion associated with that, I felt
5 that was the appropriate thing to do.

6 The university continues to
7 recommend that the undergraduate degree in
8 special education be terminated based upon a
9 failure to attract students.

10 We don't deny that there is not a
11 need for it. But, there are a need for lots
12 of things that the university cannot afford to
13 offer because of student enrollment, and we
14 have cut other programs based upon student
15 enrollment.

16 So, our position is that that
17 program should be terminated. The programs
18 that were reopened included elementary
19 education, which you did vote last time to
20 reinstate.

21 But, I did it for all of the
22 programs that were actually closed temporarily

1 by former Provost Baxter in order to really
2 clear that issue.

3 And so, I didn't take action to
4 terminate the programs for you voted for,
5 either, because, as Dr. Lyons pointed out, to
6 close admission to a program or to terminate
7 a program, we need a signed Board resolution.
8 And so, I was respecting the rules.

9 TRUSTEE ASKEW: So, I guess it is
10 just articulated a little bit differently than
11 what you just articulated.

12 DR. PETTY: Yes.

13 TRUSTEE ASKEW: The entire
14 strategic 2020 plan on this. My assumption,
15 after reading all the information was that the
16 recommendation -- and I assumed it was coming
17 from the administration, is that we retain
18 this, because it was on the list.

19 So, I don't want -- I don't want
20 to get into a debate of whether it is or not,
21 but at least my understanding of what is
22 included in this document on several different

1 pages is that the Bachelor's degree in special
2 education is one of the program offerings that
3 we will continue to offer, and that the
4 Master's program, at least from a number of
5 these pages is that we are eliminating despite
6 -- I know that there are some who would like
7 to see that retained, and that there is an
8 opportunity.

9 So, not trying to revisit that.

10 DR. PETTY: Yes.

11 TRUSTEE ASKEW: I am just trying
12 to make sure that what I read is -- because
13 she just said something different than what I
14 read last night.

15 And, if what I read is true, then
16 I don't really have any other questions. But,
17 if it is not --

18 DR. PETTY: Okay.

19 TRUSTEE ASKEW: -- then it creates
20 some level of confusion, at least for me.

21 CHAIR CRIDER: Okay. So, what I
22 thought -- what I though I heard, Dr. Petty,

1 was that with respect to the programs that the
2 Board last -- at the last -- or the November
3 Board meeting, the Board approved elimination
4 of 17 programs.

5 DR. PETTY: Exactly.

6 CHAIR CRIDER: And so the program,
7 this program that we are discussing was not
8 included in that elimination.

9 And so, you are not bringing that
10 program back, or asking right now for us to
11 consider elimination of that program. It may
12 be something that is revisited at another
13 time, but right now, is off the table.

14 Is that -- is that what I am
15 hearing?

16 DR. PETTY: I --

17 CHAIR CRIDER: Or is that not what
18 I am hearing?

19 DR. PETTY: What I am -- what my
20 position is, and that of the dean -- I am
21 afraid the dean is not here yet, is it simply
22 had not been acted on by you, so we kept it on

1 the list of currently-offered programs.

2 Do you see what I am saying?

3 CHAIR CRIDER: Yes.

4 DR. PETTY: Because you did not
5 take action, we couldn't put it on a list of
6 terminated programs.

7 CHAIR CRIDER: Right.

8 DR. PETTY: It is still before
9 you.

10 CHAIR CRIDER: Okay. Okay.

11 MR. ROGERS: Madam Chair.

12 CHAIR CRIDER: Yes.

13 MR. ROGERS: Michael Rogers. And
14 we are not -- you are right. It is not on the
15 agenda tonight.

16 CHAIR CRIDER: Right.

17 MR. ROGERS: Because there was
18 information you requested, information you
19 received.

20 I met with the Dean, Dean Massey,
21 about where we are at this point. And there
22 is continuing discussion. I don't think that

1 if -- following the lead of my colleague
2 Provost, she says that her recommendation, in
3 spite of, you know, what has been written, is
4 still that it be eliminated, but that is not
5 before you would like to get another shot at
6 that.

7 CHAIR CRIDER: Okay. Okay.

8 MR. ROGERS: We wanted to --

9 VICE-CHAIR BELL: So, I am sorry.
10 When you say "continuing discussion," you --

11 CHAIR CRIDER: Yes, sir.

12 VICE-CHAIR BELL: I just don't
13 know what that means. Does it mean within the
14 department, though --

15 MR. ROGERS: Well, within the
16 department. Between the Provost and the dean
17 --

18 VICE-CHAIR BELL: Okay.

19 MR. ROGERS: -- and the
20 administration.

21 CHAIR CRIDER: Okay. I just
22 wanted -- right. So --

1 TRUSTEE ASKEW: I just want to
2 make sure that this program gets a fair
3 chance. All right? Because, as my
4 understanding -- I mean, it is my
5 understanding that -- and again, it may have
6 been some kind of hold, it maybe wasn't
7 terminated before, but there was a hold on
8 getting people --

9 I just want to make sure, if we
10 will retain it -- to me, I thought the
11 programs that were retained -- you know, and
12 I know that people have varying opinions, and
13 we have gotten data that says one thing, and
14 other data that says something different.

15 But, I do want to make sure that
16 the programs that we are retaining, that we
17 are investing like we need to to ensure if
18 they are successful.

19 If this is proving that special
20 education is not, you know, is not going to
21 work, then I am worried about that, because a
22 -- what I would like to see that is, now what

1 we are starting to admit people into the
2 program, you know, it really is up to the
3 faculty and staff to do what we expect that
4 they would do to ensure that this program is
5 successful.

6 And, if it is not, then, just like
7 any other program, as I think some other
8 trustees have said, that it will be back up
9 for administrative review as well as Board
10 review, for termination.

11 But I do hopefully -- you know,
12 now that we have made the decision we are
13 moving forward and not trying to --

14 MR. ROGERS: I think we will be
15 back here in March.

16 TRUSTEE ASKEW: Okay.

17 MR. ROGERS: And I don't think
18 much will happen between now and March in
19 terms of the status of this particular
20 program.

21 TRUSTEE ASKEW: Okay.

22 MR. ROGERS: In terms of

1 presentation, after discussion between -- with
2 the dean, personally, we are unsettled. You
3 know, it is not -- we are not of one mind yet.

4 TRUSTEE ASKEW: Okay.

5 MR. ROGERS: Admittedly. So, we
6 are coming back to you when we are of one mind
7 so that you will be -- have clear guidance in
8 terms of what we are recommending.

9 CHAIR CRIDER: Okay. I think
10 essentially, our action for tonight relates to
11 the 17 programs that we have already approved.
12 We are not introducing or looking to eliminate
13 any additional or take any additional actions
14 on academic programs.

15 We ask for more information. We
16 got the more information, but we are not
17 adding that to the -- to the list.

18 PRESIDENT LYONS: And there is no
19 vendetta. We are not out to prove that
20 programs won't work and we are going to beat
21 you up and prove that. I mean, that is not
22 what it is about.

1 CHAIR CRIDER: Okay.

2 PRESIDENT LYONS: But I am glad
3 you said that.

4 MR. ROGERS: Right.

5 CHAIR CRIDER: Okay. The second
6 area where the Board wanted more information
7 with respect to the plan was on the
8 administration's recommendation to eliminate
9 intercollegiate athletics.

10 We voted to defer the elimination
11 pending presentation of alternatives by
12 administration. Is that something you were
13 prepared to discuss tonight?

14 PRESIDENT LYONS: Yes. We did
15 send you a proposal which included a number of
16 options in terms of facilities and
17 opportunities for fund-raising.

18 We -- it included the increase of
19 student fees, so we presented this to you to
20 kind of fill that hole that recommendation.

21 CHAIR CRIDER: Okay. So,
22 basically, the request to eliminate athletics

1 is off the table. You guys have proposed,
2 within the plan, alternatives to that and --

3 PRESIDENT LYONS: Well, following
4 -- it was clear to us that the Board was
5 directing us to look for other ways to come up
6 with the resources that we would have
7 reprogram from athletics.

8 CHAIR CRIDER: Okay.

9 PRESIDENT LYONS: And that is what
10 we did.

11 CHAIR CRIDER: Okay. Are there
12 any questions or discussion relative to the
13 athletics issue as it is presented in the plan
14 tonight?

15 TRUSTEE SHELTON: I am glad to see
16 that there was no significant change. I think
17 the --

18 I will say it on the mic. I thank
19 the administration and the team for keeping
20 the athletic program alive, and I think that
21 the athletic department will work within the
22 guidelines that have been suggested in the

1 plan.

2 CHAIR CRIDER: Okay. Trustee
3 Dyke.

4 TRUSTEE DYKE: I just want to make
5 sure I understand. So, what you are saying is
6 that you will go back and look at these
7 various options and take those steps to come
8 up with the --

9 PRESIDENT LYONS: We have already
10 looked at our options, yes.

11 TRUSTEE DYKE: I know, but my
12 point is -- but you had a lot of different
13 options on it. My question is --

14 PRESIDENT LYONS: But then we did.
15 We had a number of options and then we made
16 some specific recommendations.

17 TRUSTEE DYKE: Okay.

18 PRESIDENT LYONS: And we will go
19 through those. Where fee increases are
20 involved we will have to, of course, come back
21 to the Board.

22 And I do want to make a point that

1 I made at our meeting yesterday, is you --
2 because we are proposing fee -- a number of
3 fee increases, and we are aware and mindful of
4 the financial status of our students.

5 So, what we did was to look at the
6 proposed no fees and go back and look at
7 expected family income and came up with an
8 idea as to how much money from the new fees we
9 would have to roll back into scholarship and
10 student financial aid, because we don't want
11 to increase the fees and lose 300 students
12 because they are not able to pay.

13 So, we have figured out pretty
14 much what we would need. And the private
15 institutions call that a discount rate kind of
16 thing, but we figured out approximately how
17 much money we would need to try and cover that
18 hole.

19 CHAIR CRIDER: Trustee Vradenburg.

20 TRUSTEE VRADENBURG: I just have a
21 few questions about -- I take it the
22 recommendations are on page 12, 13 and 14 of

1 the mail -- your letter to us or your
2 memorandum to us.

3 The first recommendation is
4 bringing forward cost savings from academic
5 program eliminations, and you estimate an
6 additional \$2.7 million over six years in
7 savings as a consequence of being able to do
8 that.

9 But there is a cost, obviously, to
10 bringing those costs forward, and that is the
11 cost of buying out 75 percent of the personnel
12 affected by the elimination.

13 But you don't identify -- and you
14 say that there are two possible sources of the
15 cost of buying those people out. One is D.C.
16 Council, and the other is to take it out of
17 our fund balance, but you don't identify how
18 much it is going to cost to buy out that first
19 year of program elimination.

20 CHAIR CRIDER: I had the same
21 question.

22 PRESIDENT LYONS: You have the

1 same question?

2 CHAIR CRIDER: Yes.

3 PRESIDENT LYONS: Michael, do you
4 have those dollars? Because, you are right.
5 Those are the two options for --

6 TRUSTEE VRADENBURG: That is the
7 first question.

8 PRESIDENT LYONS: -- funding the
9 buy-out. Right.

10 MR. ROGERS: It is in the
11 neighborhood of three to three and a half
12 million dollars that we are looking to -- that
13 we estimate the buy-out would -- would cost
14 us, based on the program eliminations that you
15 have identified -- that have been identified.

16 TRUSTEE VRADENBURG: So you are
17 expending three to three and a half million
18 dollars in order to save \$2.7 million?

19 MR. ROGERS: This is in the first
20 -- in the first year --

21 TRUSTEE VRADENBURG: Right.

22 MR. ROGERS: -- what we are doing

1 is that, if we are unable to get support for
2 the buy-out, we will defer some of the
3 approved investments into '16.

4 The buy-out is a one-time expense.
5 So, if we do it in '15, if we are forced to do
6 it in '15 we will have those dollars available
7 to roll forward into '16 and to continue the
8 investment in the plan.

9 TRUSTEE VRADENBURG: Still not
10 understanding this, because the proposal, the
11 recommendations before us are that we buy
12 these out so that, in fact, we begin to
13 realize the savings in fiscal '15.

14 And, by doing that, and beginning
15 to realize those savings in fiscal '15 --

16 MR. ROGERS: Right.

17 TRUSTEE VRADENBURG: -- we save
18 \$2.7 million. But it is going to cost us \$3
19 million.

20 MR. ROGERS: Well, yes. The
21 investments that we are -- excuse me. If we
22 -- we ask that we use the fund balance in '14

1 so that we can buy out now and have the \$3.6
2 million available for -- for '15, that is what
3 we would -- because, if we do it now, using
4 the fund balance, that is one approach.

5 If we can't do it now and we have
6 to use '15 money to do it, then we have less
7 to invest in the approved strategic plan
8 investments in that year.

9 TRUSTEE VRADENBURG: Got the
10 point, but I just don't get the arithmetic,
11 because you are saying in this recommendation,
12 on the top of page 13 you are going to
13 generate \$2.7 million in savings and you are
14 saying it is going to cost us \$3 million to
15 three and a half million dollars to do that.

16 MR. ROGERS: That is the --

17 TRUSTEE VRADENBURG: I am still
18 not understanding the arithmetic.

19 MR. ROGERS: Patrick, do you got
20 that number? Let's see here.

21 (Off-mic comments.)

22 MR. ROGERS: Right. Okay. Well,

1 that is right, because the -- we will generate
2 the cost savings from the academic
3 eliminations. That is what it has come down
4 to.

5 When we started this discussion it
6 was much higher than that, but we approved --
7 we approved 17 programs and not 23, so to
8 reduce the amount available to -- from the
9 savings.

10 Now we are coming back and saying
11 we still have this obligation for the faculty
12 that would be affected by the reduction in
13 force as a result of the elimination.

14 That estimated cost is \$3. -- say,
15 \$5 million, thereabouts, general ballpark.
16 That is a cost.

17 The savings from the academic
18 program is \$2.7, and so that is a savings.
19 So, yes, we have to spend -- if you -- if you
20 cut it that way, in that particular year we
21 have to spend that amount of money in order to
22 save the \$2.7 million. That is the way the

1 arithmetic works out.

2 And then, the rest of it for the
3 plan is generated from the fee increases, the
4 tuition increases and the fee increases.

5 TRUSTEE VRADENBURG: That is also
6 another issue. That is another set of
7 questions.

8 MR. ROGERS: Okay.

9 TRUSTEE VRADENBURG: Where do you
10 get, from the three to three and a half
11 million dollars, either out of our fund
12 balance, or going to go to the D.C. Council.

13 MR. ROGERS: That is correct.

14 TRUSTEE VRADENBURG: And what is
15 the prospect of getting three to three and a
16 half million from the D.C. Government?

17 MR. ROGERS: We -- we start our
18 performance hearings this week or next week,
19 and we will have discussions and see where it
20 goes, but we present the --

21 CHAIR CRIDER: Excuse me.

22 MR. ROGERS: -- two alternatives.

1 CHAIR CRIDER: Excuse me. We need
2 to table the specific discussion around dollar
3 amounts right now with respect to any buy-
4 out's, in particular because of some of the
5 collective bargaining unit negotiations that
6 are going on.

7 So, we can do it in closed session
8 or talk about it at a later time.

9 TRUSTEE VRADENBURG: Okay. How
10 much is in the fund balance now?

11 MR. ROGERS: Where is the CFO? I
12 think, from our prior discussions, there are
13 about eight. No, there are about four.

14 There was a larger number, but
15 there are commitments made, again, some of
16 which are related to collective bargaining and
17 other activities, but there was a larger
18 number, and some of you may have heard a
19 larger number tossed about, but it is not
20 clear and unencumbered.

21 TRUSTEE VRADENBURG: So,
22 essentially, we would consume the fund

1 balance.

2 PRESIDENT LYONS: If we had to
3 take --

4 TRUSTEE VRADENBURG: Right.

5 PRESIDENT LYONS: If we took that
6 much out of it.

7 TRUSTEE VRADENBURG: Right.

8 PRESIDENT LYONS: The idea,
9 without getting into violating what the Chair
10 said, the idea is to try -- the buy-out idea
11 is to try to move the strategic planning
12 agenda head as quickly as we can.

13 We want it to be a meaningful
14 document and if we were able to do that, then
15 we could start the reinvestments early and
16 move the plan.

17 We do not want to be in a
18 situation where we have a beautiful living
19 document, but no resources available to move
20 that agenda.

21 TRUSTEE VRADENBURG: I understand
22 the rationale, but the arithmetic, to me,

1 seems suicidal. So, I will take the specific
2 numbers, take your admonition, Madam Chair.

3 My next question is on the
4 established revenue expectations for
5 intercollegiate athletics.

6 You are going to ask them to
7 generate twice the revenues in fiscal '15 that
8 they did -- or are doing in fiscal '14,
9 realistic. Or, is that just a number pulled
10 out of the hat?

11 Is there a plan behind that on how
12 to double the revenues from the
13 intercollegiate sports program?

14 PRESIDENT LYONS: No, it is
15 realistic. We talked about additional support
16 from athletic boosters and, of course, we have
17 made a pitch as recently as last weekend to
18 try to encourage that to happen, and we talked
19 about other revenues in the facility that --
20 that things that could be done in the athletic
21 facility, itself, in terms of rentals, ticket
22 sales, concessions, et cetera. So, we think

1 that number is realistic.

2 TRUSTEE VRADENBURG: And, at the
3 same time, reducing athletic, intercollegiate
4 athletic costs by \$500,000.

5 PRESIDENT LYONS: Correct.

6 CHAIR CRIDER: Along those same
7 lines, I had a similar question in terms of
8 are there either infrastructure or some
9 additional investments that you all would have
10 to make in order to achieve this twice, you
11 know, as much revenue than what you have now?

12 You know, you are going to have
13 more people or, you know, how are you going to
14 specifically get to that?

15 I mean, I see you smiling --

16 MR. ROGERS: Yes.

17 CHAIR CRIDER: -- but I don't know
18 what that means.

19 MR. ROGERS: What that means is,
20 yes, we hope so. I mean, there are -- I think
21 the director of athletics would agree that we
22 all hope for more attendance at all of the

1 athletic activities, and we have got to put
2 some effort in that to support the athletic
3 program, both in terms of marketing and
4 special -- special initiatives to draw people
5 there, and that is where the extra revenue
6 comes from.

7 CHAIR CRIDER: So, where are the
8 cost of that, those activities in here? Are
9 they in here?

10 MR. ROGERS: Generally, we are
11 launching a marketing program now as a part of
12 the enrollment plan and so we will be able to
13 help them with some of this new branding that
14 we are doing, both for external and internal
15 communications. So, we will be able to help
16 them do that, yes.

17 It is not -- you know, we haven't
18 set aside specific dollars for that
19 initiative. I think that using existing
20 internal resources plus the marketing contract
21 that we have with providing -- allow us to
22 provide support to -- to the athletic

1 department in building attendance at their --
2 at their games, and also working with them in
3 terms of seeking out sponsors for athletic,
4 you know, activities.

5 That is a part of it, too.

6 CHAIR CRIDER: Does this also
7 include freezing the number of athletic
8 programs that we have right now to their
9 current number so that there wouldn't be any
10 additional programs added in the next couple
11 of years?

12 MR. ROGERS: In the plan that we
13 have, we did not contemplate additional
14 programs. Certainly, no dollars have been set
15 aside but I think that -- that if there are
16 new programs that are warranted based on
17 activity, that is something that the athletic
18 director will discuss with the -- with the
19 president, and the president with the Board at
20 that point.

21 But, we had not -- we did not
22 develop this program -- this strategic plan

1 contemplating any additional athletic program.

2 PRESIDENT LYONS: Madam Chair,
3 every athletic director, including our own has
4 ideas for growth, and I would be disappointed
5 if she came to me and told me, "I am not
6 thinking about any new programs, ever."

7 We -- we have discussed some new
8 programs, not as a part of the strategic plan,
9 but general direction in terms of where the
10 program is going, how it might add to our
11 diversity issues in terms of sports, and I
12 indicated to her that we really need to sit
13 down and map out sort of a long-range plan for
14 intercollegiate athletics.

15 There is a concern and a need for
16 a couple of assistant coaches in lacrosse, but
17 once the athletic program gets to a certain
18 number of participants, and assistant coach as
19 appropriate, but -- but again, those dollars
20 and numbers are not included as a part of
21 this, and wouldn't change that.

22 And, of course, I would come back

1 to you with a proposal to start any new
2 programs.

3 CHAIR CRIDER: Trustee Schwartz.

4 TRUSTEE SCHWARTZ: Mr. President,
5 could you say if there is an ongoing plan to
6 assess the current programs we have to make
7 sure that it is effective and efficient and
8 the monies that we are putting behind it is
9 worth the while.

10 PRESIDENT LYONS: Yes. Yes.

11 There is. That is why the athletic director
12 and I are going to be sitting down, talking.
13 In fact, she did propose some activities and
14 things that she would like to do, moving
15 forward with the program.

16 And, as I said before, we kind of
17 look at things piecemeal. Let's sit down and
18 talk about the total program, and we will do
19 that, and that would involve looking at
20 current programs as well.

21 TRUSTEE SCHWARTZ: And looking at
22 the number of students we have participating

1 in each one of these sports to make sure that
2 there is a bang for the buck, if you will.

3 PRESIDENT LYONS: Correct.

4 CHAIR CRIDER: Trustee Askew.

5 TRUSTEE ASKEW: Thank you, Madam
6 Chair.

7 First of all, let me just -- just
8 echo some of the concerns or questions that
9 were made that related to -- let me just echo
10 some of the questions and concerns that were
11 already articulated by some of my fellow Board
12 Members, but I guess let me just first start
13 off with, I certainly do appreciate the
14 administration's and other's willingness and
15 the time that it took to kind of go revisit
16 this issue of athletics.

17 Now, as I said originally, I don't
18 think that some of the -- the intangible
19 things were really attributed to the value of
20 an athletic program, the granting
21 opportunities, the overall enhanced student
22 experience, the opportunity to foster good

1 alumni who have pride like our fellow Trustee
2 Jerome Shelton, who has demonstrated that if
3 you keep, you know, his -- if you keep his
4 colleagues who are fellow student and athletes
5 engaged, what they can do to help raise the
6 spirit of the institution, as well as just the
7 value associated, when you look at the GPA's
8 and the graduation rates.

9 And I don't necessarily think
10 that, you know, that is truly captured in the
11 overall value to what some of our student
12 athletes actually bring.

13 However, you know, having said
14 that, again, I do appreciate the number of
15 options that were explored as a result of our
16 -- out last Board meeting on this.

17 But, as much as I appreciate it,
18 as has been pointed out, you know, the
19 athletic program, you know, though it -- at
20 least in this proposal will continue to exist,
21 that there are some expectations that are
22 being placed on students in the name of

1 athletics that certainly, at least raise some
2 questions, and maybe some concerns.

3 And I think, even your, Dr. Lyons,
4 has kind of pointed out that the way we are
5 going to do this is by increasing some fees
6 and, while at the same time, asking for them
7 to operate with less.

8 Which brings me to -- I mean, some
9 of the other options that were explored as a
10 way to either kind of balance the burden that
11 will be placed on students, overall, because
12 the student -- I guess the athletic fee will
13 be on all students full time, as well as part-
14 time that will be prorated based upon, I guess
15 how many credits they are carrying.

16 You know, I had mention, and what
17 is included in your options is, you know, some
18 of the facility situations, and I know that a
19 number of factors were -- were included in the
20 overall decision to -- in the recommendation,
21 but, you know, I -- it is hard to get past the
22 fact that we have a community college, 801

1 North Capitol Street that really is draining
2 the institution.

3 And even from your own numbers, I
4 mean, it is -- it is going to cost us about \$5
5 million a year to maintain it over the next,
6 I think, what, 13 years, and I think the
7 number comes out to be about \$65 million.

8 And at \$65 million, to be quite
9 frank -- frank with you, I just don't know how
10 we overcome that maintaining the current plan
11 and considering the recommendations that had
12 been made today.

13 You do also say that, you know, if
14 you set out different options for those, and
15 you say if we were to move the community
16 college to Bertie Backus, and back to the Van
17 Ness Campus, that it would cost us \$11
18 million.

19 And I understand that. But, in
20 the long run, it would save us \$54 million,
21 which is a significant amount of money, and we
22 could do a whole lot with that.

1 And again, I understand the \$11
2 million up-front cost. And I also understand
3 the politics associated with it.

4 But, in the end, I think, you
5 know, as we talk about this whole governance
6 thing and doing what is right for the
7 institution and as we think about, you know,
8 where we want to be in the future and
9 associate that with our business statement, I
10 -- I think we have got to find -- I think we
11 are hard-pressed to stay in this situation as
12 we are today.

13 All right. I mean, because even
14 if you took you're a, option 2, option A-2
15 that is on page ten -- and again, these are
16 just rough numbers based upon the information
17 that you gave me, I mean, we would -- you
18 know, we could still, you know, which
19 basically is -- is that we occupy a part of
20 the space and then we lease part of the space.

21 All right. And then you say that
22 the up-front -- the cost of -- of this option

1 would be about \$5.5 million.

2 And so, you know, if you -- if you
3 -- you know, if you, you know, take, you know,
4 half of the 65, because they have half of the
5 space, you are at 32.5, then you take out the
6 \$5.5 million you are at \$25 million worth of
7 savings, which I think is a good sell.

8 I mean, because that way we are --
9 and again, this is my view, we are maintaining
10 a precedent, and we are taking into
11 consideration all factors, but we also are --
12 I believe we would be in a position of a
13 leverage point.

14 I mean, you know, Government, if
15 you want us to fully occupy this building, you
16 have got to be a partner with us to do it.

17 I love 801 North Capitol Street
18 from a location standpoint. I think it gives
19 us great visibility, you know, and I
20 understand that.

21 And -- but I also recognize, you
22 know, as some of my fellow colleagues have

1 pointed out from a financial standpoint, we
2 have to be aware of all of these things, and
3 we have to be willing to explore every option
4 that is available to us, because the \$27
5 million of savings, again, after the 5.5
6 investment to renovate parts of, I guess, Van
7 Ness or part of Bertie Backus to get it, where
8 you can get people, I think it releases some
9 of the burden from our students.

10 It could potentially relieve some
11 of the burden from our students because you --
12 when you look at -- I mean, a 20 percent
13 increase in an athletic fee that goes from, I
14 guess, \$103 to \$231, then you look at a \$50
15 career services fee.

16 I mean, it just begins to -- to
17 accumulate while at the same time we are
18 indexing our tuition rate and a large part of
19 that is -- is going to help us in our future.

20 So, I would like to -- there are
21 other options that I would like to hear --
22 hear about as well that have been presented,

1 but we are not part of the recommendation.

2 But, I would like to understand
3 why --

4 PRESIDENT LYONS: May I respond to
5 that?

6 Two things. We do have in our
7 enhance request we are asking the City to pick
8 up the increase in the lease amount for \$801.
9 That is in the current enhancement request for
10 '15.

11 TRUSTEE ASKEW: Yes.

12 PRESIDENT LYONS: The bigger issue
13 of 801 is the timing. We didn't include that
14 because of the timing and, even if we had the
15 money, what it would take by the time you go
16 to Middle States, the U.S. Department of
17 Education, the person who -- the owner of the
18 building to get free from the lease, et
19 cetera, et cetera, we just said that the
20 timing would not be such that we would be free
21 to put that money into 2015, 2016.

22 So, that -- that was the issue.

1 It couldn't happen quickly enough to be a
2 benefit to the strategic planning, the first
3 couple of years, and maybe even longer, given
4 that most of what would have to be done is
5 outside of our control.

6 The thing that would be
7 controlled, of course, would be for the Board
8 to direct us to do it. But then, virtually
9 everything else depends on the action of
10 others, and so that is why that wouldn't be a
11 viable option for the strategic plan and back-
12 filling.

13 TRUSTEE ASKEW: I appreciate that
14 and I agree that the timing, you know, would
15 take a little bit longer, but I also do
16 believe, just as, you know, for some of our
17 academic programming you have set out kind of
18 2014, kind of what -- you know, what the
19 programs are in 2015, kind of looking forward
20 to, you know, what we are going to do, HR
21 program.

22 So, I mean, this is 2012 strategic

1 planning, and I don't -- I think there is
2 opportunity to incorporate in here some
3 transition from 801 or at least -- and it may
4 be -- and it may not hit until 2016, 2017, but
5 it will be before 2020, because I have seen us
6 get things done like that, and at least that
7 -- so, I want to be reasonable about it, but
8 I do think there is room to further explore
9 and incorporate what our plan is with 801
10 North Capitol Street, because I -- I really
11 wouldn't want the District to think that we
12 are going to -- you know, that we believe that
13 we can handle \$65 million through -- it is
14 just -- and particularly when we have an --
15 you know, we can identify some space, you
16 know, on campus or at Bertie Backus.

17 CHAIR CRIDER: I think, Mr. Askew,
18 the point that you are raising is, you know,
19 probably one of the most critical and
20 important points that we have to consider over
21 the next, you know, several months and years.

22 And I just want to be real clear.

1 I don't know that we have ever been on the
2 record with respect to the unfunded mandate
3 that was the community college.

4 We are not fighting -- this is not
5 a fight about whether we need a community
6 college or not.

7 However, we incurred somewhere
8 close to \$8 million in unfunded expenses
9 because of buildings that we had to get.

10 It is not saying those buildings
11 aren't important, but nobody gave us any money
12 for that. And so, having to go into our
13 existing money that pretty much as been flat,
14 to fund four sites, you know, is a lot of
15 money.

16 And so, I think it is appropriate
17 -- we are willing to keep it, if they are
18 willing to give us the money to fund it. I
19 think that is appropriate.

20 There is a note back in the
21 financial section that specifically identifies
22 that the -- the delta between our revenue and

1 expenditures is an \$8 million deficit.

2 You know, and it -- you know,
3 sometimes I misread stuff, but I think I read
4 that right. If that is true, then, you know,
5 essentially, it is the cost of the buildings
6 that is contributing to the deficit that we
7 have.

8 And, unless we figure out a way to
9 pay for those buildings -- and I do believe
10 that -- that the City should be our partner in
11 paying for those buildings. That is \$8
12 million we agree -- I mean, Mr. -- Trustee
13 Dyke was here.

14 We agreed to do the community
15 college. We believe that the community
16 college was the right thing to do.

17 I don't know at the time that you
18 all anticipated when you voted to do that that
19 you were going to add buildings to the tune of
20 \$8 million that quickly.

21 I don't know, because I wasn't on
22 the Board at that time, but it is an \$8

1 million expenditure that we have never been
2 reimbursed for.

3 And so, we have got to have this
4 discussion. It is an uncomfortable
5 discussion. It is certainly a discussion that
6 is not, you know, viewed favorably by the
7 administration probably before we get out of
8 this room good, somebody downtown will already
9 know that we had this discussion, you know,
10 because it is not something that they are in
11 favor of. So --

12 PRESIDENT LYONS: What does that
13 mean, Madam Chair?

14 CHAIR CRIDER: You know what I
15 mean.

16 PRESIDENT LYONS: I am kind of
17 slow, too.

18 CHAIR CRIDER: Yes, sometimes you
19 are.

20 PRESIDENT LYONS: I don't know
21 what it -- I don't always get stuff.

22 CHAIR CRIDER: Okay. You know

1 what I mean.

2 PRESIDENT LYONS: Well, let me --
3 seriously, now. The -- this isn't something
4 that the administration is unfavorable about.
5 I mean, you were --

6 CHAIR CRIDER: Moving out of 801?

7 PRESIDENT LYONS: That is correct.
8 That is correct. The issue.

9 CHAIR CRIDER: I could have
10 something here that is different. We actually
11 have something on the record that is a little
12 different than that.

13 PRESIDENT LYONS: Well, I don't
14 think you have ever -- well --

15 CHAIR CRIDER: And then -- oh,
16 wait. Let me be clear about administration.

17 PRESIDENT LYONS: Yes.

18 CHAIR CRIDER: I am not talking
19 about you, "administration."

20 PRESIDENT LYONS: Oh. Praise the
21 Lord, then.

22 CHAIR CRIDER: Yes. When I mean

1 "you," I will say "university."

2 PRESIDENT LYONS: Okay. All
3 right. We are straight.

4 CHAIR CRIDER: Right.

5 PRESIDENT LYONS: Okay.

6 CHAIR CRIDER: No. Let's be clear
7 that, you know, people want us to stay and
8 have these presence -- and have the presence
9 in the community, which we need to have.

10 I am not saying that. The issue
11 is how do we pay for it.

12 PRESIDENT LYONS: Yes.

13 CHAIR CRIDER: We never got money
14 to pay for any of these buildings, and I am
15 willing to open up any buildings they want us
16 to if they give us the money to do that.

17 So, if -- in your discussions with
18 them, with all your friends and stuff
19 downtown, get them to give us the money, and
20 we don't have to have the discussion about
21 moving out of 801 or anything else.

22 But -- but the fact that we are \$8

1 million -- if I am reading this right, our
2 deficit is \$8 million and our expenditures and
3 buildings specific to one -- one area is \$8
4 million, I don't that is a coincidence.

5 And some kind of way we have got
6 to fix it. It has got to be balanced -- and
7 I will say this and then I will move on.

8 We can't continue to take that out
9 of the main campus and the students at the
10 main campus. And, for me, that is where the
11 alphabetic issue resonated for me, was that
12 the main campus gave up a lot.

13 And one more thing coming from
14 them just seemed unfair to me as we look at \$8
15 million in buildings that were never funded.

16 PRESIDENT LYONS: Absolutely.
17 Yes.

18 CHAIR CRIDER: So, at some point
19 we have to have a serious discussion. We will
20 have to take a vote and we will have to
21 swallow and, you know, we take the punish --
22 the punches as they come for us, but this is

1 an issue that we have to deal with.

2 We can't afford to continue to
3 carry these buildings and -- and the
4 maintenance. It is not just that we have the
5 -- we are paying the maintenance costs for the
6 buildings.

7 You know, there is something like
8 a \$60 million price tag just to bring P.R.
9 Harris up to, you know, where it should be in
10 terms of an inhabitable building.

11 You know, so I worry about whether
12 we have some liability related to -- what
13 happens if somebody gets hurt over there?

14 So, you know, I think those are
15 all legitimate questions that we need to fix
16 the building issue, and then we will just --
17 we will move on.

18 TRUSTEE ASKEW: And, Madam Chair,
19 again, I mean, I absolutely agree with you.
20 And, again, I hope that in between, respecting
21 the timing piece of that, I do think that --
22 I mean, there are some opportunities, some

1 challenges today, but some potential
2 opportunities within the next two to three
3 years dealing with these facility issues that
4 I hope will make its way, as this is an
5 evolving document, as I understand.

6 CHAIR CRIDER: Yes.

7 TRUSTEE ASKEW: Into -- into this
8 document, but I think the planning needs to
9 start to your point today, because we
10 recognize that there will -- will take some
11 time, and we are going to need -- we are going
12 to need to make some tough decisions.

13 Should I wait until you --

14 CHAIR CRIDER: I just have one
15 more question on intercollegiate athletics and
16 this won't be a popular question, but it
17 reflects my lack of information or knowledge
18 about Division I, II and III and all of that
19 stuff.

20 And so, one of the questions I
21 have is, we are a Division II. You know, is
22 there any wisdom in exploring being something

1 other than Division II, and what does that
2 really mean for us?

3 Are there savings that would be
4 associated with that? And I don't know what
5 that means. That is why I have to ask the
6 question.

7 PRESIDENT LYONS: Let our athletic
8 director start with that and then I will pick
9 up because we -- can we ask the athletic
10 director?

11 Because, I looked at -- I looked
12 at the Division III. It would cost more money
13 to go to Division I.

14 And I looked at Division III and I
15 was not convinced, really, that there would be
16 enough savings to really justify going from
17 Division II to 3, but we will let our athletic
18 director speak.

19 MS. THOMAS: Clearly, Division I
20 -- I am Patricia Thomas, Director of
21 Athletics.

22 Clearly, Division I is not that

1 avenue that we want to go. And, Dr. Lyons is
2 correct. I think that going to Division III
3 would actually cost the university more
4 dollars.

5 Initially, we would incur
6 penalties, determining -- in terms of when we
7 would announce a potential move to reclassify
8 to Division III, a monetary penalty.

9 Division III requires more sports
10 in terms of sports sponsorship. Right now,
11 Division II, the minimum is ten sports, and
12 that is where we are right now, which is
13 precarious, in itself.

14 Moving to Division III would
15 require 15 sports -- additional sports.

16 We would also lose the potential
17 in terms of -- of grant and aid. There is no
18 athletics grant and aid in Division III.

19 And so, right now, we are
20 realizing a little under a million dollars in
21 athletics grant and aid out of pocket from
22 student athletes, their contribution in terms

1 of tuition and fees is at 854.

2 I think that moving to Division
3 III, we would lose that revenue potential in
4 terms of tuition dollars back to the
5 university.

6 CHAIR CRIDER: Okay. Thank you.

7 TRUSTEE ASKEW: Madam Chair, while
8 she is up there.

9 So, I assume you have seen the
10 recommendations, the recommendations that --
11 the administration's recommendations for the
12 new fees and so -- so let me -- and the cost
13 reduction.

14 So, what are your thoughts on a
15 cost reduction of \$3 million? I mean -- and
16 this is between '15 and '20 -- fiscal year '15
17 to '20.

18 So, do you have any particular
19 thoughts? Because, the question is -- and I
20 think it has been asked by a number of Board
21 Members is, we are asking you to generate --
22 we are asking students, under the umbrella of

1 an athletic fee to generate \$2.1 million
2 between '15 and '20, and we are also asking
3 you to, between '15 and '20, to generate \$1.6
4 million in revenue, while at the same time,
5 asking you to reduce your budget over that
6 time by \$3 million.

7 So, what is your comfort level
8 that you can achieve the objectives as
9 presented in this proposal because it means a
10 lot to us because we need to make sure it is
11 a reasonable, or not.

12 MS. THOMAS: I appreciate the
13 question.

14 I think that it is very, very
15 important that the Board understand what the
16 net costs are in terms of what the university
17 is expending in terms of operating the
18 athletics department.

19 And my argument, again, is that at
20 the end of the day when you look at the
21 revenue and when you look at what student
22 athlete out-of-pocket contribution is towards

1 tuition and fees, the next expense is really
2 about \$2.5 million annually to operate the
3 athletic department.

4 I think that the projected revenue
5 question is realistic, quite frankly. What
6 you are suggesting is realistic.

7 I am looking forward to the day
8 that I can publicly announce that athletics
9 will continue to survive on this campus so
10 that I can go out and make those asks, and
11 continue to generate the corporate
12 relationships that we started two years ago to
13 continue to raise that kind of revenue.

14 And I am very confident that we
15 can continue to do that on a very large scale.
16 I am very, very confident that the alumni in
17 particular are very, very excited about what
18 we are doing and that we can continue to make
19 those asks, and raise revenue in those
20 regards, as well.

21 I think that we can take a look at
22 how we are packaging athletics grant and aid,

1 and that is something that actually the
2 compliance committee was looking at about two
3 years ago under the direction of William
4 Nelson, as a matter of fact, and looking at
5 more creative ways to repackage athletics
6 grant and aid so that the revenue is, again,
7 realized back to the university so that we are
8 packaging grant and aid in a way what student
9 athlete grant and aid is packaged towards
10 tuition and fees back to the university, and
11 more of the out-of-pockets costs are contained
12 in areas that not necessarily are going to the
13 university.

14 Although, certainly, when we
15 complete the -- the student center, I would
16 like to see that the Board portion be
17 something that the university could realize
18 revenue in those kinds of ways as well.

19 I hope that answers your question.

20 TRUSTEE ASKEW: So, the short
21 answer is that you -- even with the costs --
22 with the cost reductions, you feel confident

1 that you can achieve the revenue -- the
2 revenue objectives as presented?

3 MS. THOMAS: I am very confident
4 on the revenue projections as well.

5 I -- you know, perfectly honest
6 with you, I think that the grant and aid piece
7 will be very, very tricky for us and, again,
8 but the message is that we need to send,
9 particularly to prospective student athletes,
10 to potential donors, to corporate sponsorships
11 is that this university supports athletics and
12 that I can go out and send that message and
13 move forward.

14 TRUSTEE ASKEW: Okay. The
15 question has been asked and answered, so -- I
16 appreciate your response. That is very, very
17 helpful.

18 MS. THOMAS: Thank you.

19 CHAIR CRIDER: Do you have more on
20 athletics or are we --

21 TRUSTEE ASKEW: No, still on --
22 the only reason it is still on athletics,

1 because they had tied everything to athletics,
2 the proposals.

3 So, I don't have any more
4 questions of you, Ms. Thomas, but I -- it is
5 on the options more so than it is --

6 CHAIR CRIDER: Okay. I mean, I
7 guess the big question, or maybe the concern
8 that you are hearing from all of us is, in
9 fact, you have tied so much to -- I mean, we
10 asked you to do this.

11 We asked you to come up with an
12 alternative because the Board was -- was
13 reticent to specifically eliminate athletic
14 programs.

15 And so, we recognize that, you
16 know, these are -- alternatives are in
17 response to what we ask you to do.

18 There is, thought, I think, a
19 little bit of anxiety about what happens if,
20 you know, and "if" isn't here yet.

21 PRESIDENT LYONS: Right.

22 CHAIR CRIDER: Maybe what -- you

1 know, what we are doing is having to trust
2 that, in fact, you guys have looked at these
3 proposals and that these proposals are
4 realistic and that you will be able to hit
5 these targets and that we will hold you
6 accountable to hitting these targets.

7 You know, that we can't afford for
8 you not to make them, just because so much is
9 tied to that.

10 And so, you know, I think that is
11 really where -- where we have to go with this.

12 PRESIDENT LYONS: Let me also add
13 that, as a reminder, you know, if we don't
14 have the resources to implement the new
15 initiatives, they don't get initiated.

16 So, we are eager to -- to project
17 appropriately, raise the resources. If
18 athletics is approved, then certainly
19 athletics, by everyone's indication is an
20 important part of the university, then we
21 don't want to beat it down to the point that
22 we have got the worst program in America.

1 So, if we -- we have a document,
2 and there are a lot of strategic plans that
3 don't go any further than the shelves because
4 there are no resources to implement the
5 document.

6 We have proposed a number of
7 things that would allow us to really make this
8 a real document. You know, the math may be
9 questionable in some few instances or there
10 may be some issues in terms of what might have
11 been a more viable option, but at the end of
12 the day there is a certain amount of revenue
13 we need to implement this plan fully.

14 And if we don't generate it in any
15 one of these categories -- that is why
16 internally I mentioned these student fees,
17 because we realize that the purpose is not to
18 drive students away.

19 We are trying to increase our
20 enrollment, so we have to do what we need to
21 do in terms of scholarships.

22 The whole plan, the whole idea is

1 to -- to identify resources -- do you have
2 your foot on something --

3 CHAIR CRIDER: No. It is not me.

4 PRESIDENT LYONS: The whole plan,
5 idea is to generate the revenue to put into
6 the activities.

7 You know, for example, I want to
8 -- you know, and one of my fears coming into
9 this meeting was that we were going to spend
10 so much time on page six of Appendix B and
11 those kind of things, that we would lose sight
12 of the overall intent here, is that there are
13 some major initiatives that we are trying to
14 fund.

15 And, as much as I want to see us
16 move into the area of online education to the
17 -- at the degree level, we have courses.

18 But, as much as I want to see us
19 move in that direction, if we don't generate
20 the revenue, then we may not be able to do
21 that, you know.

22 So, we are just -- so,

1 understanding we are trying to be realistic to
2 identify a pool of dollars so that we can
3 implement the plan, but we will have -- there
4 will be -- we will have to come back to the
5 Board for some of the approvals.

6 We may have to come back to the
7 Board and say, you know, we have found a
8 better option. We were going to do A, but it
9 looks like B may be a better option.

10 So, you know, again, when you say
11 this is a living document, let me assure you
12 that a lot of time has been spent to look at
13 all of this because, again, this is about
14 moving the university forward and not just
15 producing a document.

16 And there has been a lot of
17 excitement generated in the community about
18 many of these new initiatives, but it does
19 take resources to make it happen and we don't
20 want to -- we don't want to fail to generate
21 revenue, or we just become like everybody
22 else, just need to -- I shouldn't say

1 "everybody else," but far too many
2 institutions.

3 TRUSTEE VRADENBURG: I would like
4 to just press you a bit on this, because the
5 choice here was eliminating intercollegiate
6 athletics with the consequence that over the
7 course of six years we would generate \$16
8 million more in assets to the institution.

9 Your recommendations, which you
10 are pleading are necessary to raise revenue,
11 as an alternative to that, are going to raise
12 less money and have less resource to the
13 university.

14 It is -- in fact, you generate \$10
15 million over that six-year period. So, in
16 fact, if you had those two choices, eliminate
17 intercollegiate athletics, the institution has
18 more resource than accepting your
19 recommendations as the alternative.

20 So, this -- you know, I -- I
21 recognize the intense feelings around
22 intercollegiate athletics, but this is not a

1 financial decision that is favorable to the
2 institution.

3 It is unfavorable to the
4 institution. And if you look at D-3, and I
5 recognize you don't want to look at paragraphs
6 in some appendix --

7 PRESIDENT LYONS: We would look at
8 --

9 TRUSTEE VRADENBURG: Well, because
10 it says, "If nonoperational funding for buy-
11 out's is not available it is likely -- it is
12 likely that investments tied to enrollment
13 growth and self-generator revenue growth will
14 be delayed by a year and negatively impact the
15 implementation of this report."

16 So, this -- this alternative set
17 of recommendations is putting us already this
18 institution, if it is only going to generate
19 between ten and \$15 million in additional
20 assets over six years, it is walking on a
21 tightrope.

22 This puts that tightrope even

1 thinner, taking the alternative
2 recommendations.

3 I couldn't agree more with Joe
4 Askew, that we have to tackle 801 North
5 Capitol, because there are bigger monies there
6 than what we are talking about here.

7 But, the alternative set of
8 recommendations puts us in a weaker and
9 tighter financial position than eliminating
10 intercollegiate athletics.

11 We may decide to do that, but
12 understand that it is an -- it is an adverse
13 financial decision for the institution, except
14 for Joe's pleading that we take into account
15 intangible -- the intangible benefits of
16 recruitment and retention.

17 And I don't discount that. I
18 think there is something real there. It is
19 just difficult to quantify when you look at
20 the revenue situation of the institution.

21 CHAIR CRIDER: Let me just
22 announce that Trustee Castillo is on the call.

1 I would like to announce that
2 Trustee Castillo is on the call.

3 SECRETARY CASTILLO: Thank you,
4 Madam Chair.

5 CHAIR CRIDER: Right. She was
6 here for the roll call. Okay.

7 If there are no further questions
8 on athletics, I would like to just move to the
9 -- the other area where we asked for --

10 TRUSTEE ASKEW: Madam Chair.

11 CHAIR CRIDER: Yes. I am sorry.
12 Trustee Askew.

13 TRUSTEE ASKEW: Again, and the
14 only reason -- and the only reason, again, and
15 -- you know, when I look at this, again, I
16 appreciate the administration, the university
17 exploring, you know, all the options.

18 And I don't -- and I believe that,
19 to make up for some of this gap -- because, I
20 think at the end of the day, and I think Dr.
21 Lyons was saying this.

22 I mean, this is really about

1 finding, I believe, a gap for the \$16 million.

2 All right.

3 So, we are saying athletics, but
4 the reality of the matter is that we associate
5 a dollar amount to it.

6 And, you know, from looking at the
7 options, though, some of them we can -- we can
8 get to more immediately, you know, the
9 tuition, the fees.

10 Some of these, again, I believe,
11 you know, somehow we should place some value
12 in year three or four or year four or year
13 five, year six, all right, which I think over
14 that period of time will reduce some of the
15 shortfalls that may exist immediately, in
16 points that my fellow colleague Vradenburg
17 just mentioned.

18 Because I -- I mean, there are
19 options here. You know, there is one option
20 about the -- about -- because today, you know,
21 if you take -- you can take 12, 18 hours and
22 the cost of your tuition is exactly the same.

1 All right. And your analysis -- I
2 mean, we could generate \$2 million annually
3 because it says \$1.1 million in revenue for
4 the semester by increasing the undergraduate
5 full-time rate to 15 credits.

6 I mean, that is \$2 million, and
7 you can still be a -- and -- and again, I --
8 I don't believe that should be taken off the
9 table.

10 I think that we should, like what
11 -- I think the focus should have been, even in
12 the beginning, not on one particular, and we
13 should have gotten a -- like we got this time.
14 Options.

15 And options that, if we had to or
16 if we need to, we can execute on. And I
17 believe, you know, that is -- that is -- and
18 again, it doesn't necessarily -- again, we can
19 play around, you know, with that, but there is
20 an opportunity there.

21 I mean, we would be one of the few
22 institutions -- we are already one of the few

1 that does that. I don't think there is -- I
2 haven't seen any institution in this area,
3 whether it be a small institution,
4 historically black college, large college that
5 actually does that.

6 All right. And it would have --
7 it wouldn't impact every student, because when
8 you look at the percentages of students who
9 are part-time versus who are full time, I
10 think the impact, though I understand that you
11 may have some fall-off, you know, but in the
12 out years -- and I don't think that -- in the
13 not-too-distant-far-years, that there could
14 be.

15 So, I would hope that, you know,
16 as we look because, I mean, it is a very valid
17 point, you know, where it is 16, we got the
18 10. There still are some questions about the
19 buy-out, which I think is a -- was a great
20 question that I think we are going to have to
21 pursue a little bit more.

22 But I do think that there are also

1 some other things in here that can be thrown
2 in as to -- or this can be rearranged in a
3 different way because right now -- you keep
4 asking about athletics.

5 I am only saying athletics, Madam
6 Chair, when I really just want to have a
7 discussion about the overall options.

8 CHAIR CRIDER: Right. Right.

9 I think if there are some specific
10 things -- you know, I am concerned. I think
11 I have been saying this from the beginning,
12 that -- that 801 is not in here already.

13 I understand the challenges for
14 801, but I think I would have hoped to have
15 seen a plan for 801 and the savings related to
16 801 in there.

17 And so, you know, even -- even if
18 it didn't happen until 2018, it shows that we
19 are thinking of how we -- how we get out of it
20 and what the potential savings are for us.

21 That is a big chunk of expense for
22 us that, again, we never received

1 reimbursement for, and we are continuing to
2 manage at a level that we have been for a
3 long, long time.

4 And so, if there are things like
5 that, I think to your point, Trustee Askew,
6 that should be in the plan, maybe we could
7 have those in there.

8 If this is a living document, then
9 it can be added at -- at some point when you
10 all can figure out.

11 But I think, you know, part of the
12 -- the concern here is that you can't wait --
13 you know, we can't wait for two more years for
14 you to add it in here.

15 Some of these things we need to
16 see more immediately, and the action in terms
17 of, again, these facility costs, I think we
18 have got to deal with sooner rather than --
19 rather than later.

20 (Off-mic comment.)

21 CHAIR CRIDER: It is not me.

22 (Off-mic comment.)

1 PRESIDENT LYONS: Madam Chair, so
2 that we can move this agenda along, it would
3 be possible, and I think appropriate for the
4 Board to approve the strategic plan with the
5 understanding that -- that there be further
6 conversation about that particular financial
7 piece.

8 I don't mean contingent, because I
9 don't think it would be in our best interest
10 to walk away and say, "We will approve it
11 contingent upon doing that," but "approve it
12 with the understanding that it is a living
13 document and that we would continue to explore
14 the financial models.

15 Because, we have spent a lot of
16 time on -- on this and, you know, we were
17 looking at it from a certain perspective, just
18 as the phasing-in and things like that.

19 I mean, there are options on the
20 table and things could change if, for example,
21 the City decided to approve our enhancement
22 request to pick up the lease, that would be

1 additional dollars coming in unexpectedly and
2 perhaps Trustee Askew would reduce a little to
3 hit on the athletics department, you know.

4 So, there are things. I just --
5 it has been made very clear that there are
6 questions about the whole financial piece.

7 We -- we attempted to do what you
8 requested, and we do talk a lot about 801, the
9 issue is that we didn't program it for the out
10 years. I think that is what you are saying.

11 CHAIR CRIDER: Right.

12 PRESIDENT LYONS: That, even if it
13 is something that would take, you know, three
14 years or so, that we could still be considered
15 for the out years.

16 But the point that you made
17 earlier is well-taken. I don't know that the
18 trustees have ever voted, as you are
19 suggesting.

20 So, -- but, we hear you and we
21 understand what the concern is. And again, I
22 would hope that, quote, we could keep our eye

1 on the prize but with the understanding that,
2 you know, we could continue to discuss the
3 finance piece for that particular \$4 million
4 with the finance committee and come back and
5 -- and continue to respond.

6 CHAIR CRIDER: Okay. Additional
7 questions on the plan here.

8 Trustee Shelton.

9 TRUSTEE SHELTON: General, as
10 always. I am still concerned about the
11 community college language.

12 My concern is initially, based on
13 the fact that it is efforts and activities
14 that should apply to all of our colleges on
15 campus, and all of our schools.

16 The second thing is, is that the
17 budgetary support that is necessary to get us
18 get the community college on sound footing and
19 solidly based, should not debilitate or injure
20 the university.

21 And, nothing in this language
22 continues, supports the idea that we will, A,

1 continue to make sure that the university
2 budget and financial support is in place and
3 also come -- you know, the plan that we are
4 proffering will then engage the community
5 school to find its footing financially.

6 And I think that we need to be
7 sure to incorporate something that says that
8 the -- the budget for both institutions should
9 not injure each other in the process.

10 And I think that is the final
11 result. I do suggest that all the college and
12 university should be held accountable for all
13 of those things, but the real issue is about
14 making sure that both institutions are on
15 sound financial footing and our plan should
16 speak clearly to that for the university and
17 the community college.

18 And when we use it as number two,
19 it is -- what we are trying to say is it is
20 our number two goal is to make all of our
21 colleges financially sound using the systems
22 that are in place.

1 Again, something has been passed
2 to me, and there was some preliminary, you
3 know, okay, again, and that is what I am most
4 concerned about as I thought about what has
5 been taught -- what has been said in the
6 conversations that I have is, again, we have
7 got to make sure that both institutions have
8 the money to go forward and not one stepping
9 over on and through the other.

10 CHAIR CRIDER: Yes.

11 TRUSTEE SHELTON: And that is --

12 CHAIR CRIDER: Right. Yes.

13 PRESIDENT LYONS: Madam Chair.

14 CHAIR CRIDER: Yes.

15 PRESIDENT LYONS: We -- I have
16 just distributed a sheet which is a go-to. We
17 had a meeting Sunday afternoon and Trustee
18 Shelton raised a question.

19 And we changed the language in
20 Goal 2, Objective 1 under recommended
21 strategies because we were not trying to say
22 that the community college would be the only

1 program activity school where we would seek to
2 provide, ensure funding.

3 We were trying to say that we
4 would meet the requirements, middle states and
5 those who have looked at requirements of
6 separate accreditation would see that we were
7 trying to mirror that language.

8 But it did -- it did cause some
9 confusion and send a message that we were not
10 trying to send. So we modified that to say
11 "Ensure middle states requirements are met to
12 facilitate the separate accreditation."

13 So, that would speak to the first
14 part of Trustee Shelton's concern.

15 But, as for the second part, you
16 know, I am not sure that the university needs
17 to have a goal that says, you know, that even
18 suggests a main campus community college
19 division of any kind.

20 There are many ways to get at the
21 concern that I think Trustee Shelton is
22 making, but I don't know that going back,

1 modifying the goal, unless it was just a very
2 generic statement that the administration
3 would endeavor to strengthen all its academic
4 programs financially is maybe a strategy
5 somewhere, but I would think that you wouldn't
6 want to change the goal.

7 This goal, again, relates to the
8 separate accreditation issue and trying to,
9 again, pick up the language that would be
10 satisfactory to middle states.

11 CHAIR CRIDER: I think that
12 Trustee Shelton's concern, when I read the
13 revised language, it was difficult for me to
14 discern a distinction between what we had in
15 the prior plan and what we -- because, all the
16 other language pretty much stayed the same.

17 And the other -- before we use the
18 words "independent" versus --

19 PRESIDENT LYONS: Independent.
20 Right.

21 CHAIR CRIDER: -- "separately
22 accreditable," --

1 PRESIDENT LYONS: That is correct.

2 CHAIR CRIDER: -- but everything
3 explaining what that mean is still in the
4 document, for the most part.

5 So, one of the questions, I think,
6 when I read this, I understood where Trustee
7 Shelton's concern was coming from, and it
8 really goes to if the -- I think. If I am
9 misstating this incorrectly, Trustee Shelton
10 can tell me.

11 But, when you read this -- the
12 language here, you know, we would want to make
13 sure that we transition a community college to
14 separate accreditation and there is no
15 compromising of the main campus.

16 And I don't know how you say that,
17 you know, in a document like that, but I think
18 that is really the intent here, that the
19 integrity of the main campus stays intact as
20 does the community college as it transitions
21 to independence.

22 Now, I actually went to the middle

1 state site to read how they define "separately
2 accreditable," and there was some language in
3 there that talked about if the separately
4 accredited -- the branch campus and the
5 institution to be separately accredited didn't
6 move within certain time frames or certain
7 things weren't done, that it provided a risk
8 to the university as well.

9 And that concerned me. So, you
10 know, I think we really are looking at the
11 integrity, trying to maintain the integrity of
12 both institutions as we move forward on this.
13 At the end of the day we want all of the
14 institutions to survive.

15 So -- was that -- that captures
16 your concern?

17 TRUSTEE ASKEW: Thank you very
18 much.

19 CHAIR CRIDER: Okay.

20 PRESIDENT LYONS: And, Madam
21 Chair, I actually agree with Trustee Shelton.

22 CHAIR CRIDER: Okay.

1 PRESIDENT LYONS: On that matter.

2 CHAIR CRIDER: Okay.

3 PRESIDENT LYONS: We do -- you
4 know, we understand that there is no benefit
5 to the university system, to use that comment,
6 if we destroy the main campus in order to
7 achieve separate accreditation.

8 I mean, I guess -- you know, when
9 you are working on this on a daily basis,
10 there are just certain assumptions that we
11 have, but Trustee Shelton and others, I am
12 sure, want to make certain that -- that that
13 is clear that, you know, we are not suggesting
14 that we would move to separate accreditation
15 at any cost.

16 CHAIR CRIDER: Right.

17 PRESIDENT LYONS: That is not the
18 spirit of it and that is why we so quickly
19 changed that language, because we weren't
20 trying to send that message.

21 You know, I don't know if there is
22 a bullet that can be added without any

1 question.

2 Trustee Shelton, did you -- was
3 there a place where -- but of the overall
4 concern is consistent, Madam Chair, with what
5 you have.

6 Again, this is a -- this is a
7 goal, this is a direction and you certainly
8 have ample opportunity, as we come back to you
9 and work through the community college
10 committee, to make certain that we are not
11 getting the main campus.

12 CHAIR CRIDER: Right.

13 PRESIDENT LYONS: So, you know,
14 you have another, quote, bite at the apple on
15 this. So --

16 CHAIR CRIDER: Right. Okay. Are
17 there other questions, comments?

18 (No response.)

19 CHAIR CRIDER: If not, I would
20 like to entertain --

21 TRUSTEE ASKEW: Madam Chair.

22 CHAIR CRIDER: Yes.

1 TRUSTEE ASKEW: I am sorry. There
2 was a point I wanted to make on the options.

3 CHAIR CRIDER: Okay.

4 TRUSTEE ASKEW: And then -- I am
5 sorry. There was a point I wanted to make on
6 the options. I wanted to follow up on a
7 question that was raised about enrollment at
8 our last -- last meeting, and just one thing
9 about the vision, and I will try and make it
10 real quick.

11 On the foundation, you know, I
12 understand that we have set an objective of --
13 it looks like at least \$2 million, and this is
14 on page four for the foundation.

15 And, as I said before, I just
16 think we have to be just more aggressive than
17 that. You know, I was taking a look at what
18 other institutions that are peer institutions
19 of some that at least appear to be peer
20 institutions.

21 And, you know, when you find out
22 that you typically have about a four to five

1 percent get-back rate. Now, I say that for
2 peer institutions, about 20 percent and above.

3 There is one article that actually
4 even mentions the university and its alumni
5 donation -- donations, and it says, basically
6 we are -- you know, where there is rambling is
7 at about, you know, three year, one percent.
8 The University of the District of Columbia has
9 averaged .1 percent.

10 I think that there is a huge
11 opportunity for us to do better than \$2
12 million. And, particularly when you look at
13 our budget in the proposed budget to operate
14 this institution is about -- based upon, I
15 think, the numbers in here, about \$159
16 million.

17 And you have other schools who,
18 again, who have, you know, similar things but,
19 you know, what they all say is, you know, when
20 President Swygert raised that \$275 million in
21 five years, you have got to think big and not
22 settle for the small figure.

1 All right. The president over at
2 Fayetteville State similarly, you know, they
3 said, "Look we got to think big." You know,
4 they have a campaign going on for \$25 million,
5 started off with 1.4, and because they thought
6 big, they actually ended up getting \$7.1
7 million.

8 All right. I believe this
9 institution has a great opportunity to not
10 only foster -- to begin to -- and I think some
11 of this is being done, but we have studied
12 this for years.

13 I do not want to see another study
14 on fund-raising.

15 CHAIR CRIDER: Right.

16 TRUSTEE ASKEW: We have invested
17 -- I mean, I am telling you. Every
18 administration, we have studied this, studied
19 it, and we just -- we just haven't gotten it
20 right. But the time to study -- it is time to
21 really implement, you know, implement, get
22 folks.

1 And a lot of this stuff says, I
2 mean, really, you start -- when you start, you
3 do start off with your existing alumni, and I
4 think this report points out the significant
5 number of our alum actually live in the
6 Metropolitan Area, which is untrue for some
7 other schools. So, they are reachable.

8 Some of the steps are making sure
9 -- and again, I see that there is an
10 enhancement in the Alumni Affairs Office, and
11 on a foundation side that will -- will help do
12 this, but starting with students, helping them
13 -- beginning with the students, something to
14 understand the value of giving back.

15 And, of course student services
16 plays a large part in that. So, I am really
17 hoping that we take a little bit more
18 aggressive position on this.

19 And I think we have spoken about
20 this for a while. It is a question that we
21 get asked all the time.

22 And again, you know, if we are

1 saying we are raising \$2 million per year and
2 our budget is what it is, it is just -- I
3 mean, it is hard to reconcile.

4 CHAIR CRIDER: Yes.

5 TRUSTEE ASKEW: And I am not
6 saying -- I am not saying you jump out there
7 and you get \$20 million every year. I am not
8 saying that. But, \$2 million. I think some
9 of us are nonprofit organizations, and they
10 have, you know, nonprofit organizations, and
11 a million dollars, to raise a million dollars,
12 I mean, it is just -- you know, they do it.

13 And I have got to believe that the
14 resources that we have in this Board, in our
15 administration, in our faculty and staff and
16 in our alumni, that we can do better than \$2
17 million.

18 CHAIR CRIDER: Yes.

19 TRUSTEE ASKEW: And again, I hope
20 that, as we refresh this document that we have
21 a -- a focus in this particular area, because
22 I do think we need to demonstrate -- because

1 it also shows others who are thinking about
2 investing that we -- that we, too, are serious
3 about our institution, and leveraging our
4 resources to bring it back.

5 So, that is just a comment. I see
6 Mr. Rogers over there. I am not necessarily
7 asking for a response, but I would hope that
8 -- that we refresh kind of what we do there
9 and hopefully we will see that number and we
10 will understand what the plan is.

11 CHAIR CRIDER: Yes. I think we
12 look at that as a minimum amount, but we have
13 some work to do.

14 I think we, also, as a Board, have
15 to be a little bit realistic that, you know,
16 the university has been battered a bit.

17 TRUSTEE ASKEW: Yes.

18 CHAIR CRIDER: And we haven't
19 always been presented in a fair light, and so
20 we have got some work to do to build up that
21 reputation and to bring things to a point
22 where people willingly open up that pocketbook

1 and give as we see in other places.

2 And I think we can do that. I
3 believe that the plan sets the stage for us to
4 begin that process of, you know, getting a
5 more positive message out about who we are,
6 what we are about, and hopefully, as we do
7 better with that, we will start to see more
8 support in terms of fund-raising activities
9 and those things that will go on.

10 Trustee Vradenburg, did you have a
11 comment?

12 TRUSTEE VRADENBURG: I take it
13 that the motion soon to be on the floor is
14 going to be for the whole vision 2020 plan,
15 with the recommended changes so that the
16 administration, this administration is put
17 forward with respect to intercollegiate
18 sports.

19 So, I just wanted to say that I am
20 going to vote for it, because I do think this
21 plan, overall, is repositioning this
22 university very well.

1 It is cutting back in costs and
2 looking forward to some revenue enhancements,
3 but also as investing in a number of areas we
4 need to invest in.

5 I will simply express a
6 reservation, and not a contingency, that the
7 financial elements of this plan still keep us
8 right on the tightrope.

9 You know, for over six years we
10 are going to build assets, increase assets by
11 \$10 million. It is not a thriving university.

12
13 And so, I am going to associate
14 myself with the remarks of Trustee Askew about
15 801, about -- about the advancement of the
16 university in the philanthropic sense, about
17 your efforts with the City.

18 Everything we can do to drive
19 increased revenues above and beyond what the
20 financial assumptions behind this plan right
21 now say, as well as on the cost side, to be
22 much more and aggressive and thoughtful about

1 where, in fact, we can cut costs, because I
2 don't -- I think this university, to be a
3 really, truly great university in five and ten
4 years is going to need more financial sort of
5 margin than what we are -- we are building
6 into the financial plan underneath this --
7 this very visionary repositioning of the
8 university.

9 So, I -- I will end up voting for
10 the plan, but I will end up voting for the
11 plan, but I will simply express that remark
12 and not contingency.

13 CHAIR CRIDER: Okay. Other
14 comments?

15 (No response.)

16 CHAIR CRIDER: Did you hit a ball?

17 TRUSTEE ASKEW: No. I think that
18 was foundation. I had a question about
19 enrollment.

20 On the enrollment side, and again,
21 I think I asked this question and we asked for
22 some data.

1 CHAIR CRIDER: Right.

2 TRUSTEE ASKEW: So, I don't think
3 it is too far off. But, so the enrollment is
4 20 percent over the 2015, 2020, and I think my
5 question where I was seeking clarity is -- is
6 that just a 20 percent overall growth in the
7 student population, or is that 20 percent
8 related to each unit of the university?

9 Because, I think, if you just say
10 20 percent, you could get most of that in the
11 community college.

12 And, let me tell you, to George's
13 point, still not achieve your financial
14 objectives because, I mean, our -- the money
15 that goes into it and the money we get back is
16 much different than what you get from the
17 undergrad and what you put in, and what you
18 get back.

19 So, again, when I see the 20
20 percent, what I didn't still get a clear
21 picture of is whether this is a 20 percent is
22 kind of balanced approach, or whether this was

1 a 20 percent overall comprehensive, you know,
2 number that we are looking for.

3 MR. ROGERS: I think we had a
4 brief discussion at the end of the last Board
5 meeting.

6 If you look at D-7. Figure 7,
7 projected incremental enrollment increases,
8 and you see the distribution annually and by
9 academic unit.

10 TRUSTEE ASKEW: Yes.

11 MR. ROGERS: Okay. So, we
12 anticipate more of the enrollment at the
13 Baccalaureate and graduate level. We are not
14 projecting any increase in the law school.

15 You might question that, but the
16 simple fact is, is that the trend nationally
17 is -- in law schools is downward, and you want
18 to stem that and try to stabilize that to keep
19 the drop from being, you know, as great as it
20 could be. But we have not projected that in
21 this plan.

22 There is also a dip in the

1 community college enrollment, and so we have
2 reflected that in how we have projected here.

3 There has been an increase this
4 semester in undergraduate school involvement,
5 so we hope that will continue. So that is the
6 answer to your question.

7 It is a distribution by year by
8 academic unit based on our understanding of
9 the market.

10 PRESIDENT LYONS: Let me -- let me
11 add to that. If we are about to attract an
12 enrollment management person with the skills
13 that I am hoping they will have, they will
14 drill down ever further and look at the
15 colleges and schools, the departments and
16 begin to project enrollments even at that
17 level.

18 And that is what I would expect of
19 that person coming in in that position.

20 TRUSTEE ASKEW: Great. Well, I
21 appreciate that. I mean, this is helpful.

22 And the other question, the other

1 -- which is related to this and just the
2 student. I mean, this goes back to kind of
3 almost the facilities piece of it.

4 Right? Because -- and I saw
5 something that -- I am sure you will meet with
6 the deans to talk about the different schools
7 and kind of whether or not there are
8 enrollment projections related to the School
9 of Business and Law School and stuff.

10 And the reason I just say that is
11 because, you know, we have also allocated
12 space. You know, we have made previous
13 decisions, and space cost us.

14 All right. So, you have got to
15 have students to occupy the space. So, -- so,
16 and particularly like for the law school and
17 the school of business where we -- we
18 renovated those based upon data that we got on
19 growth.

20 The Law School -- you know, I
21 think the Law School was -- was fitted to
22 house, what, up to 500 students? Somewhere

1 close to that. All right. 645. So now --
2 and I think we -- are we even at 300 now?

3 CHAIR CRIDER: We are about 300.

4 TRUSTEE ASKEW: Three, about 300?

5 Okay. So, I assume, based upon your
6 projections, that -- and I will get to the
7 Business School next, but I assume, based upon
8 your projections, that it is zero, that we are
9 now looking to do something else with some of
10 that space that we had originally thought
11 would all go to the Law School.

12 And again, I saw something in --

13 PRESIDENT LYONS: We --

14 TRUSTEE ASKEW: Yes.

15 PRESIDENT LYONS: We did present
16 that -- we didn't plan to come in and walk
17 through every academic department and program
18 this evening, but we do have, again, an
19 appreciation for the issue you are raising
20 because we say that the first floor of the
21 current School of Law, for example, would be
22 a good place for some retail space that would

1 generate revenue.

2 TRUSTEE ASKEW: Yes.

3 PRESIDENT LYONS: So, we are
4 trying to look at it in that fashion.

5 TRUSTEE ASKEW: Okay. Yes.

6 And the same with the School of
7 Business. Now, what were they projecting?
8 What were they projecting?

9 And again, I am not trying to get
10 into a bunch of detail, but again -- space --

11 PRESIDENT LYONS: Well, that is
12 where we are going, though.

13 TRUSTEE ASKEW: Yes. Yes.

14 PRESIDENT LYONS: I mean, we did
15 not come in prepared to go through every
16 department.

17 TRUSTEE ASKEW: Okay. I will -- I
18 will leave it -- I will leave that alone, but
19 --

20 PRESIDENT LYONS: Well, we are
21 trying to get where you are going. I mean,
22 that is what I am --

1 TRUSTEE ASKEW: So maybe if I can
2 just get a follow-up with some of the
3 information, that would be fine, but again,
4 the reason I asked is because enrollment --

5 PRESIDENT LYONS: Absolutely.

6 TRUSTEE ASKEW: -- and space
7 costs, and that is what I was trying to --
8 what I was really -- the point I was really
9 trying to -- trying to make.

10 CHAIR CRIDER: You have more?

11 TRUSTEE ASKEW: Yes.

12 CHAIR CRIDER: Okay.

13 TRUSTEE ASKEW: Yes. Two -- just
14 two of them.

15 CHAIR CRIDER: Okay.

16 TRUSTEE ASKEW: Just on the vision
17 statement, you know, I -- I am not -- I am
18 just throwing this out there, and I took at
19 look at some various vision statements, and I
20 am not looking to make any real substantive
21 change to the vision -- vision statement.

22 But, I do think that here were

1 some of us who had some conversations about
2 the vision statement on the Board, and thought
3 that maybe it could be strengthened a little
4 bit.

5 So, I -- you know, because today
6 it says, "The University of the District of
7 Columbia will empower its graduate to be
8 critical and creative thinkers, problem-
9 solvers, effective communicators and engage in
10 service-driven leaders in the work force and
11 beyond."

12 Which, for a vision statement, I
13 think it is generic -- is somewhat generic.
14 Right?

15 CHAIR CRIDER: Yes.

16 TRUSTEE ASKEW: And at least my
17 view, and from some of the other vision
18 statements that I have seen, you know, it
19 really focused on kind of the mission
20 statement, kind of where you are, and in your
21 vision statement, where -- kind of where you
22 want to be.

1 And I would just offer this,
2 whether it be for a matter of discussion or,
3 you know, or not, you know, as a suggestion.

4 And basically, because some -- you
5 get a number of them, they start -- they start
6 off with "to be recognized," or "to be a
7 center of."

8 CHAIR CRIDER: Yes.

9 TRUSTEE ASKEW: And so, my though,
10 which I think, using words that we use in the
11 document, itself because, you know, we talked
12 about making sure that we are student-centered
13 and that we are demand-driven.

14 And I think, if -- you know, if
15 you look on, you know, page nine, under goal
16 one it talks about being student-centered and
17 demand-driven.

18 So, perhaps, you know, since this
19 is part of what this is about, as a way to
20 enhance what we already have, maybe something
21 to the effect like to be a student-centered
22 and demand-driven university system that

1 empowers its graduates to be critical and
2 creative thinkers.

3 And again, it just goes back to
4 relate to, I mean, what we are hoping to be
5 able to achieve, what our vision is.

6 So, it doesn't make any real
7 change, substantive change, but it does talk
8 about what we -- what our vision is in a -- in
9 what I think is a short way without getting
10 into, you know, all of the other stuff.

11 And again, I think by saying
12 student-centered and demand-driven, because we
13 have talked about making sure our courses
14 reflect the demand in the marketplace.

15 CHAIR CRIDER: So, would there be
16 a problem with that? I mean, I don't know
17 that we have to -- we could still do a vote,
18 unless you have a problem or concern with what
19 Mr. Askew is suggesting.

20 PRESIDENT LYONS: Madam Chair, if
21 the Board wants to vote to change it to
22 incorporate that language or to change it, you

1 know, do it now and then it is done.

2 CHAIR CRIDER: So, if that is the
3 kind of language you want -- you know, again,
4 I don't want us to go through and --

5 TRUSTEE ASKEW: I am not. This is
6 it. This is for me. This -- this --

7 CHAIR CRIDER: Okay. I am just
8 saying, I don't want us to go through and try
9 to wordsmith every line.

10 TRUSTEE ASKEW: Right.

11 CHAIR CRIDER: But I do think that
12 when we talk about mission and vision, those
13 things are the responsibility of the Board to,
14 you know, to be responsible for that.

15 And so, if there is something that
16 makes you more comfortable that really
17 reflects what we believe the university is
18 about, I think it should go in here.

19 If you are comfortable, I think
20 you could -- we could -- we could approve the
21 plan with the language change that you provide
22 as far as the vision statement is concerned,

1 so I don't think we have to hold up approving
2 the plan.

3 I know every time we say
4 something, I feel you get a little tense over
5 here.

6 PRESIDENT LYONS: No, no. Well,
7 it is --

8 CHAIR CRIDER: I am not trying to
9 hold that up at all.

10 PRESIDENT LYONS: Madam Chair, I
11 know that and I -- I know that. I just don't
12 want the Board to leave here with -- you all
13 met again and still haven't approved --

14 CHAIR CRIDER: We are going to --
15 we are going to take an action on this plan.

16 PRESIDENT LYONS: That's why maybe
17 you failed at the -- but seriously, though, if
18 -- if Trustee Askew has wording that the Board
19 feels is more appropriate and wants to vote on
20 that, then -- then do it, it is done.

21 I mean, I don't -- so, rather than
22 -- well, maybe you all will get back and maybe

1 we will do this, that and the other --

2 CHAIR CRIDER: I am not suggesting

3 --

4 PRESIDENT LYONS: Yes. No, I
5 know. But if it is --

6 CHAIR CRIDER: What I am
7 suggesting is that what I heard, unless other
8 Members of the Board object, what I heard from
9 Trustee Askew sounds fine.

10 I think he can just give you that
11 language to insert. We can vote on the plan,
12 approve the plan with the language change and
13 not have to go through -- I don't think we
14 have to vote on his language change.

15 I don't think we would have to do
16 that just to put that other language.

17 VICE-CHAIR BELL: Well, point
18 information there, because I -- I do think
19 that, as a Board, that we have to vote on the
20 mission, the vision and the core values.

21 Right. So, it is one thing to
22 approve the plan, which I am fine with doing,

1 but I do think that certain items that are
2 within the plan -- because this is not a
3 delegation of authority. So --

4 CHAIR CRIDER: Well, let me --

5 VICE-CHAIR BELL: Or, is it?

6 CHAIR CRIDER: I don't know,
7 because I thought than, in approving the plan,
8 with the exception of the termination of the
9 programs, that we approved what was in the
10 plan, and that to separately have to go
11 through and approve everything, we didn't need
12 to do that.

13 Because the -- let me just be --
14 let me be real -- real transparent here,
15 because the legal staff did -- did recommend
16 that, that we do an approval resolution for
17 mission, vision and core values and, to me, I
18 didn't think we needed to do that.

19 So, I thought if we approved the
20 plan, it went with that.

21 Trustee Felton.

22 TREASURER FELTON: Thank you,

1 Madam Chair.

2 I don't have any objections to
3 Trustee Askew's recommendations. My concern
4 is that I view this as a living document. I
5 mean, there are -- there are plenty of changes
6 that we can make.

7 I think that, as the plan gets
8 implemented, we will get excited. We will
9 have new expectations. We will be really
10 concerned about how a lot of this is -- is
11 phrased.

12 So, you know, we can make the
13 change tonight, but I would think that, as we
14 continue to update, there will be -- there
15 will be other changes that we will want to
16 make to reflect our new energy about UDC and
17 where we want to go.

18 I am just reluctant at this point
19 -- and again, I can live with it. But, about
20 even making this change, because -- and I come
21 prepared. You know, had that been a call, I
22 might have also had some language and --

1 CHAIR CRIDER: Yes.

2 TREASURER FELTON: -- I didn't
3 prepare quite like Trustee Askew.

4 But -- but, that doesn't mean we
5 all don't have some meaningful changes we
6 would like to make. But, we have invested
7 quite a bit in this and we hope to get a lot
8 in return.

9 And I just -- I just want us to be
10 cautious about even doing this.

11 TRUSTEE DYKE: Yes. I would -- I
12 would just echo what my fellow trustee just
13 said.

14 I mean, I read this, and I came
15 here prepared to vote on what was presented,
16 and I would just as soon go ahead and vote on
17 that.

18 CHAIR CRIDER: Okay.

19 TRUSTEE SHELTON: Madam Chair --

20 CHAIR CRIDER: Trustee Shelton.

21 TRUSTEE SHELTON: Well, I was
22 going to say that when there is a discussion

1 or dispute it is better to decide vote it up
2 or down, and then to let it fester.

3 If you are in favor of the changes
4 in this specific area that Mr. Askew has
5 presented, I would tend to think that a motion
6 voted up or down would be the appropriate
7 step, or second it. If it is seconded, to go
8 forward.

9 CHAIR CRIDER: Okay.

10 TRUSTEE SHELTON: That way, we
11 don't have to debate it, and it is a
12 correction that can be made immediately and
13 without jeopardizing the objective, which is
14 to move forward on the vision.

15 CHAIR CRIDER: Okay.

16 TRUSTEE SHELTON: So, in that
17 state of mind, I second the motion by Mr.
18 Askew to correct the language as described by
19 Mr. Askew to the vision.

20 And, if there is -- I second his
21 motion, so that we can get to a vote on it up
22 or down.

1 And he is going to -- he is going
2 to re --

3 CHAIR CRIDER: Wait.

4 TRUSTEE SHELTON: Yes.

5 CHAIR CRIDER: Can I just get a
6 point of order?

7 TRUSTEE SHELTON: Yes.

8 CHAIR CRIDER: I am not certain
9 that I heard a motion.

10 TRUSTEE SHELTON: Well, that is --
11 I am trying to make a motion.

12 CHAIR CRIDER: Okay.

13 TRUSTEE ASKEW: Madam Chair. So,
14 look, again, I mean, I respect what some of my
15 fellow colleagues have said. I had a
16 different interpretation when I come to these
17 meetings.

18 CHAIR CRIDER: Okay.

19 TRUSTEE ASKEW: I mean, this
20 document was something that was to be
21 deliberated today. It wasn't you come here
22 and you have to accept this -- these

1 recommendations, or not.

2 CHAIR CRIDER: Yes.

3 TRUSTEE ASKEW: It was that we
4 would come here, we would deliberate and then
5 that -- you know, and we would make
6 adjustments just as we did at our last
7 meeting.

8 So, I certainly didn't believe
9 that, and I don't think that is the way we
10 have operated in the past on.

11 This has not been finalized. So,
12 what we -- and so, again -- and again, I
13 didn't mean to make it a big deal. All I was
14 trying to do was enhance, because, if you read
15 it today -- and, again, I have had
16 conversations with other Board Members.

17 There was -- it was -- it would be
18 helpful just to enhance it just a little bit.
19 And again, I didn't mean for this to -- I
20 thought that this would pretty much, you know,
21 go over smoothly.

22 I will make the motion because,

1 again, I do believe that it doesn't take away
2 99, 97 percent of what is there. All it is,
3 it just -- in my view, it just basically says
4 what we have already said in the document.

5 So, so moved, Madam Chair.

6 TRUSTEE SHELTON: Second.

7 CHAIR CRIDER: It has been moved
8 and seconded. Any discussion?

9 PRESIDENT LYONS: Would Trustee
10 Askew read the proposed language?

11 TRUSTEE ASKEW: Yes, I will.

12 It is to be a student-centered and
13 demand-driven university system that empowers
14 its graduates to be critical and creative
15 thinkers, problem-solvers, effective
16 communicators and engage service-driven
17 leaders in the workforce and beyond.

18 So, the language that would be
19 added is to be a student-centered and demand-
20 driven university system that empowers, and
21 the rest is the same.

22 CHAIR CRIDER: Any discussion?

1 TREASURER FELTON: Just read it
2 one more time.

3 TRUSTEE ASKEW: Okay. To be a
4 student-centered and demand-driven university
5 system that empowers, and the rest of it is
6 the same.

7 TREASURER FELTON: Okay. Would
8 you accept just the minor --

9 TRUSTEE ASKEW: I would --

10 TREASURER FELTON: -- and I think
11 we would be cleaned up. You have to put
12 another couple of words --

13 CHAIR CRIDER: Well, I think the
14 University of the District of Columbia would
15 stay --

16 TRUSTEE ASKEW: I would take out
17 the University of the District of Columbia.

18 TREASURER FELTON: In order to be
19 this -- in order to do this, we will -- we
20 will empower or the University empowers or --

21 TRUSTEE ASKEW: No. Well, it is
22 just what we want to be. We want to be a

1 student-centered and demand-driven university
2 system that empowers its graduates.

3 It already said -- it already says
4 "empowers graduates." So -- and again, maybe
5 I will just -- you know, so it is already
6 moved and seconded?

7 TRUSTEE SHELTON: It's been moved
8 and seconded. Up or down.

9 VICE-CHAIR BELL: So, I am sorry.
10 So you are dropping the University of the
11 District of Columbia and it says -- starts
12 with "Will be a student-centered and demand-
13 driven university system that empowers its
14 graduates to be critical and creative
15 thinkers.

16 TRUSTEE ASKEW: Well, I started
17 with "to be a student-centered and demand-
18 driven," but if yours -- if yours works
19 better, then that is fine.

20 TRUSTEE SHELTON: Yours is the one
21 we are working with, Mr. Askew.

22 TRUSTEE ASKEW: That is understood

1 because it is a university -- it is a
2 university strategic plan.

3 And again, if you -- if you look
4 at other institutions, most of them don't
5 start off with --

6 CHAIR CRIDER: Okay. Let me do
7 this. Okay? If there is no further
8 discussion, I would like to call for the
9 question.

10 All in favor of the change
11 proposed by Trustee Askew, vote "Aye."

12 (Ayes.)

13 CHAIR CRIDER: I am sorry.

14 TREASURER FELTON: I am sorry.

15 Bell -- Bell said something a little different
16 from what is --

17 VICE-CHAIR BELL: No. I was just
18 asking for a point of clarification. I just
19 want to make sure everyone is clear that he is
20 removing "The University of the District of
21 Columbia" from the front of it, so that it
22 would read, "Will be a student-centered and

1 demand-driven university system that empowers
2 its graduates to be critical and creative
3 thinkers."

4 TRUSTEE SHELTON: And the question
5 is still before us. You can vote for it or
6 against it.

7 CHAIR CRIDER: All in favor, vote
8 "Aye."

9 (Ayes.)

10 CHAIR CRIDER: Any opposed?

11 (No response.)

12 CHAIR CRIDER: Any abstentions?

13 (No response.)

14 CHAIR CRIDER: The motion carries.

15 TRUSTEE ASKEW: Madam Chair, one
16 last thing, I promise.

17 CHAIR CRIDER: Yes.

18 TRUSTEE ASKEW: And this is --
19 this is because I spoke to this before.

20 CHAIR CRIDER: Okay.

21 TRUSTEE ASKEW: And I -- on page
22 50, there is a statement in there that says,

1 "Many employers express the opinions that past
2 graduates from the university didn't have the
3 necessary skills to perform their duties."

4 I asked this -- I asked directly
5 this of the people who did the -- who did the
6 work and who met with all of the employers,
7 the 78 employers or whatever it was, and I
8 asked them at our retreat did employers say
9 that, and they said no.

10 All right. So, I don't know where
11 this comes from, but it was in the original
12 document that we were presented, and I just
13 don't believe -- if that is not the feedback
14 that we got, why are we putting something in
15 our document that other people -- again, we
16 all know that there is some work to be done,
17 but I am not -- I am not quite sure where it
18 came from, because it didn't come from the
19 entity that did the reviews of the 78 -- of
20 the 78 businesses.

21 CHAIR CRIDER: Okay. So you are
22 saying the consultant that did the report for

1 us --

2 TRUSTEE ASKEW: Yes.

3 CHAIR CRIDER: Said that he did
4 not have this --

5 TRUSTEE ASKEW: He said that he
6 did not.

7 CHAIR CRIDER: Okay.

8 TRUSTEE ASKEW: That is not what -
9 - that is not right. That is what he said.
10 And I asked him specifically, with others in
11 the room.

12 CHAIR CRIDER: Do you have an
13 answer for that?

14 MR. ROGERS: Could I address that,
15 please?

16 CHAIR CRIDER: Yes, Mr. Rogers.

17 MR. ROGERS: I think that if you
18 go back and look at Scott Learning's report,
19 you will find that sentiment there.

20 We didn't make this up. We have
21 no reason to make this up.

22 So, I think that perhaps, when

1 confronted with it, you know, Scott may have,
2 you know, may have wanted to -- wanted to say
3 something else, but that information, that
4 sentiment was reflected in the document, and
5 that became one of the things that we wanted
6 to challenge and focus on.

7 That is why we have the investment
8 in the career services and professional
9 development center, to better prepare our
10 students to enter the workforce.

11 So, I am not comfortable sitting
12 back and accepting that somehow that this --
13 you know, we didn't know where this came from.
14 It came out of that report.

15 TRUSTEE ASKEW: And if it did,
16 Madam Chair, like I said, we raised the issue
17 at the meeting and if he is saying that it
18 did, then I will just take a look at the
19 document.

20 CHAIR CRIDER: Okay.

21 TRUSTEE ASKEW: And verify. So --
22 yes.

1 CHAIR CRIDER: Okay. Trustee
2 Felton.

3 TREASURER FELTON: I guess I am
4 doing what I just disagreed with my colleague.
5 I think the point is, why would we include
6 language that attacks our students without
7 documentation, anyway?

8 Even if they did say it? So what?
9 What does this get us by saying our students
10 are ill-equipped to handle jobs? Why would we
11 say that? What was the -- what is the
12 advantage of having that in there?

13 PRESIDENT LYONS: They are talking
14 about page 50.

15 MR. ROGERS: As a part of the
16 strategic planning process we -- in every
17 stage we took the information presented and
18 presented it as -- as data on which to build
19 a foundation for the recommendations that --
20 and investments that we made, made in the
21 plan.

22 So, this was one -- maybe, you

1 know, looking at that particular language,
2 maybe it shouldn't be in there. And it
3 wouldn't make me unhappy if we amended that,
4 but it did come from the consultant report
5 that we received.

6 CHAIR CRIDER: Okay. Let me just
7 ask one final question, and then I would like
8 to move this.

9 And it just goes to, when we were
10 talking about the -- we made reference to the
11 attained report, and everywhere we go we are
12 faced with the attained report and the
13 language about us being out of line with
14 everybody else.

15 And I don't know that I ever get
16 an answer to this question.

17 Is the staff that provides the
18 services or works with the workforce -- I
19 think it is about 100 staff over the workforce
20 development program. Are they included in our
21 base numbers when we look at costs per FTE?

22 MR. ROGERS: They are -- my

1 understanding, they are not, because they are
2 not -- they are mostly grant-funded. They are
3 not --

4 CHAIR CRIDER: The staff --

5 MR. ROGERS: -- in degree -- in
6 degree programs.

7 CHAIR CRIDER: The staff, not the
8 -- not the --

9 MR. ROGERS: Oh, the staff. I am
10 sorry.

11 CHAIR CRIDER: Right.

12 MR. ROGERS: The staff. I think
13 they are. The staff are, unless -- huh?

14 (Off-mic comment.)

15 CHAIR CRIDER: So, we count the
16 staff.

17 MR. ROGERS: The staff. If they
18 grant-funded, they are not, but some of them
19 are not grant-funded, I would assume. I don't
20 know.

21 But we can drill down on that
22 question.

1 CHAIR CRIDER: Okay. Because, the
2 only question that raises -- and maybe that is
3 the right way you do it.

4 MR. ROGERS: Yes.

5 CHAIR CRIDER: What I don't
6 understand is if -- you know, we are serving
7 3,000 workforce students, those students don't
8 get counted, but the hundred staff members
9 that work with them get counted and go against
10 us in this cost per FTE number.

11 And that doesn't seem to make
12 sense to me. If the students aren't counted,
13 it seems that those hundred positions
14 shouldn't be counted, either, and some percent
15 of time for administration shouldn't be
16 counted, you know, that goes to those
17 programs.

18 And so, I would like to -- not to
19 adjust the stuff here, but just to, you know,
20 give me an answer once and for all on what
21 goes in that cost per FTE number specifically
22 as it relates to workforce development

1 programs and also the educational programs and
2 causes where I understand we are serving some
3 huge number of people.

4 MR. ROGERS: Right.

5 CHAIR CRIDER: And there is a
6 staff that goes along with that that aren't
7 counted in that number as well.

8 So, you know, I would just like to
9 understand what makes up that cost per FTE
10 number, because that is one of the things in
11 our marketing, I think, that we have to come
12 back and speak to.

13 MR. ROGERS: Okay.

14 CHAIR CRIDER: Okay.

15 MR. ROGERS: We will come back to
16 you on that. I think that the methodology
17 should be sharpened and we will come back to
18 on that.

19 CHAIR CRIDER: Okay. Thank you.

20 If there is no further discussion
21 on the strategic plan, I would like to -- oh,
22 sorry.

1 VICE-CHAIR BELL: I want to go
2 back to this point about what we are approving
3 because, again, I support the plan, but I just
4 want to make sure that for those areas where
5 we need Board resolutions for approval, are we
6 saying that the plan will constitute that
7 approval?

8 Because, when I went through the
9 plan, the elimination of majors, the
10 establishment of the general associative
11 science degree, the community college advisory
12 committee, approval of mission statement,
13 vision statement, core values.

14 We are being asked to do the
15 definition of shared governance and -- and
16 also at some point we are going to approve a
17 student bill of rights.

18 Are we approving those now, or are
19 we expecting that they --

20 CHAIR CRIDER: Okay. The
21 expectation is that they will bring those back
22 to us at the appropriate time.

1 When they have a student bill of
2 rights, that would come back to us at that
3 time for our approval.

4 VICE-CHAIR BELL: Okay.

5 CHAIR CRIDER: The definition of
6 shared governance, that hasn't been developed
7 yet, so when they develop that, that will come
8 back to us.

9 VICE-CHAIR BELL: Okay.

10 CHAIR CRIDER: So, I thought that
11 all -- that all we had to vote on outside of
12 the plan was the elimination of the majors.

13 Now, if there is some other
14 opinion going back to legal counsel back
15 there, that we need a resolution on mission,
16 vision and core values, then I need to -- to
17 know if that is what we have to do, or will
18 mission, vision and values be covered if we
19 vote for the whole plan.

20 PRESIDENT LYONS: It would be
21 covered.

22 CHAIR CRIDER: That is what I

1 think.

2 PRESIDENT LYONS: It is a part of
3 the plan. So, effective tonight --

4 CHAIR CRIDER: Okay.

5 PRESIDENT LYONS: -- this would be
6 the vision approved February 18th, 2014.

7 CHAIR CRIDER: Okay. Well, that
8 was -- that was what I thought.

9 VICE-CHAIR BELL: We would have to
10 approve the elimination of the degree program
11 separately, but we approved the plan?

12 PRESIDENT LYONS: Correct. There
13 is a -- because, we do have to be able to
14 identify when those programs were
15 discontinued, and I think we will do that
16 separately and for the middle states.

17 VICE-CHAIR BELL: Although I view
18 that as a disconnect, because if the plan
19 does, the action plan does it, but --

20 CHAIR CRIDER: Let's see. I see
21 the same thing.

22 DR. PETTY: I understand it would

1 be the specific recommendation to terminate
2 programs.

3 PRESIDENT LYONS: Well, that is
4 what I --

5 TRUSTEE ASKEW: That is just the
6 plan.

7 PRESIDENT LYONS: Yes. Rachael
8 was saying that -- that we understand that you
9 need a specific resolution for middle states
10 for the program discontinuation.

11 VICE-CHAIR BELL: Okay. And then
12 for the creation of the general associative
13 science degree which is also in the plan.

14 At some point in the future we
15 will come back and be presented with something
16 --

17 PRESIDENT LYONS: With academic
18 programs. Any of the academic programs would
19 have to go through the campus and Board
20 approval process.

21 CHAIR CRIDER: Okay.

22 TRUSTEE ASKEW: The same thing

1 with the tuition and --

2 PRESIDENT LYONS: Correct.

3 Correct. Correct. That is correct. That is
4 correct.

5 VICE-CHAIR BELL: Well, that is
6 the way I view it as a map and --

7 CHAIR CRIDER: It is a map.

8 VICE-CHAIR BELL: -- make sure
9 that this wasn't somehow constituting some
10 type of delegation of authority and that it
11 should be the Board document approving that.

12 CHAIR CRIDER: Okay. Let me just
13 read the resolution, part of the resolution
14 here.

15 "Whereas, the Board of Trustees
16 and the interim president" -- "Whereas the
17 Board of Trustees has reviewed the final
18 vision 2020 strategic plan as distributed to
19 the Trustees by the interim president on
20 February 6th" -- this should have today's date
21 in it, though.

22 PRESIDENT LYONS: That is when it

1 was sent to you, yes.

2 CHAIR CRIDER: Oh, okay.

3 "February 6th, 2014, and whereas the Board of
4 Trustees and the interim president recognized
5 that the final vision 2020 strategic plan is
6 a living document and that additional research
7 and information may impact the proposals in
8 the final vision 2020 strategic plan.

9 "And, whereas the Board of
10 Trustees and the interim president acknowledge
11 that certain actions proposed in the final
12 vision 2020 strategic plan will require
13 presentation to and subsequent approval by the
14 interim president, the Board of Trustees
15 and/or a relevant local or Federal legislative
16 executive or regulatory body, and therefore,
17 be it resolved that the Board approves the
18 vision 2020 strategic plan, including all
19 appendices as attached.

20 "Furthermore, be it resolved that
21 the Board authorizes the interim president to
22 take any and all actions within the authority

1 granted to him by the Board of Trustees to
2 implement the vision 2020 strategic plan as
3 approved."

4 I am looking for a motion to
5 approve the resolution.

6 TRUSTEE THOMPSON: So moved.

7 TREASURER FELTON: Second.

8 CHAIR CRIDER: So moved. Moved
9 and seconded.

10 Any discussion?

11 All in favor, vote "Aye."

12 (Ayes.)

13 CHAIR CRIDER: Any opposed or
14 abstentions?

15 (No response.)

16 CHAIR CRIDER: That motion carries
17 and we voted for the -- oh, yes.

18 Trustees Castillo and Lemus, are
19 you still there?

20 TRUSTEE LEMUS: Yes. This is
21 Gabby.

22 CHAIR CRIDER: Okay. We just

1 didn't hear your vote.

2 TRUSTEE LEMUS: Sorry about that.

3 CHAIR CRIDER: So you vote
4 approval, right?

5 TRUSTEE LEMUS: Yes, I did.

6 CHAIR CRIDER: Okay. Trustee
7 Castillo --

8 SECRETARY CASTILLO: Yes. I
9 approve it.

10 CHAIR CRIDER: Okay. Thank you.

11 So, we had unanimous approval of
12 the vision 2020 plan. And thank you for that.
13 This has been long and sometimes painful, but
14 we got it done.

15 So, with -- and we still have
16 reservations, but we will work through it, you
17 know. That is all we can do.

18 The next is the termination of
19 academic programs, and the resolution for that
20 -- is it in the book?

21 Okay. "Whereas, the university
22 has completed a comprehensive analysis of its

1 academic programs and has identified a number
2 of academic programs that have low internal or
3 external demand, did not produce consistent
4 positive outcomes and not current, require
5 resources not presently available or display
6 other indicia of underperformance or lack of
7 relevancy, therefore, be it resolved that the
8 Board of Trustees approves the elimination of
9 each of the academic programs identified
10 below, provided that such eliminations are
11 carried out by the president in a way that is
12 consistent with university rules and
13 regulations required for the discontinuation
14 and the 17 programs are graphic communication
15 technology, a BA in sociology, mass media BA,
16 graphic design BA, physics BA, math/statistics
17 MS, history BA, special education MA,
18 marketing BBA, finance BBA, procurement and
19 public contracting BBA, economics BA,
20 management information systems BBA, nutrition,
21 food science BS, environmental science,
22 general BS, environmental science, water

1 resources BS and environmental science, urban
2 sustainability BS."

3 I would like to entertain a motion
4 to approve the termination of those 17
5 academic programs.

6 TREASURER FELTON: So moved.

7 CHAIR CRIDER: It has been moved.

8 Is there a second?

9 TRUSTEE THOMPSON: Second.

10 CHAIR CRIDER: Any discussion?

11 (No response.)

12 CHAIR CRIDER: All in favor of,
13 vote "Aye."

14 (Ayes.)

15 CHAIR CRIDER: Any opposed?

16 (No response.)

17 CHAIR CRIDER: Any abstentions?

18 TRUSTEE CURRY: I abstain.

19 CHAIR CRIDER: One abstention.

20 TRUSTEE LEMUS: I abstain. This
21 is Gabby.

22 CHAIR CRIDER: Two abstentions.

1 VICE-CHAIR BELL: Make it three.

2 CHAIR CRIDER: Three abstentions.

3 Trustee Shelton, Castillo --

4 PRESIDENT LYONS: No.

5 CHAIR CRIDER: Or Lemus.

6 PRESIDENT LYONS: Lemus.

7 CHAIR CRIDER: Trustee Lemus and

8 Trustee --

9 PRESIDENT LYONS: Curry.

10 CHAIR CRIDER: -- Curry. Okay.

11 Thank you for that.

12 Is there any new business?

13 Mr. President, do you have any new
14 business?

15 PRESIDENT LYONS: Well, I wouldn't
16 call it new business, but Trustee Curry asked
17 me to share something with the Members of the
18 Board that I shared with him a short while
19 ago.

20 Today, I attended a luncheon
21 meeting of the National Center for Families
22 Learning at the Renaissance Hotel, and a young

1 man brought greetings to the 600 people
2 assembled and talked about growing up in the
3 District and his home being used as a drug
4 haven and all that comes with that and how he
5 ended up in the foster care system and out in
6 the street, et cetera.

7 To make a long story short, this
8 gentleman was a young was so dynamic that one
9 of the vice presidents of Toyota said he would
10 like to clone this young man a thousand times
11 and take him around the country.

12 And then the young man indicated
13 that he was leaving Cheney University and
14 coming to the University of the District of
15 Columbia, to the applause of 600 people so
16 assembled.

17 And I must say there was one there
18 who applauded, perhaps, louder than anybody
19 else. But, truly, this young man, Ikise
20 Walker, very sharp. The kind of student you
21 certainly would want to have here, very
22 impressive.

1 And he said he was coming in the
2 fall and I said, "No, I want to get you here
3 this summer."

4 So, we are going to try to work
5 with him and see if we can get him in this
6 summer. But, he was extremely impressive.

7 In fact, while I was trying to get
8 his attention, there were a number of people
9 asking why wasn't he transferring to their
10 institutions.

11 So, stay tuned.

12 CHAIR CRIDER: Okay.

13 PRESIDENT LYONS: Thank you, Madam
14 Chair.

15 CHAIR CRIDER: Thank you.

16 Any additional remarks or anything
17 from anyone?

18 TRUSTEE ISAACS: Madam Chair.

19 CHAIR CRIDER: Yes. Trustee
20 Isaacs.

21 TRUSTEE ISAACS: I believe there
22 were some questions about the law school

1 graduation that had been raised by Trustee
2 Askew, and I wanted to know if we could
3 address that.

4 CHAIR CRIDER: Sure.

5 TRUSTEE ASKEW: Yes. I -- it
6 really wasn't my question. It was actually
7 Dr. Lyons' question, and I asked for a
8 clarification of the question because it --
9 the way the information was reading was as if
10 the law school doesn't have a separate -- and
11 I am very familiar, as you know, with it, as
12 well.

13 TRUSTEE ISAACS: Right.

14 TRUSTEE ASKEW: And so I just
15 clarified that there is a -- there already is
16 a separate graduation.

17 I thought that there was something
18 more than that that was being asked.

19 TRUSTEE ISAACS: No. That is
20 actually incorrect.

21 PRESIDENT LYONS: Yes. That is
22 not a -- that is not a -- I guess it depends

1 on what you call a graduation.

2 I mean, we are beginning to call
3 everything, every time people assemble. For
4 example, people talked about a graduation we
5 had here a few weeks ago with 600 workforce
6 students.

7 So, that my understanding is that
8 the law school conversation was related to a
9 commencement, a graduation -- in a formal
10 graduation ceremony where the provost would
11 present the candidates for graduation to the
12 president and with the authority that you have
13 vested in me, I would certify that they are
14 graduates.

15 See, right now -- I will tell you
16 how this came up. I attended the program, and
17 I was calling it a program. I wouldn't call
18 it a -- I attended the program last year.

19 And, as I circulated among the
20 family members they kept talking about, "Oh,
21 this graduation was wonderful. This
22 graduation was wonderful," and I am trying to

1 say, "Well, what graduation?"

2 And the truth of the matter is
3 that we did everything but confer the degree.
4 There were speakers, students walked across
5 the stage, received things in their hand and
6 all of that and I said the only thing we
7 needed to do was to confer the degree and we
8 would have a law school graduation.

9 So, I did talk with the provost.
10 We have no problem with that. As you know,
11 law schools have a graduation and I mentioned
12 it to the Chair to get the Board's approval
13 and then we will get back with the law school.

14 But we are talking about a
15 graduation.

16 TRUSTEE ASKEW: Yes. So, I think
17 that where the confusion -- like you said, you
18 do a -- I have been through -- to that
19 graduation, and it is -- it is -- it may not
20 necessarily be like, you know, I actually get
21 the official -- because you only get
22 officially conferred, but you walk across the

1 stage.

2 The president is usually there --
3 is usually there, and is involved and he is
4 sitting on the stage and all, so a part of the
5 program.

6 And so, though, I guess we are
7 getting into the word, but the experience,
8 even based upon the input that you have
9 received, would lead someone to believe that
10 it was a graduation ceremony, except, you
11 know, -- and they may title it different.

12 But my point was -- because I
13 think -- I think you got right at the -- right
14 at the real point. The real question is, what
15 it seems to be is, is that maybe there is a
16 thought that we will have this graduation at
17 the law school and then they are not -- they
18 don't necessarily have to come to the -- and
19 you don't have to come, but there is -- people
20 don't feel compelled to actually have to come
21 to the graduation -- university-wide
22 graduation.

1 And, all I was saying is that, I
2 mean, there are also other schools that have
3 similar, as you know, programs.

4 And so, if we -- do you really
5 want to get into -- do you really want to get
6 into what we -- well, you know, we have a
7 program. It should -- you know, what is the
8 -- what is the distinction between a law
9 school -- and again, I don't think anybody is
10 prohibited from coming to the university-wide.

11 And again, if it works for your
12 schedule, I -- you know, I just wanted to
13 understand what the real -- what the real --
14 what was really being asked here.

15 And I think Madam Chair probably
16 hit it on the head because of the experience
17 at the university is a graduation.

18 TRUSTEE ISAACS: If I may, because
19 I had a conversation with Dean Broderick this
20 afternoon to get the clarification, to help
21 clarify things for you, hopefully.

22 From the students' perspective,

1 the thing that we don't get at -- what we
2 refer to as convocation as opposed to
3 graduation.

4 We don't get hooded, so there is
5 no recognition of the degree that we have
6 earned after our three years of work.

7 The other piece to this is, we
8 literally have family and friends coming from
9 all over the world. I mean, we have -- you
10 know as well -- better than I do, probably,
11 the diversity in the student body over there.

12 It is -- we think, unfair, quite
13 frankly, to ask those families to incur the
14 extra expense of staying the extra day and the
15 truth is, at least according to Dean
16 Broderick, that our attendance at the -- the
17 university level graduation is minimal, at
18 best, on any given year, so there really
19 wouldn't be an impact there, like pulling
20 people away from that event.

21 Coupled with the fact that the --
22 my understanding, the hooding ceremony, it is

1 a little more involved, and it takes up time
2 which, given the bigger crowd at the
3 university, it adds to their time sitting in
4 the seats and we just think it would probably
5 be good for everyone concerned if we could
6 handle it all there.

7 TREASURER FELTON: Just a
8 question. Didn't -- what change did we make
9 with the community college? Didn't we
10 separate those?

11 CHAIR CRIDER: No. There is one
12 graduation. It is one.

13 TRUSTEE ASKEW: Yes, but they did
14 -- they used to graduate. They had their --
15 at one point in time they had their own
16 separate ceremony.

17 Then it became a budget issue.
18 Right. It became a budget issue and they now
19 graduate with -- so, we have done it a couple
20 of different ways.

21 Again, I -- you know, if it works,
22 then that is fine, but I do think it varies,

1 student participation at graduation, because
2 I have been to a number of them, both the law
3 school and the university-wide, and others
4 have, as well.

5 So, it is various -- it depends
6 upon the college you are comparing yourself
7 to. And again, if it is something that Mr.
8 President is comfortable with in his
9 administration, I just -- if you get asked a
10 question by -- you put yourself in a certain
11 situation now, when you agree to do that,
12 right, because I expect at some point in time
13 the community college is going to come back to
14 you and tell you they want to have their own
15 graduation, because they have already done it
16 before. History tells us that.

17 PRESIDENT LYONS: But you can say
18 no. I mean, you know, it is just -- I don't
19 know what the connection is, but all I am
20 trying to do -- you know, we are calling
21 everything graduation.

22 TRUSTEE ASKEW: Yes.

1 PRESIDENT LYONS: Like I said,
2 now, 600 people that work for us last week and
3 the Mayor stood up in a public meeting and
4 talked about the graduation because that is
5 what people are calling it.

6 Now, here we have this. The
7 graduation. All we are trying to do is
8 formalize it. As you said, the only thing
9 that we didn't do last year was to confer the
10 degrees, and then it would be done.

11 So, we are simply saying that we
12 don't see any problem with it. Let's move
13 forward. Is there any -- and I asked the
14 Chair there, are there any problems with it
15 from the Board? And, if not, then we --

16 TREASURER FELTON: So, the
17 question is, is it okay to confer the degrees
18 at the law school --

19 PRESIDENT LYONS: And really have
20 a commencement or graduation ceremony, formal
21 ceremony.

22 TRUSTEE SHELTON: It is my

1 understanding that that graduation is a
2 celebration of the university's efforts to
3 move students forward.

4 When you begin to disintegrate the
5 students off on sidebars, you take away from
6 the celebration of the university, college or
7 high school.

8 You can have all of the
9 convocations that you want, all of the family
10 moments that you want, but the graduation is
11 a university-wide celebration.

12 That is why I didn't weigh in. My
13 objection is that we are a university
14 graduating these graduate students, these
15 undergraduate students and all of the students
16 in our program.

17 And that is the university's
18 celebration of its efforts to improve the
19 lives of all of its students, and that is my
20 reason for reluctance for these separate
21 graduation ceremonies.

22 PRESIDENT LYONS: There are law

1 schools all around the country that --

2 TRUSTEE SHELTON: I am sure there
3 are.

4 PRESIDENT LYONS: -- that have the
5 same respect for all of their students and the
6 same definition that you give, and they have
7 a law school graduation.

8 So, this isn't anything that is
9 trail-blazing or, you know, unique at all.
10 You know, and again, like I said, we are doing
11 all of it now, but conferring the degree and
12 I was not surprised that the parents were not
13 there following this past year because they
14 thought they had graduated, and told me so.

15 I mean, that is what put this idea
16 in my head, but I don't think it shows any
17 conflict or distancing or anything at the
18 university system when you have a -- a law
19 school graduation.

20 TRUSTEE SHELTON: We define our
21 graduation. Now, if we decide that the
22 graduation, law school, community school, but

1 what I heard -- partly what I heard was, other
2 people are defining our graduation because we
3 are not defining our graduation.

4 And I think we need to establish
5 what -- you know, just what the question is.
6 If we are going to have a separate law school
7 graduation, a separate -- we need to say that
8 so that there is no misunderstanding.

9 But as we said here, the parents
10 thought they were going to a graduation and
11 the Mayor stood up and said -- thought that he
12 was going to a university graduation.

13 Since we haven't defined our
14 graduation, other people are defining it for
15 us.

16 Now, that is what I think is the
17 coming attraction. So, that is why part of my
18 objection. The university has to celebrate
19 its delivery of services to the children, the
20 students. That is all.

21 CHAIR CRIDER: Trustee Felton,
22 were you going to say something?

1 TREASURER FELTON: No, no. I --
2 it is clear. So, is this permanent? Is this
3 this year? I mean, what -- what is the --

4 PRESIDENT LYONS: My proposal is
5 permanent.

6 TRUSTEE ASKEW: But it -- right.
7 But it would depend on, again -- we have seen
8 a bunch of different -- because, it does. It
9 just -- I mean, you can -- we can say that the
10 community college integration into the
11 graduation is permanent today.

12 But, we all know that things can
13 change. Right? The community college could
14 grow and all of a sudden there is a need to --
15 I mean, -- and again, I -- my point is -- my
16 point is, is that -- I mean, again, just as
17 long -- I mean, if all these things are being
18 considered and the president decides that that
19 is the way to go while, you know, during his
20 -- while he is here, then that is fine.

21 PRESIDENT LYONS: But now, you are
22 minimizing it because it doesn't have anything

1 to do with "while I am here."

2 It has to do with what is natural
3 and accepted throughout the country in terms
4 of law schools. You know, and --

5 TRUSTEE ASKEW: So you are saying
6 -- it are saying it is not accepted both ways,
7 because we see it both ways.

8 CHAIR CRIDER: Yes. Well, and,
9 see, I think that is the -- that is the issue.
10 It is done both ways. I mean, my niece
11 graduated from the University of Maryland and
12 they have -- their colleges each have their
13 own graduation.

14 And so, I think it is up to us to
15 decide. I personally, you know, didn't see an
16 issue. I didn't expect to have this much
17 discussion about it, because I didn't see that
18 it was an issue.

19 I know that those law school
20 students expected that it was done, and when
21 you go to the general graduation, very few of
22 them participate.

1 And so, what are we really
2 changing by agreeing to this, since they
3 already are not participating?

4 I think -- I absolutely think it
5 is the president's decision to make. So --

6 TRUSTEE ASKEW: And I -- and
7 again, I think we agree, because I have said
8 that three times already.

9 CHAIR CRIDER: Right. Right. I
10 think it is -- I think it is your decision,
11 Jim.

12 I mean, look, and saying this to
13 Jim, I think -- sorry. In fairness to the
14 president, he asked our opinion. If he didn't
15 ask our opinion we probably would have been
16 annoyed by that.

17 So, he asked us. We have given
18 him an answer, and I think that is the end of
19 this discussion.

20 Okay. So, you know, you can just
21 let us know what we are going to do.

22 Okay. Any other questions or

1 issues or discussions for tonight?

2 And, again, just let me thank you
3 for the work that we all did in this -- in
4 this plan, and for finally getting it to
5 approval so that you can begin the work, and
6 we will look forward to you bringing back to
7 us as you implement various components of the
8 plan for approval.

9 PRESIDENT LYONS: And I want to
10 thank all of you Trustees, and faculty staff
11 and students, alumni and friends of the
12 university who worked on it as well.

13 CHAIR CRIDER: Okay. So, motion
14 to adjourn the meeting.

15 VICE-CHAIR BELL: Second.

16 CHAIR CRIDER: Okay. Good night
17 everybody.

18 (Whereupon, the meeting was
19 concluded at 7:25 p.m.)
20
21
22

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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: Special Board of Trustees Meeting

Before: UDC

Date: 02-18-14

Place: Washington, DC

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