Tuesday,
January 14, 2014
The meeting convened at 5:00 p.m.,
Jerome Shelton, Chair, presiding.

BOARD OF TRUSTEES MEMBERS PRESENT:

JEROME SHELTON, Chair
CHRISTOPHER BELL
MICHAEL ROGERS
KRISHNA SARAIYA
JAMES LYONS, Acting President of UDC

ALSO PRESENT:
ELAINE CRIDER, Chairperson of UDC's Board of Trustees
KIM FORD, Dean of Workforce Development
SMRUTI RADKAR, Assistant General Counsel
THOMAS REDMOND, Director, State and Local Affairs
DENISE SLAUGHTER, Provost's Office
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5:10 p.m.

CHAIR SHELTON: Good evening everyone. Thank you very much for coming.

As you can see, we have a full agenda. And my effort will be able to put as much of this information on the record so that my colleagues who are not able to make it this evening will be able to read and be informed. If they have questions, I'm sure they'll get in touch with you.

I'd first like to say, Happy New Year. I hope you all had a wonderful winter break. And I'm glad to see each and every one of you.

Madam Secretary, if you will take the roll please.

MS. SLAUGHTER: Yes, sir.

CHAIR SHELTON: Thank you.

MS. SLAUGHTER: Jerome Shelton.

CHAIR SHELTON: Present.

MS. SLAUGHTER: Kendrick Curry.
(No response.)

Joseph Askew.

(No response.)

Alejandra Castillo.

(No response.)

Gabriela Lemas.

(No response.)

Christopher Bell.

TRUSTEE BELL: Present.

MS. SLAUGHTER: Okay.

CHAIR SHELTON: Okay. It appears that we do not have a quorum.

MS. SLAUGHTER: No, sir.

CHAIR SHELTON: So the first order of business, which is the approval of the minutes, will be deferred until such time as we do have a quorum.

We will move forward with a presentation from the vice president's office represented by Mr. Rogers. Your comments and editorials will be appreciated at this time.

MR. ROGERS: I was looking for my
colleague from Human Resources. I'm assuming --

CHAIR SHELTON: She will be here.

She sent her --

MR. ROGERS: Okay. All right.

Very good.

With respect to the areas of the vice president for university advancement, let me share with you a couple of areas. First, as you know, the Board took disposition on the strategic plan on November 19th that enabled us to submit a response to the Mayor and Council on December 1st, as required by the Budget Support Act.

We are now planning for the implementation of those items approved by the Board. At this Board meeting coming up, there will be items coming through the Budget and Finance Committee where we're requesting the implementation of various actions that are needed to implement the strategic plan. Principally, the request for tuition, the
tuition increase.

We have an implementation plan for all of the investments that were proved by the Board on November 19th. We're moving forward with those online, the online course, the continuing education, there was a big rollout plan, you know, a plan for teach of those.

In the public relations area, we have acquired the services of a public relations firm. They are currently -- it's SRB Communications. They are currently conduction focus groups with various university constituencies. They'll meet with faculty, they'll meet with a group of students and staff, etcetera to kind of get a sense of, you know, what the messages are that should be framed. And then they'll come back with us, to us with a campaign, a proposed campaign that we will implement this spring going in to the fall.

With respect to government relations, the big activity that we've been
keeping an eye on is the D.C. Promise Act that
was proposed by Councilmember Catania, that
will -- proposes additional scholarship money
for D.C. residents to attend schools in the
District. This is kind of a complement to the
D.C. Tag Program which, directed at, for
residents to attend school outside of hte
District. And we know historically that it
has had an impact on enrollment at the
University.

But we are, I think, Thomas, that
bill is still in committee.

MR. REDMOND: The committee but it
hasn't been scheduled --

MR. ROGERS: Yes. Thomas --

MS. SLAUGHTER: Excuse me. You

need to go through --

MR. ROGERS: I'm sorry.

CHAIR SHELTON: I told you. The

lady's in charge.

Yelling at me from the cheap

seats.
MR. REDMOND: Good afternoon.

Thomas Redmond, director of State and Local Affairs.

The D.C. Promise Establishment Act was voted out of the David Catania's Education Committee. However, it has not been scheduled for a vote by the full Council as of today.

MR. ROGERS: Okay. You might share with the Trustees, that bill proposes, what, $75 million to be allocated?

MR. REDMOND: About 50 some million.

MR ROGERS: 50 some. Okay.

MR. REDMOND: Yes. And so that's one of the points that the Council will have to decide in terms of funding it. And it has an age range where it funds scholarships for students 55, up to age 25. Students beyond 25, the Mayor has the authority to create a program, a grant program to fund scholarships for students beyond that age.

CHAIR SHELTON: Why are -- just
Jerome asking -- why are they talking -- why wouldn't they give the 50 million to us and send everybody here? I mean, did we discuss that with them? I mean, have we had an opportunity to discuss that with them? I'm sorry.

MR. REDMOND: That point was raised by the consortium of universities at the hearing that Mr. Catania held on the Bill in December. However, Councilmember Catania had some very focused viewpoints on how he wanted the structure this assistance because he initially decided that it's a device to encourage retention in the D.C. Public Schools. Each one -- in order to be eligible for the scholarships, there are tiers of attendance in public schools.

For example, if you've attended for six years, you're eligible for up to $20,000. If you attended for four years, the D.C. Public Schools or charter schools, you're eligible for up to $15,000.
So it was an effort to make the D.C. Public Schools very very attractive to the residents.

CHAIR SHELTON: Okay. Attractive and with the amount of money, it's not enough to go to the other universities. Trinity is the only other college that would profit by the $15,000 worth of tuition money. The rest of them are more than $15,000 of scholarship money.

MR. REDMOND: That's true but they -- one of the requirements are that you must have applied for financial aid. So --

CHAIR SHELTON: Okay.

MR. REDMOND: -- he is not expecting that amount to be the full compliment or whatever cost that the university --

CHAIR SHELTON: Even at -- you know, when the Trinity is recruiting my athletes, they did financial aid but they gave them a partial scholarship. And they did all
of the financial aid.

So the only place that 7,000 or
$15,000 will go any real distance right now at
a university is between Trinity and UDC; is
that correct?

MR. REDMOND: Yes. In terms of
the full cost of attendance at other
institutions, I believe it's the expectation
that the scholarship would supplement or
provide, you know, some redress for those
students. But as I said earlier, this was
primary a tool, this was primarily a tool
designed to increase and to support students
in the public school system. In other words,
the longer you stayed in the public school
system, the more --

CHAIR SHELTON: You were able to -
-

MR. REDMOND: -- possibility you
had of receiving a full award.

CHAIR SHELTON: I would appreciate
it if you could forward the language of that.
I'm sorry I didn't get it off the web. I didn't even know it -- I would be very interested in reading it.

MR. REDMOND: I will send it to you immediately.

TRUSTEE BELL: Hey, Thomas, I had a question. You said that the issues that Trustee Shelton was raising was raised by the consortium. And what -- how did -- I just want to make sure I was clear what they raised. Did they raise the issue of directing the funds to UDC or not directing it?

MR. REDMOND: They raised the issue in the context of the funding being used to attend schools out of state when --

TRUSTEE BELL: Okay.

MR. REDMOND: -- and how receptive other councilmembers would be to that idea, that for example, it doesn't restrict you in terms of attendance nation-wide.

TRUSTEE BELL: Right.

MR. REDMOND: So, the question for
some was whether or not this was a beneficial approach because it allowed the possibility of --

TRUSTEE BELL: Sure.

MR. REDMOND: -- you know, millions, thousands of dollars going out of state to other institutions.

CHAIR SHELTON: That expands it. I didn't hear the part about the -- I only heard it's inside the District.

MR. ROGERS: Yes. That was a misstatement. Yes.

CHAIR SHELTON: Yes. But if it allows you to go out of state, we're just funding Bowie, Capan, Elizabeth City. I'm not knocking them. I'm just saying they're institutions where there's a reduced rate for registration. And with your grants and then a loan from the state, you cold make a pretty good start on the first year somewhere else.

MR. ROGERS: But unlike Tag, it can also be used to come to UDC.
MR. REDMOND: Right. And that's the distinction.

MR. ROGERS: Or local, other local universities.

MR. REDMOND: It's not a done deal yet.

CHAIR SHELTON: But it's not a -- it's one of those things that's going to grow and I think in a unique way, which will -- because every university's having economic issues, from the biggest to the smallest. And if you can get the federal government to start to contribute to your registration process, the more money you can get from the federal government, the more, you know, money you have to do what you want to do at your university.

MR. REDMOND: Well --

CHAIR SHELTON: Just like we want money from them, the other universities want money from the government.

MR. REDMOND: -- well, that question was raised about the impact of this
program on the D.C. Tag Program. So --

CHAIR SHELTON: Is it more than
D.C. Tag? Is it potentially more than D.C. Tag?

MS. REDMOND: The maximum amount
award is $20,000. So --

CHAIR SHELTON: Yes.

MR. REDMOND: -- the D.C. Tag amount is --

CHAIR SHELTON: 10.

MR. REDMOND: Right.

CHAIR SHELTON: Thank you.

MR. ROGERS: You're welcome.

CHAIR SHELTON: Thank you for joining us, sir.

PRESIDENT LYONS: I'm sorry that I'm late.

MR. ROGERS: And continuing, Mr. Chairman, I want to report that the Founder's Day is scheduled for February 20th. And we are -- I guess there was not a Founder's Day last year. So it's a return to our tradition
on campus. And we're going to make an all out
push to get alumni involved --

    CHAIR SHELTON: I sent it out.

    MR. ROGERS: Okay. -- in every
way we possibly can.

    CHAIR SHELTON: Okay.

    MR. ROGERS: And I should also
know, hopefully, by that time, we will have
established that alumni office on --

    CHAIR SHELTON: Okay.

    MR. ROGERS: -- campus, I've been
working with the vice president for facilities
to identify the appropriate location and we
think that we have one. And so, we'll have
more to report.

    CHAIR SHELTON: Okay.

    MR. ROGERS: In the coming weeks.

    CHAIR REDMOND: Okay. Well, I
look forward to that.

    MR. ROGERS: Okay.

    CHAIR SHELTON: All right. Thank
you.
MR. ROGERS: That's it.

CHAIR SHELTON: Mr. Rogers, thank you very much.

The auditor's report, at this time, should be just the plan, potential plan for the year. We'll talk --

MS. SARAIYA: I can --

CHAIR SHELTON: Okay.

MS. SARAIYA: So for the -- oh, I'm sorry.

Krishna Saraiya, internal auditor at the University of the District of Columbia.

For fiscal year 2014, the audits that I will be performing will be the A-1-33 corrective action monitoring plan. The time and attendance procedures, and that's going to be the reconciliation of department payroll leave and payroll verification, human resource hiring and terminations, housing and residential services, student records and the registrar's office. And I will also be doing follow-up on internal audit recommendations.
and any special audit requests from university management.

CHAIR SHELTON: Thank you. In the past you told us your time line strategy. So if you could look at your year and map it out like you've done in the past, just for the information, it would be at the next meeting --

MS. SARAIYA: I can forward that to you.

CHAIR SHELTON: Yes. Just to the members.

MS. SARAIYA: Sure.

CHAIR SHELTON: So that there's some idea of the sequence.

MS. SARAIYA: Correct.

CHAIR SHELTON: All right. It was very informative to know that at this period you were going to be doing this many hours --

MS. SARAIYA: Okay.

CHAIR SHELTON: -- and this period you were going to be doing this --
MS. SARAIYA: Sure. I will --

CHAIR SHELTON: Just very good information.

MS. SARAIYA: Okay.

CHAIR SHELTON: Thank you. We'll have further discussions later.

MS. SARAIYA: Okay.

CHAIR SHELTON: Okay.

TRUSTEE BELL: I was just curious. How does this stack up against your capacity reports? I mean, with this potential queuing of audits and then the -- you left in here the ability to have audits in the future if requested by management. Would you say you're at capacity or is this -- do you still have capacity --

MS. SARAIYA: This is over capacity.

TRUSTEE BELL: This is over --

MS. SARAIYA: So, from periodically, I do have to look at my audit plans and then change. What I try to do is I
try and do all the high priority audits and then the mediums, then I can push forward to another -- to the following year.

TRUSTEE BELL: Okay.

MS. SARAIYA: Okay.

CHAIR SHELTON: What I have observed is --

MS. SARAIYA: Yes.

CHAIR SHELTON: -- that we do get a list at the beginning of year of the plan. And then as the situation's dictate you've been able -- we've been able to modify --

MS. SARAIYA: Correct.

CHAIR SHELTON: -- and work together to get --

MS. SARAIYA: Yes.

CHAIR SHELTON: -- through to the end.

MS. SARAIYA: Yes. And what I've done with the audit plan this year is I've given you the reasons that's why the audit is planned: the audit objectives and the audit
priority.

CHAIR SHELTON: One of the things that I'm kind of confused about is that in the past the District's annual audit has been a part of this Committee. The District's annual financial audit that we participate in --

MS. SARAIYA: Correct.

CHAIR SHELTON: -- they're supposed -- I believe a new company or this is the third year of the regular company -- and who's going to be letting us know about that audit prior to its submission to the District Government?

MS. SARAIYA: I think that would be a question for Mr. Donald Rickford. I think it's a financial audit. When the city comes to do the audit, it's really the financial audit.

CHAIR SHELTON: But it's been part of this Committee over the --

MS. SARAIYA: Correct.

CHAIR SHELTON: -- two years. So
as auditing, all auditing, we need to be
apprised of who is dealing with it and how we
can play a role -- what our role will be.

MS. SARAIYA: Right. I will
contact Mr. Donald Rickford and send you a
quick e-mail --

CHAIR SHELTON: Okay.

MS. SARAIYA: -- relating to that.

CHAIR SHELTON: Okay. Thank you.

Anything else?

MS. SARAIYA: I think --

CHAIR SHELTON: Any other

questions?

(No audible response.)

All right. Thank you. Thank you.

Next, again, and briefly, the

Conflict of Interest Policy. I think most of
the Committee members have received it and I'm
comfortable that there will be an opportunity
for us to make a full Board decision.

MS. RADKAR: Smruti Radkar,

Assistant General Counsel and Ethics Officer.
We drafted a conflict of interest based on the D.C. statute governing conflicts for employees. And for the purposes of the statute, Board of Trustee members are included in the definition of employee. And the Conflict of Interest Policy addresses prohibited acts and also the ability of Board members to -- trustees to seek a waiver of prohibited acts. And that waiver would be consistent with seeking guidance not only from a subcommittee of the Board but also from the Board of Ethics and Government Accountability, which is BEGA.

And we actually met with BEGA for a brown bag in my office. I'm sorry.
Rephrase that. BEGA had a brown bag down town, my office attended. And we actually spoke with the executive director and general counsel about this policy. They took a look at this policy, they thought it was fine and consistent with the legal requirements. The only thing they wanted us to convey to the
Board is that BEGA, from time to time, in reviewing issues may reach out to trustees individually for further information. They just wanted us to make sure that trustees were aware of that and that's it.

Dr. Lyons did share with Staci Mills and I a copy of a policy that he signs every year for Dillard University. And so, to the extent that the Board of Trustees want to enhance this policy in further discussion and have a written statement, that's something to think about. He had a sample statement that he signed.

CHAIR SHELTON: Well, we could take a look at it.

MS. RADKAR: Sure.

CHAIR SHELTON: I would like to take a look at it.

MS. RADKAR: Okay.

CHAIR SHELTON: And we can discuss whatever we might recommend to the Board.

MS. RADKAR: Okay.
CHAIR SHELTON: Okay. And copies have been distributed to the Committee.

MS. RADAR: That's my understanding.

CHAIR SHELTON: Yes. They -- and I expect that we should try to get copies after -- when Ms. Franklin returns, see about getting copies to the full Board so that we -- if we're able to, we can move on this.

MS. RADKAR: My understanding is that that may have already happened.

CHAIR SHELTON: Okay.

MS. RADKAR: But we can check and make sure --

CHAIR SHELTON: Just to make sure that everybody --

MS. RADKAR: -- that that happens.

CHAIR SHELTON: -- is informed well enough in advance so that if we need to have a discussion we can have it. And maybe move to finalize this. It's been hanging on for quite a while.
MS. RADKAR: Yes, sir. One thing I did want to point out is, you know, as we've talked about, the primary assumption of that policy is that there's a duty of self-disclosure. So certainly, that's something that, I think we've talked about it, this Committee -- whether the Board wants to put more of a responsibility on itself to disclose when they want to disclose and the timing. But I'm sure that all of the trustees will participate in that.

TRUSTEE BELL: I had a question. I have just a couple of questions. So I -- it's interesting that you raised that language. Because you have in here, "If a trustee knowingly fails to disclose a potential conflict of interest the matter shall be immediately referred to BEGA for a review and subsequent action, as appropriate." Failure to disclose would be an automatic violation of this policy, right?

MS. RADKAR: Correct.
TRUSTEE BELL: Okay.

MS. RADKAR: Though we would certainly want to consult with BEGA as to, you know, how to proceed formally.

TRUSTEE BELL: Okay.

MS. RADKAR: And I know one thing we did point out is that, to the extent the subcommittee or group of Board members might think differently or have a different view on things than BEGA does, BEGA's opinion would control.

One thing BEGA did say is that usually in cases where they are presented with conflicts, most of the time they are resolved by recusal. But certainly, it's going to be a case by case analysis. It's going to be specific to the facts of each matter.

TRUSTEE BELL: Okay. And then BEGA also provides the process where if you have a concern about a transaction or something like that, that you yourself can go --
MS. RADKAR: Correct.

TRUSTEE BELL: -- but that wouldn't be binding on your determination as the Ethics Officer, right? I mean, we want these funneled through, right? So that --

MS. RADKAR: I mean, I would certainly take it into consideration, especially, you know, given what -- some of it would also depend on the facts that were made privy to BEGA versus what would be made privy to me as Ethics Officer.

TRUSTEE BELL: I think we might just want to think about that. Because --

MS. RADKAR: Okay.

TRUSTEE BELL: -- I don't want, I don't want to create a situation where someone can say, "Well, I'm not in conflict because I went out and --

MS. RADKAR: Right.

TRUSTEE BELL: -- and I got this from BEGA. And in fact, the way they may have characterized it or --
MS. RADKAR: Correct. Might be different.

TRUSTEE BELL: It might be different. So if a person wants to do that, I think that's their right, BEGA provides that. But certainly, that shouldn't be binding in your role as the Ethics Officer or on the Board.

MS. RADKAR: I would certainly want --

TRUSTEE BELL: Yes.

MS. RADKAR: -- I would certainly encourage and counsel for an independent review.

TRUSTEE BELL: Yes.

MS. RADKAR: And certainly, to circle back with BEGA to determine if they know the same things that this group knows.

TRUSTEE BELL: Okay. Okay.

CHAIR SHELTON: But I thought that one of the paragraphs suggested if we self-report it had to still go through our Ethics...
Officer and then to --

MS. RADKAR: Correct. It does.

CHAIR SHELTON: So self-reporting,

you can self-report --

MS. RADKAR: Right.

CHAIR SHELTON: -- or you can ask

the question, "Is this behavior challenging

the Ethics Code --

MS. RADKAR: Correct.

CHAIR SHELTON: -- but it would go

through your office and then to --

MS. RADKAR: Correct. But I think

Trustee Bell's questions is what if the

trustee just goes straight to BEGA and doesn't

go through --

TRUSTEE BELL: Because that's what

I --

MS. RADKAR: -- through our

office.

TRUSTEE BELL: -- statute

provides.

CHAIR SHELTON: And the statute is
what we do online every year.

MS. RADKAR: The statute is -- a
different part of the statute.

TRUSTEE BELL: Okay. Okay.

MS. RADKAR: To answer that
question.

CHAIR SHELTON: But we still will
doing the annual --

MS. RADKAR: Correct.

CHAIR SHELTON: Okay.

MS. RADKAR: And Ms. Franklin will
be producing the contact information for the
trustees to BEGA so that BEGA reaches out
directly to the trustees.

CHAIR SHELTON: But we also asked
for, last year, a response as to, you know,
what we had submitted should be on file with
the University.

MS. RADKAR: Well, that's one of
the issues that are up for discussion amongst
the Board members. Because as the Ethics
Officer, I do not get what is submitted to
BEGA. So we want to -- I think that was one of the points to think about. And the bigger discussion is how much that information is at the University and at BEGA, is it the same information, do you want to give the University more information, and I think that's where we left that point.

TRUSTEE BELL: And it's a different requirement because that annual certification we're doing also goes to your financial holdings, to see if you've got --

MS. RADKAR: Right. And --

TRUSTEE BELL: -- whereas, this is talking about, you know, specific instances of business opportunities with the Board, that you would still need to disclose regardless.

MS. RADKAR: And the other point to make is the filing that you do annually goes one year back. So it's the prior calendar year. So by the time it gets to BEGA, to the extent there was a conflict, it's, you know, arguably a year later. So
this policy would really address more real
time issues.

CHAIR SHELTON: Okay. All right.

TRUSTEE BELL: Okay. Thank you.

MS. RADKAR: All right. Thank

you.

CHAIR SHELTON: Okay. Thank you.

We have a document from HR, pre-employment
background check.

MS. BLANCHARD: Yes. Good

afternoon. Myrtho Blanchard, Human Resources.

We're presenting the Pre-
employment and Background Check Policies for
approval. And we will be available to answer
any questions previously -- currently, rather.

The University conducts background
checks for all employees, volunteers, folks.

However, we did not have a policy. We were
just doing the work. We did not have a
policy. So it is an opportunity right now to
create a policy and make sure that we are in
compliance and holding folks accountable.
The issue that raised that to my attention was that there was a -- there is, rather, a Protection of Children Act of 2004 that requires anyone in contact with children 12 years old or less, have background checks. What I discovered was, we may have had employees working before that who were grandfathered in. And in order to ask them -- the first question I ask, where's the policy written that I have to have a background check? There may be other policies that said once I'm in a position, I shouldn't have to go through a background check. So therefore, it is important that we get this policy approved and implemented as quickly as possible. So if there are any employees who have been working here before 2008 when the University begun conducting this policy that we do have the policy to back up the requirement that they go through a background check. And also, we asking that these employees who are working with children under 12 do have a background
check every three years.

CHAIR SHELTON: One of the issues
that was relevant is who's paying for it?

MS. BLANCHARD: We do. The
University does.

CHAIR SHELTON: For new employees,
who's paying for it?

MS. BLANCHARD: We are.

And when I look at the number of
employees who may be working with children who
are under 12, there are approximately 40. So
I did get the fiscal impact statement from --

CHAIR SHELTON: Volunteers, you
know, if someone wants to volunteer at the
University, and the other -- some
jurisdictions they charge the volunteer.

MS. BLANCHARD: We'll take that
into consideration.

So far, when we've had volunteers,
we've conducted and paid for it.

CHAIR SHELTON: Thank you. Any
more information about this?
MS. BLANCHARD: No, it's --

CHAIR SHELTON: You do recommend that -- and it will have an impact, fiscal impact statement --

MS. BLANCHARD: $2000, the year, every three years when we add those 40 folks, to redo --

TRUSTEE BELL: And I don't think we're inconsistent with paying for that.

MS. BLANCHARD: No. No.

TRUSTEE BELL: That's the standard practice --

MS. BLANCHARD: That's the standard practice.

TRUSTEE BELL: -- margin on volunteers.

CHAIR SHELTON: It's --

TRUSTEE BELL: It's a standard practice, yes.

CHAIR SHELTON: We had to, we paid it -- as a high school, I paid it. You know, but the school district didn't pay.
MS. BLANCHARD: Okay.

CHAIR SHELTON: You know, I looked into my candy budget and paid for the good volunteers. You know. Okay.

MS. BLANCHARD: Okay.

TRUSTEE BELL: I have another question, actually.

MS. BLANCHARD: Sure.

TRUSTEE BELL: Do we require credit reports as well? Because I know there's different thoughts now emerging about on the appropriateness of a credit --

MS. BLANCHARD: No.

TRUSTEE BELL: -- report or not.

MS. BLANCHARD: We do not.

TRUSTEE BELL: So, but we have the option, right?

MS. BLANCHARD: We do have the options.

TRUSTEE BELL: Okay.

MS. BLANCHARD: Of conducting it, especially for people working specific
positions.

TRUSTEE BELL: Okay.

MS. BLANCHARD: Yes.

TRUSTEE BELL: Okay. Thank you.

MS. BLANCHARD: Anything else?

(No audible response.)

Thank you.

CHAIR SHELTON: I don't know how --

- anyway, I'd like to go into executive

session for -- Ms. Mills, could I have a

sidebar. Please pardon me, I have to ask a

question.

Okay. That pretty much answers

that. I was considering whether or not -- how

I could get to my executive session so I could

have a private conversation -- I'm sorry. So

that I could have a conversation on some

issues that are consistent with D.C. law that

have to be conducted in private.

Oh, I know. No, I apologize. I

got one more thing I really want to hear.

We've had an outstanding service delivery from
work study, work --

PARTICIPANT: Workforce --

CHAIR SHELTON: -- work force development. And every time I look up, they're doing something wonderful. And I had invited them here today to share of that with my colleagues who don't get a chance to go to their meetings. And again, I just wanted to give them another chance to share about their program to as many Board members as possible, and to as much of our community as possible. So that everybody could be informed. And I thank them for coming and being available to us. Thank you.

DEAN FORD: Thank you so much, Trustee Shelton. We appreciate being able to present.

And I will run through this pretty quickly and just really highlight the main areas which are student success. But you know, we always want to make sure that everybody knows who we are and what we do. We
are the University of the District of Columbia Community College Work Force Development Program. Our mission is to serve the unemployed and underemployed residents of the District of Columbia.

We do that by offering, at no cost, courses to residents of D.C. in Wards 5, 7, and 8 through four campuses: our Bertie Backus Campus, which most people know about; our PR Harris Campus, which most people know about; Marion Shadd, a little less known; and then United Medical Center, which is the former Greater Southeastern.

A lot of folks don't know about that site but it does exist. And we do have programming in each of those.

We are in five career path areas; that's nursing and allied health, construction, hospitality, administrative technical, and we just moved in to transportation.

When we talk about stackable
credentials in a career pathway, we really
want to make sure people understand what it
means to be in a career pathway. We do not do
just short-term job training programs that
just end.

Now, can a student stop after
doing one program? Absolutely. That would be
their choice. But that's certainly the case
if a student was going to just stop after
taking history.

But when you're in a career
pathway with us, you have the ability to move
seamlessly to and thru the University. So the
example here is in our admin tech career
pathway, where a student could come in, not
even knowing how to turn on a computer, and
can start in digital literacy, go through our
Microsoft IT Academy, and get certified in
Word, in Excel, in PowerPoint. They can then
go get the Microsoft Technology Associate A
Plus, Network Plus, Secure Plus, move into the
AES in Computer Science. They will get
credits for successfully completing the work that they do in the workforce. And then they can move to the bachelor's in computer science and the master's in computer science.

So it's very important to know that everything we do is linked to both the associate's and the bachelor's programs. We do not offer anything where a student can't then be picked up by a degree program.

So when we -- we do everything we do based off of labor market data and real time data, current data projections in the labor market but there has to be an associate's and/or a bachelor's program that picks up because we have to be in a career pathway.

I'm really really excited about, you know, our successes this year. In FY13 we served the most students that we have ever served in the past. This fall graduating class, the fall semester of 2013, the largest graduating class in the history of the
division. I mean, even when the division --

PARTICIPANT: Say that again.

DEAN FORD: -- the largest

graduating class in the history of the division. 929 students. 929 graduates of occupational training programs. So that is none of the skill developments. That means I finished my phlebotomy program. I finished my carpentry program. 929 graduates. It's huge. We're so excited about it.

Here we show our enrollment over the years. We are growing. We continue to grow. We hope to continue to grow as we move forward in the city. We believe that the reason that we're having not only our base of students growing, but also our successful completers growing, is attributed to our student's success initiative. We started our student success initiative last year. Just in January of 2013. It is based around three areas: building community, promoting feedback loops, and helping students transition.
And that transition piece is huge.

But that's not to say that the other two aren't huge. The building community, you guys have heard a lot about this over the year, you would walk into these buildings and they did not say the University of the District of Columbia. How would you know that you're a UDC student if you walk into PR Harris every day and all it says is Patricia Roberts Harris. That's great. We love PR Harris. But it needs to say "University of the District of Columbia." Now it does. That's a part of building community.

Now each one of our students gets a UDC ID card. That's a part of building community. Students come up to me, I would not forget -- I know all of the stories -- but one of them was so touching. A grown man, probably in his 40s who had served our country, a veteran of the United States Armed Forces, said, "Look at me. I'm somebody," when we gave him his ID. I mean, this is what
matters to people.

So building community is all about the things that we're doing with the signs and the IDs and the e-mail accounts. But also, our events. We had a lot of appreciation events. We have our upcoming Celebration of Excellence, which is on Saturday. We do a lot of community service. We do a lot of events like colleges do, in terms of building that community.

The promoting the feedback loops. You know, I have town hall meetings at each one of the sites. It's just an open forum. Boy, let me tell you. I'm sure you guys know. You let students talk, they will talk. We get our best ideas from our students. We have questions from our students. You know, folks always know that they can talk to me and talk to anybody on our team.

We also established a work force at UDC.edu e-mail account. We have feedback boxes at each site. You know, so students
know they can talk to us. And then really
this whole, you know, helping students
transition, because it can't be about work
force alone. I mean, we tell our students
this all the time, "This is not the dream.
This is not the dream. You have a dream. We
are but a part of you achieving your dream.
And you have to move forward to be able to
achieve that dream."

So we've devoted a lot of our time
this year in helping students transition. I
brought on a transition's coordinator. He
started in August. His primary, his entire
role is to work with students who are
interested in going to the degree programs.
He works with students on their applications,
on their financial aid, he does degree audits
for students. The first student who went
through a degree audit -- and I know that I'm
getting ahead of myself, but I'm so excited --
the first student who went through a degree
audit, Ms. Rosetta Brown, she was six credits
short from finishing her associate's degree.
She enrolled in August, she finished in
December, she picked up her associate's degree
yesterday, she came by to see me and have a
picture. I mean, that's what it's about.
Yesterday is when she got her degree and
yesterday also the day that she started her
bachelor's programming and she says she's not
going to stop till she gets her master's at
the University of the District of Columbia.

So what we had to do was make sure
people knew they were at the University of the
District of Columbia when they were coming in
and out of our doors for the four/five months
that they are with us. We also had to let
them know what else the University of the
District of Columbia had to offer them, and
that oh, by the way, every program you're in
moves you into whatever the next step is. And
we had to say though we would love for you to
continue to be here with us, you need to keep
going. Because if the dream is to become a
nurse, you cannot stay and go through Patient
Care Tech and CNA and Home Health and
Phlebotomy Tech and EKG Tech. None of that's
going to make you a nurse. You have to go to
the RN Program.

So all of this is to say that we
are incredibly excited about the strides that
we've made in 2013. We're very excited about
2014.

There are two things I really
wanted to highlight. I just kind of went
through our transitions program. The
transitions coordinator has now doubled, we
have two. The next person is starting
February the 1st. So Rosetta Brown was our
first person that transitioned in. We now
have 22 students who have enrolled in the
associate's or bachelor's program here at the
University in the spring semester. We are
optimistic and really believe that by the fall
we're going to be up 100.

And I would like to publically
thank Dr. and Mrs. Lyons for the Book Scholarship. Three of those 22 students will be receiving a Book Scholarship. And thank you so much for your generosity. Because it means a lot for students to know, okay, I'm continuing with my education. And you know, the president of the University is helping to fund my books.

Another big piece of the transitions is degree audits. And I talked about these town hall meetings. I always say, "Who here started college at some point? Community college, four-year college." Almost every hand goes up. Almost every hand goes is up. We say, "You have credits somewhere. Let us help you go get those credits back." Many of those students have credits here at the University. We've gone through about 60 students doing degree audits. 20-some out of them are within one semester of completion.

And I know we're going to have a whole degree audit presentation. So I'm just
doing a little bit of foreshadowing. But degree audits are huge. They don't take much
time. We go review your transcript and see how close you are to a degree.

So it's very important for students to move forward. But to move forward, when you come in we have to make sure that we set you up on the right path.

So a huge huge change that we made in our division this year was intake.

Students used to just show up and say, "I'm going to take plumbing. I hear plumbers make a lot of money." That's not necessarily setting you up on a path to success. We need to sit down and talk to you and say, "Do you know what it means to become a plumber? Do you know how long it takes to become a plumber? It's going to take you years to become a plumber. You don't just roll under somebody's kitchen sink with a wrench and all of a sudden you're a plumber. That is not what that means." But we didn't have that
advising in place. Now we do.

But also equally important, when you come in to our doors now, you can't just announce, "I'm Kim. I'm fabulous and I'm going to become a plumber." You have to sit down and you have to hear about all the wonderful offerings that the University of the District of Columbia. Because as much as you may have come to us and thought, oh, I want work force, maybe you want the two-year program, maybe you want the four-year program, maybe you've already finished and you need to get your master's. But you need to know about everything that we have to offer. So that is first.

You go through an info session, you go through your assessment, then you sit with your advisor and we map out a career plan. What is the goal? How long is it going to take for me to get to the goal? How do the steps along the path mean something to me financially? Okay. So maybe when I become a
home health aide, I will make $12 an hour.

And that CNA means I'll make $17 an hour. Now it's going to take me another three years to become, you know, an RN but then I'm going to be at this salary rate. But so people understand and have set expectations of that the plan is. Because three years from now, we can't have you going from food handling to carpentry to phlebotomy. That doesn't go together. Right. But if I had the clear expectation in the beginning, then I'm better set on a pathway to success.

So intake was huge for us. So we fixed it, kind of, from both ends. How you come in and we had to make sure that you're also going out. Because at the end of the day, we're here for the residents of the District of Columbia. If you look at the census data, it's about 100,000 to 100,000 residents of this city who are adults who are unemployed or who are underemployed. We know this, we can see it. And if we're only
serving 3000 a year, we're not going to make a dent.

So we know that we have to be able to expand our capacity but we also have to make sure that we're setting students up on that path to success. Because you have to come through us and you have to move on.

So again, in conclusion, I just want to say, we're excited about what, you know, the steps and the strides that we made in 2013. We're very excited about 2014.

Always first and foremost for us is student success. To be successful, we have to have the career paths, they have to be built, they have to be functioning. We have to make sure that the staff is engaged. And I'm telling you -- I don't know if you guys have been to the sites, I know Trustee Shelton has, and I'm always welcoming people to come visit the sites. Dr. Cridor's been to the sites. Come to the sites. We got an energetic bunch. We have an energetic student
body. We are all about helping students achieve their dream.

So thank you very much. Thank you Trustee Shelton for giving us this opportunity.

(Applause.)

CHAIR SHELTON: Thank you. And that was the -- the hope is to hear about the program. The more of us that hear, the more of us that can help. And the more things we can do to help.

We look forward to being well-informed. And we appreciate the Committee's efforts to keep us informed. But I thought that your program -- for those of us who have been here a while who haven't had a chance to see, and who don't have the time to go out to hear some of the great things that are going on over there. And I really wanted that to happen as many times as possible.

DEAN FORD: Thank you.

CHAIR SHELTON: And thank you very
much.

Do you have a question?

TRUSTEE BELL: Trustee Ford,

Trustee Ford -- Dean Ford. It will be --

DEAN FORD: That's --

TRUSTEE BELL: -- but Dean Ford,

Congratulations. You guys are doing,

obviously, a wonderful job.

But I was just curious, how do you
make sure that you're aligned with what the
community needs in terms of the offerings that
you have for different training programs? And
then, in addition to, you know, numbers of
people that are participating, what are you
other methods for success?

DEAN FORD: Okay. Thank you so

much, Trustee Bell.

Well, first of all, we follow the
labor market. So the first thing we do is we
look at what are the jobs in D.C. and in this
region. And we're typically looking at your
entry to entry mid-level jobs. Okay. And we
look at what's here now plus five years, plus ten years. Because again, we don't want to train you for a job that's gone tomorrow. And we also don't want to train you for a job that's not here yet. So we're always watching the labor market.

And then we look to see what are the skills and competencies necessary to be successful in said job. So there might be a lot of jobs out there in phlebotomy, right, or -- yes, phlebotomy and EKG, but to be a successful phlebotomist you have to start in medical terms and anatomy. One of the things that we realized is that are pre-reqs that are going to set up for success.

So we look at the market. We look at the skills and competencies necessary. When you come in and you take our CASA's assessment, you know, we can see whether or not you're going to be on that grade level to be able to read at the level of a phlebotomist. And then we may work with you
in skills development to get your reading level up. Because if all of the materials that you're going to be working on is going to be 10th or 12th grade and above, and you're at an 8th grade level, we have to bring that up. And we'll do that. So we remediate, if you will, in-house while students are, you know, pursuing their career path.

And then you talk about meeting the needs of the community. And again, and that's a part of the remediation. So maybe this is the goal and maybe you're coming in here. But we can do -- you know, we work with the students to try to get them to that point.

The other thing that we track, in terms of outcomes, is we track you on social security numbers. So one of the things I didn't include and I'm happy to send out is our employment analysis. We track on the Bureau of Labor Statistics how many students are coming in who are unemployed, who then have earnings gains, those who were employed
who then have earnings gains. And what we
seen in the last set of data -- and it's a
huge lag, if you know the BLS System -- the
last set of data, I believe it's from June
2013, and what we saw was that close to 70
percent of the students who came in who were
not working at the time, of those 70 percent,
60 percent saw earnings gains two-quarters
after studying with us. Of the 30 percent who
were working, 50 percent realized earnings
gains. So again, that can show you that I
stayed working and I got a promotion. I mean,
this is what you can take from earnings gains.

One of the things that we're
doing, though, is we want to start -- maybe
the appropriate term is alumni, maybe it's not
-- but you're a successful completer of the
Work Force Program, and we can see you in data
but we need to talk to you to really
understand where you are. So we can actually
say we see the earnings gains but you can tell
us, "Oh, I went from doing this to this or
this to that." So we know if it's really a promotion or not. So that's another way that we track data. So our successful outcomes are, you know, completers, the number of students who complete. Now, the number of students who are transitioning in to degree programs. And certainly, earnings gains.

TRUSTEE BELL: Excellent. Thank you.

PRESIDENT LYONS: May I --

CHAIR SHELTON: Yes. Yes, sir.

PRESIDENT LYONS: Kim, the next time you present before this Board, I would like you to show a little enthusiasm.

DEAN FORD: Okay.

(Laughter.)

PRESIDENT LYONS: You talked about the degree audit. And I'm excited about that. And I know what we're going to have some conversation with the Deans etcetera.

One of the eye opening experiences I had here at UDC was to find that the first
half dozen work force "students" that I met
had all had some college work prior to that
time. I didn't expect that. Drawing on past
experiences, that had not been the experience.
But the first half dozen students I met had
had some prior college experience.

So I think that if I understand
what you're planning to do with the degree
audit, it certainly is a way to address
enrollment also. Because a lot of
institutions are now finding that they've got
graduates out there who have a lot of credit
hours. And they're now reaching out to those
graduates.

So I appreciate you putting this
on our agenda. And I look forward to further
discussion about it.

But she's planning to have a
degree audit to bring students back and, you
know, hopefully, we'll have things in place to
really make an impact.

CHAIR SHELTON: And as you
discover new roads, you know, in your efforts
to serve our young people and old people, and
us people, please, let us know how we can
help. Again, that was the purpose of asking
you here. And the more we hear, the more we
know, the more we can share.

And I do appreciate everything
you've been doing. I really want you to know
that.

You also, Doctor.

DEAN FORD: Thank you.

CHAIR SHELTON: I didn't want to
leave the boss out.

Thank you all.

DEAN FORD: Thank you.

CHAIR SHELTON: Okay. Based on
the rules and regulations, we can adjourn. We
don't need a -- we don't have a quorum. So we
can adjourn.

MS. SLAUGHTER: Are we going to --

CHAIR SHELTON: Oh, no, we cannot.

We don't have a quorum.
But I would like to speak with you, if I can.

PRESIDENT LYONS: Mr. Chairman --

CHAIR SHELTON: Yes.

PRESIDENT LYONS: -- let me just --

- and I mentioned something to you, we're -- as you know, the University receives a provisional three-year certification and it's a Title IV Program. And what we want to do is to request a joint committee meeting at some point in the future between the Audit Committee and the Student Affairs Committee to explain this further and talk about the issues, talk about our strategies, what it means and what it doesn't mean, etcetera. But a comprehensive presentation rather than a piecemeal one.

CHAIR SHELTON: And I appreciate that. Again, the Committee -- as the Chair, I'm amenable. We'll work with the Chairs to get it done. Just let us know when you're ready.
PRESIDENT LYONS:  Okay.
CHAIR SHELTON:  Okay.
PRESIDENT LYONS:  Thank you.
CHAIR SHELTON:  Thank you.

With that, I want to personally thank each of you for coming and supporting the meeting. And I thank you for your time and your continued good service to young people.

Thank you.

(Whereupon, the above-entitled matter was concluded at 5:57 p.m.)
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CERTIFICATE

This is to certify that the foregoing transcript

In the matter of: Audit, Administration and Governance

Before: UDC

Date: 01-14-14

Place: Washington, DC

was duly recorded and accurately transcribed under my direction; further, that said transcript is a true and accurate record of the proceedings.

[Signature]
Court Reporter