UNIVERSITY OF
THE DISTRICT OF COLUMBIA

BOARD OF TRUSTEES

STUDENT AFFAIRS COMMITTEE

RESCHEDULED REGULAR MEETING

Wednesday,
March 12, 2014

The meeting convened at 6:12 p.m.,
Errol Schwartz, Chair, presiding.

BOARD OF TRUSTEES MEMBERS PRESENT:

ERROL SCHWARTZ, Chair
VALERIE EPPS, Vice Chair
CHRISTOPHER BELL
ELAINE CRIDER
KENNETH ISAACS
JEROME SHELTON
JAMES LYONS, ex officio, Acting President

ALSO PRESENT:

KENNETH CAMPBELL, Acting General Counsel
JAMES CONTRERAS, Director of Financial Aid

BEVERLY FRANKLIN, Executive Secretary

SMRUTI RADKAR, Assistant General Counsel
INTRODUCTION:
Chairman Errol Schwartz.

ROLL CALL AND QUORUM DETERMINATION:
Beverly Franklin, Secretary.

1. Approval of minutes for last meeting:
   Chairman Schwartz.
   VOTE

2. Health Services:
   Vice Chair Valerie Epps.

3. Enrollment Management:
   Vice Chair Valerie Epps.

4. Records Management:
   Vice Chair Valerie Epps.

5. Student Life:
   Vice Chair Valerie Epps.
   Kimberly Pennamon.

6. Occupancy:
   Vice Chair Valerie Epps.

7. Counseling Center:
   Vice Chair Valerie Epps.

8. Veterans' Affairs:
   Vice Chair Valerie Epps.

9. Financial Aid:
   James Contreras.

VOTE TO ADJOURN.
6:12 p.m.

CHAIR SCHWARTZ: The time is now 12 minutes after 6:00 p.m. and I call the meeting to order. Ms. Franklin, could you call the roll, please? Including myself, here. Thank you.

MS. FRANKLIN: General Schwartz?

CHAIR SCHWARTZ: Here.

MS. FRANKLIN: Mr. Bell?

MR. SHELTON: Here.

MS. FRANKLIN: Mr. Isaacs?

MR. ISAACS: Here.

MS. FRANKLIN: Dr. Lyons?

DR. LYONS: Here.

DR. CRIDER: Here.

MS. FRANKLIN: Mr. Chair, you do have a quorum.

CHAIR SCHWARTZ: Thank you, Ms. Franklin. As you look at the agenda, we have a very lengthy agenda. I hope not to be here
all night. So we will move through and be 
very thorough with each of the items. But I 
will make sure that we are not here all night.

The first item is approval of the 
minutes. You have got a copy of the minutes. 

MR. SHELTON: Motion to accept, 

Mr. Chair. 

CHAIR SCHWARTZ: It was a motion 
to accept. Seconded?

DR. LYONS: Seconded.

CHAIR SCHWARTZ: Seconded by Dr. Lyons. All in favor?

ALL: Aye.

CHAIR SCHWARTZ: All opposed? The 
minutes have been accepted. We will now 
discuss Health Services. 

VICE CHAIR EPPS: Yes. Many of 
you probably met Dr. Ayana Elliott, who is our 
new Director of the Student Health Services. 
She is a two time alumnae of the University of 
the District of Columbia. She received her 
Associate's degree in nursing and also her
Bachelor's degree of nursing here at UDC. And went on to the University of Maryland in Baltimore to receive her MSN in nursing, and then later went to Chatham University in Pennsylvania to receive a Doctorate in family practice. Dr. Elliott couldn't be here tonight because she's at a training meeting. And so we will have to meet her, in person, later on again and maybe before the full board meeting.

We have hosted DC HealthLink on our campus to talk to our students about the DC Health Exchange Program. And we're looking at that program, as well as we're going to continue to look at as many other health programs as the semester goes on, to anticipate what the costs will be for our health insurance program for our students for the next academic year. But we also wanted to make certain that our students had something to compare with, in terms of the DC Health Exchange Program. So we've had them on to
talk about that Health Exchange Program, so
that they could do a comparison and have the
cheapest health care, but the best health care
program.

We do anticipate that the United
Health Care program will go up -- increase by
another six percent. But, of course, we will
have unlimited care for the next academic
year. But, as we meet with the brokers and
talk to other schools, we will get back to you
and let you know how that shapes up.

CHAIR SCHWARTZ: I know that the
cost of this insurance went up drastically, if
you will, from what they were paying
previously.

VICE CHAIR EPPS: That's right.

CHAIR SCHWARTZ: But yet, within a
reasonable range. Have we done a survey or an
assessment to see what hardships we have
imposed on the students by doing this
increase?

VICE CHAIR EPPS: No. We haven't
done a survey. The number did decrease, however, in terms of the number of students participating because, as you know, some students were able to stay on their parent's health care program longer, until age 26. Where, in the past, that was not so.

Didn't hear too terribly many complaints. The complaints, if any we heard, had to do with students logging on to the health care site. We discovered, during this process, applying veterans didn't have an insurance card, per se. So we had to have them certified by a Veterans' Affairs person. Some of the students who had Medicaid entered some -- or had some difficulties. But we worked with them through the health service to make sure that they could be waived.

But I can get -- or we can get you more information about that.

CHAIR SCHWARTZ: We just want to make sure that we reduce the hardships --

VICE CHAIR EPPS: Yes.
CHAIR SCHWARTZ: -- and increase enrollment. And if, for some reason, a student could not meet the health care requirements, then I know our hands are tied. But we need to look and see how we can work through that.

VICE CHAIR EPPS: Yes. Sure.

CHAIR SCHWARTZ: Okay?

VICE CHAIR EPPS: Yes. We will report back to you on that.

CHAIR SCHWARTZ: And the second piece is, you mentioned a six percent increase.

VICE CHAIR EPPS: Yes.

CHAIR SCHWARTZ: Probably, are you not sure whether it is six percent? Or did we hear from --

VICE CHAIR EPPS: That's a provider -- that's what our provider said. An estimate of about -- well, he said anywhere from three to six percent.

CHAIR SCHWARTZ: Okay.
VICE CHAIR EPPS: But we want to make certain that, when we work with the brokers, that we have a price that is comparable to other universities in the area.

CHAIR SCHWARTZ: Yes.

VICE CHAIR EPPS: Like we did before.

CHAIR SCHWARTZ: And also, notify the students as fast as we can that they --

VICE CHAIR EPPS: Yes.

CHAIR SCHWARTZ: -- there will be an increase.

VICE CHAIR EPPS: Absolutely. And also, that's why we've been having, like I said the DC Health Exchange people to come on, so we could better educate our students and me about what exists in the marketplace.

CHAIR SCHWARTZ: Yes. Okay.

MR. SHELTON: The impact on the students's tuition --

COURT REPORTER: Use the microphone, please.
MR. SHELTON: The impact on the students' tuition was under consideration when we first got this.

VICE CHAIR EPPS: Yes.

MR. SHELTON: What does it do to the students' tuition? I mean the amount of money they need to access? It's an individual activity.

VICE CHAIR EPPS: Correct.

MR. SHELTON: But, for those students who have to pay full tilt, what does that do to the -- how much was it raised last year and how much is this amount this year?

VICE CHAIR EPPS: The amount the year before -- during this academic year, was $1133.

MR. SHELTON: And so, technically, at least $1133, plus up to six percent more on this coming year already tacked on?

VICE CHAIR EPPS: There's a possibility.

MR. SHELTON: Potentially tacked
onto the existing --

VICE CHAIR EPPS: That's correct.

MR. SHELTON: Oh, okay. Thank you.

VICE CHAIR EPPS: But, fortunately, I guess for some students, they are able to use their financial aid as part of the cost attendance.

MR. SHELTON: Now, is -- I'm -- the financial aid is a -- the loan that they are receiving, not grants?

VICE CHAIR EPPS: Well, the Pell grant.

MR. SHELTON: Their grants?

VICE CHAIR EPPS: Yes.

MR. SHELTON: Okay.

VICE CHAIR EPPS: And loans if they need it.

MR. SHELTON: Yes.

CHAIR SCHWARTZ: Okay.

MR. SHELTON: Thank you.

CHAIR SCHWARTZ: Any more
questions on health care? So, as soon as we
know what that increase is, that's posted on
My UDC also?

VICE CHAIR EPPS: Yes.

CHAIR SCHWARTZ: Okay. Enrollment
management.

VICE CHAIR EPPS: Well, I'll -- I
did receive a chart from our IR Office, which
I included in your -- in your -- in the
talking points. And so you can see -- so you
could see the differences, in terms of the
Spring 2004 enrollment and the Spring 2013
enrollment, at the time that enrollment was --
was frozen.

CHAIR SCHWARTZ: At the time it
was frozen, does that equate to March --
February 25th in '13?

VICE CHAIR EPPS: James, what was
the freeze date? Was that February the 25th?
What was our freeze date this time?

(Whereupon, an off-mike reply by
an unknown participant.)
VICE CHAIR EPPS: Around the same time.

CHAIR SCHWARTZ: Okay. So it does show an uptake of a little over 100 students?

VICE CHAIR EPPS: Yes. For the flagship.

CHAIR SCHWARTZ: Okay. For the flagship.

VICE CHAIR EPPS: And then the law school --

CHAIR SCHWARTZ: The law school came down. Yes.

VICE CHAIR EPPS: -- which decreased about ten percent, and the community college that decreased one percent, overall. Yes.


VICE CHAIR EPPS: In terms of records management, you know that at our last meeting we had a presentation.
CHAIR SCHWARTZ: Right.

VICE CHAIR EPPS: By a person who -- a consultant who came in and took a look at our records management program and the things that we would have to do to bring our program into tip-top compliance. And we asked the consultant to go and do a scope of work. And so the next step would be to see if we could find funding for it. And the -- the estimated cost, in terms of the scope of work, runs about $900,000.00. So now we have to get busy trying to get funding for it.

CHAIR SCHWARTZ: That was essentially what you said at the last meeting, was it not?

VICE CHAIR EPPS: That's correct.

CHAIR SCHWARTZ: So nothing else has happened since then?

VICE CHAIR EPPS: No. It came out to, I think, about -- when I said about $900,000.00, I think exactly about $846,000.00.
CHAIR SCHWARTZ: Yes. Well, it's about a million dollars. It's a million dollars.

VICE CHAIR EPPS: Right. Right.

CHAIR SCHWARTZ: But a million dollars is a million dollars and we will still have --

VICE CHAIR EPPS: And we still have to find a million dollars.

CHAIR SCHWARTZ: -- to put towards this initiative.

VICE CHAIR EPPS: Yes. We did put in a request to the budget committee. And I'm sure they'll take a look at it, now that my President speak on that.

DR. LYONS: Well, we'll continue to seek it.

VICE CHAIR EPPS: Seek it. Yes.

DR. LYONS: But we -- there are some things we really need to do that, if we don't do, could cause us problems down the line.
VICE CHAIR EPPS: Right.

DR. LYONS: But that's a million dollars that had not been anticipated until the consultants came in.

VICE CHAIR EPPS: Yes.

MR. SHELTON: It's an overall price of a million dollars. We didn't get like, you know, the stage one, stage two, stage three information? Did we get that kind of presentation, or an all or nothing presentation?

VICE CHAIR EPPS: Well, that one was an all or nothing. And a second -- you know, a second alternative would be to go back, if we don't -- if we're not able to get those funds, and take, yes, the stage one, stage two, stage three. However, we would -- you know, would like to move along gingerly. Because there are things that need to be done.

MR. SHELTON: Oh yes. They're critical.

VICE CHAIR EPPS: Yes. Right.
MR. SHELTON: Absolutely. And a million dollars is a million dollars.

CHAIR SCHWARTZ: Right.

VICE CHAIR EPPS: Right.

Absolutely.

CHAIR SCHWARTZ: But we have to prioritize in using.

MR. SHELTON: Absolutely.

CHAIR SCHWARTZ: Okay. But let's pay attention to the critical things that we must do.

VICE CHAIR EPPS: Yes.

CHAIR SCHWARTZ: And maybe come up with some courses of action that we can take if the million dollars is not available and we can only get a partial amount. And what can we do with that?

VICE CHAIR EPPS: Right.

CHAIR SCHWARTZ: And if you can go through and list the critical things that we need to repair in the records management arena.
VICE CHAIR EPPS: Yes. We will.

One of the things that we are going -- that we did find was the records management handbook that was, I think, written back in 2000, I want to say 10, but was never adopted by the University. And so what we're going to do is to ask people to read that manual and see what -- you know, how -- if it's appropriate for their offices or programs, at this point, as a starting point, until we can do better. At least we can, you know, start framing the minds of -- of our staff. And also, we will ask for a liaison from -- from key offices, to start working with their supervisors to get things in order, anyway.

CHAIR SCHWARTZ: Yes. So it's an internal process -- a review, if you will?

VICE CHAIR EPPS: Yes. Yes.

CHAIR SCHWARTZ: And to see --

VICE CHAIR EPPS: So they can see where we are.

CHAIR SCHWARTZ: Yes.
VICE CHAIR EPPS: And they can see where they are and where they really need to go. And some regulations may have changed since then.

CHAIR SCHWARTZ: Yes.

VICE CHAIR EPPS: To see if they see them -- if they will take a look at that.

CHAIR SCHWARTZ: And maybe we can bring on a consultant, which would be much less --

VICE CHAIR EPPS: Messy?

CHAIR SCHWARTZ: There you go, less messy.

VICE CHAIR EPPS: Maybe so.

CHAIR SCHWARTZ: Okay.

VICE CHAIR EPPS: Okay.

CHAIR SCHWARTZ: Okay. So, at the next meeting, we will get a report on --

MR. SHELTON: We will get a report back --

CHAIR SCHWARTZ: Now, when do you plan to kick off this internal package, if you
VICE CHAIR EPPS: I will say next month.

CHAIR SCHWARTZ: Next -- next month? April?

VICE CHAIR EPPS: Yes.

CHAIR SCHWARTZ: Okay.

DR. CRIDER: May I just ask one question?

CHAIR SCHWARTZ: Yes.

DR. CRIDER: In terms of this issue, what impact does this have on accreditation, if any?

MR. SHELTON: Records management?

Can you field that?

CHAIR SCHWARTZ: Yes. That's why I don't think we can wait to find the million dollars, even though I know the President is very resourceful.

DR. LYONS: Not that resourceful.

Not quite.

CHAIR SCHWARTZ: But, if we need
to kick off the internal look with the representatives from each department that can at least frame where they are and what are the --

DR. LYONS: Exactly.

CHAIR SCHWARTZ: -- things that need work and start the process going.

DR. LYONS: It could create some problems, Dr. Crider. I'll get with Dr. Epps and look at that closely.

MR. SHELTON: Yes. And one of the important things that -- that I recall is that you do have to demonstrate that you're aware of the problem and you've taken as many effective steps as possible -- or you have a plan to deal with it. You can't just leave it out there and then hope that they will not see it.

CHAIR SCHWARTZ: Sure.

MR. SHELTON: So you have to have a strategy to deal with the problem that exists.
CHAIR SCHWARTZ: And whether or not we have a contractor to come in, we still need the buy in from the internal team.

VICE CHAIR EPPS: Right.

CHAIR SCHWARTZ: So -- so they will need to work toward that.

DR. CRIDER: I was just -- you know, it says primary problem continues in the implementation, including the need for updated technologies which -- and the needs for record managers in each department. So, you know, it just led to a question around is the expectation as say the accrediting body looks at this, that we would have to hire these bodies?

DR. LYONS: No.

DR. CRIDER: Or could you appoint someone within the existing staff to assume these responsibilities?

DR. LYONS: Yes. The Middle States wouldn't expect that we have a records -- retention of records management person in
every department and program. But --

DR. CRIDER: Okay.

DR. LYONS: -- they would want to

know that we understand that we have a problem

and how it's impacting what we do, you know.

DR. CRIDER: So this need for a

record manager in each department is the

consultant's recommendation or impression, not

related to any regulations? Because the

sentence above it talked about compliance with

regulations governing the area. And the very

next sentence presented the primary problem,

which I interpreted to -- to be the primary

problem related to compliance with

regulations, are these things that were

identified in the next sentence.

So -- so we're sure that this is

not?

VICE CHAIR EPPS: No. This was

our idea, just trying to get everybody on

board and trying to get a group of people

together who were -- and -- and have like a
day's workshop and educate the in terms of what was -- what's required; what records management is all about; and so forth. We would bring in a consultant, probably, for that day's worth of training. And then have people --

DR. CRIDER: Okay. I think you're answering a different question than I'm asking. But that's okay.

VICE CHAIR EPPS: Oh, I'm sorry.

DR. CRIDER: I know you're tired.

So I'll let it go.

VICE CHAIR EPPS: Well, thank you.

DR. CRIDER: I'll let it go.

VICE CHAIR EPPS: A little jet lagged, but not much.

DR. CRIDER: Go ahead. Go ahead.

That's it for now.

CHAIR SCHWARTZ: Okay. Student life?

VICE CHAIR EPPS: Okay. Each -- well, periodically, we update the Student Life
Calendar that's on our website and a copy of an almost up-to-date -- oh, here's an up-to-date copy, up to April. I put a copy -- did put a copy in your folders for you. But we try to keep this as updated as possible on our -- on our website. So I just wanted to mention that to you.

We are certainly busy in Student Life and Services, as well as the Division of Student Affairs, in terms of getting ready to implement some of the things that are in the Strategic Plan that -- that directly affect student life and -- and services. Also, Ms. Pennamon has been meeting with -- Ms. Pennamon walking right in. So you can just come on up to the podium and talk about Spring Fest.

CHAIR SCHWARTZ: Timing is everything.

MS. PENNAMON: Good evening. Kimberly Pennamon, Associate Vice President of Student Affairs. In lieu of homecoming this year, as we shared earlier, the USGA has opted
to have a Spring Fling/Spring Fest, which is scheduled to start on March 24. It will run until that Saturday, which I believe is the -- I want to say that's the 29th, if I'm not mistaken. The first day, a kick-off will be a wonderful crab feast. It will be a new signature program for the USGA.

On that particular Tuesday, we're actually having a Middle States awareness day, where we're going to be having a town hall meeting to acclimate the students on the Middle States process. Since the visiting team will be coming to the campus on April 2, and they will be asking to meet with students on that day.

The rest of the activities include the usual fashion show on that Thursday. We're also going to have a stroll off, where there will be a competition and prizes awarded. We are having a DJ party. We opted not to have a concert this year, to save some funds. But the students have been very
supportive in trying to still have great activities for the student body, within our refined budget this year.

MR. BELL: I'm sorry. Did you say stroll off?

MS. PENNAMON: Yes. So last year we had an actual trunk show.

MR. BELL: What is a stroll off?

MS. PENNAMON: Last year we had an actual step show. But this year, they often to have a stroll competition, is what they're calling it.

MR. BELL: Okay. Okay.

MS. PENNAMON: Yes. Any other questions?

VICE CHAIR EPPS: While you're there, would you like to -- well, talk about the -- the student ambassadors?

MS. PENNAMON: Yes.

VICE CHAIR EPPS: Voting ceremony?

MS. PENNAMON: So we were very excited to launch the student ambassador
program. On February 19, we had an induction and coat ceremony. So I'm sure many of you saw, if you came to the Founder's Day program, them debuting their -- their new attire. So they've been very excited. Mr. Gaston was so nice to highlight them in the February issue of the February Highlights. They have actually four requests on the calendar for the next two weeks, to participate in various university activities and events, to include the open house, the FAFSA college Expo with will be this Saturday, there are some tours that are coming to campus. And so they already have a very active calendar already planned.

VICE CHAIR EPPS: Good. Okay.

Good. And, last but not least, the proposed student election schedule?

MS. PENNAMON: Okay. All right.

So we are off to a full start, believe it or not, already, for student elections for this particular academic year. The GSGA election
process has already started. Their deadline for submitting applications is this Friday, 5:00 p.m. So we've already received about five applications, which is unusual for that group. So we're happy to see an increase in the applicant pool.

I was able to work with institutional research to actually get all of the e-mail addresses for students -- the graduate students. So that has helped in the process to really kind of inform them and include them a little bit more this time. So we are hopeful to have a very full compliment of officers for the Graduate Student Government Association.

The flagship Van Ness process will actually start, along with Miss UDC start today. So we disseminated applications electronically. That deadline will be March 26, which is a Wednesday, I believe. So we're trying to give them time beyond the spring break where we always get kind of the concerns
and issues. So we are giving them a full few
days beyond when they get back from spring
break.

Miss UDC, again, the same
applications went out. They will be due on
March 26, as well. From what we hear, there
are about maybe 10-15 young ladies who are
interested in running for Miss UDC this year.
So we are excited to see if that really does
come to fruition. And we hope so. We have a
very active Miss UDC and first runner-up. So
maybe that has helped to spark some interest
in that particular position.

CHAIR SCHWARTZ: Where do you get
your judges from for that?

MS. PENNAMON: We had such a short
time. We had to pick a judge. We have
Trustee Bell and few others have offered.
Trustee Crider, you said you want to help as
well?

DR. CRIDER: One of the supreme
competitions on campus.
MS. PENNAMON: But, in all seriousness, we do try to include alumnae, in many cases, as well as trustees who may be interested. But we typically leave that up to sometimes Jay Morrow, who serves at the advisor to that group, to let him make some recommendations in who she might see fit as a good judge.

VICE CHAIR EPPS: Okay.

CHAIR SCHWARTZ: Question about student life as it relates to student housing.

MS. PENNAMON: Yes?

CHAIR SCHWARTZ: Could you shed some light on that?

MS. PENNAMON: I will say that, in the past, when Ms. Lee was still here, there was an effort to really engage the student residents in our student life and services activities. One of the things we did find, not only with Ms. Lee, but also with Mr. McGriff, who preceded her, is that even though they are right across the street, sometimes
they still are not as fully engaged in the activities.

CHAIR SCHWARTZ: Right.

MS. PENNAMON: And we were trying to determine why that was the case. So we still are trying to explore how we can continue to work with them. I will say there's been a push by the Directors to really include those students. So we will continue to work with the new person that's going to be coming on board, whenever that's going to be. And -- and hope that we will see an increase in participation from them.

VICE CHAIR EPPS: And there is a residents' life student association, is there not?

MS. PENNAMON: Yes. So they --

VICE CHAIR EPPS: Those are effective.

MS. PENNAMON: And I will say, yes. And so they were just chartered last year. And they do receive nominal funds from
the overall USGA allocation. I think they asked for -- I think it's maybe a little less than $600, is what they were awarded. I'd have to look at the numbers again. They have not been as active this particular semester as they were in the past. But we hope to see some increase in their activities.

VICE CHAIR EPPS: The new Residents' Life Director starts March 24.

MS. PENNAMON: Okay. So we look forward to working with that person. Okay.

VICE CHAIR EPPS: Okay.

MS. PENNAMON: And then, last but not least, we have the Student Member of the Board of Trustees election process.

Unfortunately, that process cannot start, according to the DCMR, until March 15. And, as you know, in this particular year, that's a Sunday. But, in speaking with OGC Stacey, we figured that we still need to electronically disseminate the applications, just to stay within those guidelines. And
then, physically also have them available on
that Monday, which is the 17th, I believe it
is. So we are looking, just to stay within
the time frame allotted in the guidelines,
that students will have until March 28 to
submit application for the Student Member of
the Board of Trustees election process.

And again, we tried very hard to
respond to the concern about the spring break
period and them not having enough time to
really submit an application and campaign
appropriately. So Dr. Alex Howe, who is the
new faculty representative for that committee,
submitted a draft calendar on yesterday. And
so we tweaked it and we hope to again, if --
if the full committee supports him, and we
hope that they will -- we'll have the
applications out on Sunday.

VICE CHAIR EPPS: Okay.

MS. PENNAMON: The voting will
take place on April 14 and 15, and we hope to
present to Dr. Epps and to Dr. Lyons, a
candidate by April 15.

VICE CHAIR EPPS: Okay. Good.

All right.

CHAIR SCHWARTZ: Okay. Thanks.

Occupancy. The campus -- oh, yes.

VICE CHAIR EPPS: At our last meeting -- our occupancy has not changed any.

I think it was like 133 or something like that. We were short three students -- 137, I think.

CHAIR SCHWARTZ: So we have three beds or three dorm rooms?

VICE CHAIR EPPS: We have three beds that were empty. Three beds

CHAIR SCHWARTZ: Three beds?

VICE CHAIR EPPS: Three beds.

That's right. That were not filled. We did have a request, however, while I was gone last week, to fill one bed. Because there was an emergency. A student needed emergency housing. And I asked the staff to check with Mr. Contreras' office to see if they could
work with her to see if we could get that
student on campus. So then we would only have
a vacancy of about two beds.

CHAIR SCHWARTZ: All right. Get
that student paying or non-paying?

VICE CHAIR EPPS: Paying. We're
trying to do paying.

MR. BELL: You said it's
emergency. So I --

VICE CHAIR EPPS: Emergency. Yes.

CHAIR SCHWARTZ: Yes. Okay. You
often talk about the waiting list.

VICE CHAIR EPPS: Yes?

CHAIR SCHWARTZ: Do we have a
waiting list?

VICE CHAIR EPPS: Well, as soon as
our new person comes on, I'll be able to
determine what is real and what is Memorex on
the -- on the waiting list. But it's also
time for us to get out our advertisements for
and marketing for the summer. And also next
fall, one of the things that Ms. Jumper and I
talked about today was taking a look also at the pricing for our housing. Because the -- the rent goes up periodically on the Archdome apartments. They don't all end at the same time. So when it's time to renew leases, they -- they go up. We're okay in the Consulate. But the Archdome apartments are now starting -- starting to be time to renew some leases.

CHAIR SCHWARTZ: So the lease --

VICE CHAIR EPPS: So that we can see if we need to pay more, I guess is what I'm saying.

CHAIR SCHWARTZ: -- the lease is between the University and the Archdome? Or the student and the Archdome?

VICE CHAIR EPPS: It's the University and the Archdome.

CHAIR SCHWARTZ: Okay. Therefore, you're saying that some rooms will go up, while some remain the same?

VICE CHAIR EPPS: That's correct.

CHAIR SCHWARTZ: And --
VICE CHAIR EPPS: Until their --
their lease period goes up. Like this past
month, four -- four rooms -- leases came up
for four rooms. So they started at different
times.

CHAIR SCHWARTZ: And is that cost
then passed on to the student or the
University absorbs that delta in the price?

VICE CHAIR EPPS: If we haven't
been charging enough, then the University
would have to absorb that delta. But I want
to take a look at the overall program and all
the rent coming in and all the charges that
are likely to come up.

CHAIR SCHWARTZ: Yes?

VICE CHAIR EPPS: To see if we
need to -- to increase the price. So we'll be
doing that over the next couple of weeks.

CHAIR SCHWARTZ: So, for the three
empty beds, the University is actually paying
Archdome for the room?

VICE CHAIR EPPS: Yes. But we
hope that we're collecting enough from other things that -- that we're not looking at --

CHAIR SCHWARTZ: Other things?

VICE CHAIR EPPS: I mean other rooms.

CHAIR SCHWARTZ: Other rooms?

Okay. Within the apartments.

VICE CHAIR EPPS: So that we're not experiencing that. But I'll be -- I'll be -- I'll let you know definitely, as we take a look at the overall program with the new CFO, as well.

MR. BELL: Do we have any concerns that that --

CHAIR SCHWARTZ: Might we -- oh, sorry Trustee Bell.

MR. BELL: Do we have any concerns that that increase in the rents would be prohibitive for the students? Do we feel it's a bargain?

VICE CHAIR EPPS: I'm always concerned about that. And that's why I want
to take an in depth look at what we're doing.

MR. BELL: Okay. And then one
other question. On the Consulate, I think we
agreed to do ten units with the ability to go
up to 15 units.

VICE CHAIR EPPS: That's correct.

MR. BELL: And I was just curious.
Where did we land at? Did we do the ten units
or did we do the 15?

VICE CHAIR EPPS: We did not. But
it's my understanding in talking to Sandra
Carter -- well, not actually Sandra, but one
of her -- Donny Russell, one of the
recruiters, is that there seems to be an
increased interest in -- in students being
interested in housing. So now -- and there
was a pool of like 500 prospective students or
applicants that checked that they were
interested in housing. So we will have to see
what that --

MR. BELL: Okay.

VICE CHAIR EPPS: -- turns into.
MR. BELL: Okay.

VICE CHAIR EPPS: And query those students a little more, after the new Director comes in, and encourage them to get their deposits in, to see if they're really ready.

MR. BELL: Ready or not.

VICE CHAIR EPPS: And if there's an interest -- a real interest in housing, then we would go ahead and get the other apartments in the Consulate.

MR. BELL: Okay. So you --

VICE CHAIR EPPS: As you authorized us to do.

MR. BELL: Okay. So, right now then, we're at ten?

VICE CHAIR EPPS: Right.

MR. BELL: Okay.

VICE CHAIR EPPS: We're still at ten.

MR. BELL: Okay. Thank you.

MR. SHELTON: And there's no indicator that we are operating at a deficit
in this, to your knowledge? Or it is -- I mean, we had summer rentals and we've had two years of experience.

VICE CHAIR EPPS: Yes. Yes.

MR. SHELTON: Or this is the second year of experience.

VICE CHAIR EPPS: And we do have -- yes.

MR. SHELTON: We are monitoring, you know, the cost to the University, if any?

VICE CHAIR EPPS: We -- we are monitoring the cost. We will go into more detail with the new CFO. But we do have also two groups that are interested in meeting with us next week, who are interested in summer housing. So we hope that that will make up the difference, and market to other groups as well. One is -- one group is the Washington Internship Program, which has been with us for the last two years. And they've asked to come back again for the third year. And that usually involves about 30 students and
probably comes to the tune of somewhere
between $60 and $80 thousand for housing
alone.

And the other group, I can't tell
you about because I'll have to -- I haven't
talked to them until next week. This is a new
group.

MR. SHELTON: Yes?

VICE CHAIR EPPS: But they were
students from Indiana, who -- and I think they
also wanted about 30 -- 30 students. And the
Washington Internship groups last about six to
eight weeks during the summer. So they're
here for a sizable time.

MR. SHELTON: And that's the
supplemental income?

VICE CHAIR EPPS: Yes.

MR. SHELTON: Okay. And that's
what's covering this right now?

VICE CHAIR EPPS: Yes. That's
been helping us stay above the water.

MR. SHELTON: Okay.
CHAIR SCHWARTZ: Okay. I think I still have a few more questions, but you can take that off line.

VICE CHAIR EPPS: Okay.

CHAIR SCHWARTZ: But the Director comes on board on the 24th.

VICE CHAIR EPPS: On the 24th.

CHAIR SCHWARTZ: Okay.

DR. LYONS: Mr. Chairman, I have two comments.

CHAIR SCHWARTZ: Yes. Yes, Mr. President?

DR. LYONS: I have two comments I just wanted to follow up on. One is the -- the University family was very much involved in a very large recruitment fair at the Alfred Street Baptist Church, which may very well be the largest recruitment fair in the country now. I know of two or three that attract several thousand students. But it may very well be that this certainly is the largest church related recruitment fair. But it may
be the largest, period. And our recruiters were there, engaging a lot of students.

We don't do onsite admission. And I -- I was concerned about that. But then, when I looked at some of the other local institutions, I guess most of the local institutions don't do that. But there's a possibility that you miss out of state students --

VICE CHAIR EPPS: Yes.

DR. LYONS: -- because they're not here to -- during the year. But it's a huge event and a lot of students. And I'll be curious as to, you know, what kind of follow up we do. But our folks were present and did a good job.

A second point I'd like to make, while I certainly support the Spring Fest activity, I do intend to have a conversation with the National Alumni president and the student leadership to find out why we don't have homecoming and why we can't seem to work
together to make it happen. A Spring Fest is fine. A Winter Fest is fine. I have no problems with any of the fests. But we seem to have some difficulty with homecoming. And so, in fact I talked to the Alumni president just this morning and -- and I will keep you posted as we have those conversations.

VICE CHAIR EPPS: Yes?

DR. LYONS: I don't know that anybody is opposed to a homecoming. But we just can't seem to get it together as a joint activity.

MR. SHELTON: Excuse me. And I want to -- if I can -- piggyback on that.

DR. LYONS: No.

MR. SHELTON: Because you won't let me, right?

DR. LYONS: Okay. Because you'll just do it anyway.

MR. SHELTON: The DC High School have to recruit from the middle schools annually. They have a big recruitment fair
every year. I think it's held at the
Convention Center or some big arena. The high
schools do it; the junior high schools do it;
and part of educating families to this is to
have our presence there when we know about
them. And it's easy to find out. It's an
annual event. But the high schools do a real
good job. They bring in cheerleaders and, you
know, and the groups and the clubs to recruit
for their special programs.

I'm involved with Eastern's
medical program. And they are recruiting.
And the principals I talked to are looking for
classes for their seniors. What happens is
they need to get their seniors out of the
building for education because they've gotten
most of their course work done. Which means
they've play with the younger students and
they distract the younger students.

So most of the high school
principals are looking for programs --
classes, for college credit, for their
seniors, for a half a day, to get them out of
the building or -- I hate to say out of the
building -- but to give them a college
experience to get them motivated. Especially
those who have done well and are well ahead in
their course work, rather than letting them go
home for a half of day. They put them into a
college program.

Now, they're taking students --
all the colleges all over the city are taking
students. But we ought to have, in the coming
year -- because when I talked to the young
lady who is the principal of Eastern, she's
saying they have been able to bring their
classes in in a staggering fashion. So this
will be the first year they have seniors.
And, because of their budget constraints, the
fewer services that they have to directly give
to seniors, allows them to give teacher time
to the other classmates. So there's a real
economic initiative for them to be creative.

CHAIR SCHWARTZ: Yes.
MR. SHELTON: I would mention that to you so that you could begin to touch base with them, in preparation for the coming year and the next year. And they're doing scheduling right now. They're trying to figure out what their budget is and what their staffing is going to be and how many teachers they need. And if we can fill that void at any of our satellite locations, at any of our main campus locations, it's a direct feet. It just feeds and they come right in. And it's a good transition.

We've been doing it for years. It's not brand new. But it's more important to us now than -- than -- well, I'm aware of it and I'm trying to share it. And this is the first time I've had the chance to share it at this level.

DR. LYONS: You're talking about something outside of the traditional dual enrollment program?

MR. SHELTON: Not outside.
CHAIR SCHWARTZ: Yes. Inside.

MR. SHELTON: But beefing it up.

Because see, it's always existed. It's been an in -- a negotiated agreement. You know, I have a contact with George Washington and we work out the deal, you know, that gets it done and gets the tuition paid and all those different things done. That's been going on.

But it's been a small program. We're the city's university.

And all of the high schools are facing that problem. The requirements are met early for a lot of students. And then they have free time. And they have a five day a week requirement, but they only have three days of real work that they need to do.

They're taking non -- you know, basked weaving -- it's not basked weaving, but they're taking non-serious courses. They're not taking the advanced calculus and the creative courses. They're taking the "I need a course at fourth period" class or "I need a course that I've
missed."

So you've got to get them into an advanced program or a program offsite. The internships is what we talked about in the '90s. And they're going on. But we need to have college programs. Because that's what works. They go to high school for part of their week; then they go their university, whichever one it is; take their couple of classes; walk around campus like college students; and they graduate. And then they choose colleges and those credits go with them.

Now, we've been doing that. But we, as the university to this city, ought to jump on that heavy. And I've talked to three principals. Dunbar's principal has a problem and Howard is trying to provide them. And Eastern doesn't have a -- doesn't have, at this time, a -- they have George Washington, because that's what I'm involved with. But they're looking for more. And they're
available to do more. And that's all over the city. All of the high schools have the same problem.

CHAIR SCHWARTZ: But, typically, you're not -- the college perspective on this is that we're not trying to babysit the students, you know.

MR. SHELTON: No.

CHAIR SCHWARTZ: That, you know, you're not just trying to get students out of the high schools because they don't have anything else to do. You're -- there's the academic dimension of identifying --

MR. SHELTON: They're -- they're recruiting -- they're talking about the best kids that they have. They're not -- I'm not talking about the least of us.

CHAIR SCHWARTZ: Right. Right.

MR. SHELTON: We're talking about the kid that has a lot of potential. The faculty is in their corner. Staff is aware of them. And they've mastered most of their
course work.

CHAIR SCHWARTZ: Yes.

MR. SHELTON: And then they're looking around for "what do I do next?" You know, with this "suddenly, I only need -- you only need one class to graduate", but you've got to go for a whole semester. You've got to go for a whole year because somebody didn't do something in your scheduling earlier, or something happened, whatever that may be. It happens in the county. It happens here. I'm just aware of it.

CHAIR SCHWARTZ: Okay. Thank you, very much.

DR. CRIDER: Mr. Chair, I have a couple questions.

CHAIR SCHWARTZ: Okay.

DR. CRIDER: And it goes to -- if Kim, yes, Kim is still back there. So one of the things that you talked about was the level of student engagement from the students that are in student housing. And, you know, we're
building this student center, right, that
should come up at some point. I'm wondering
-- I'm assuming that Student Affairs will be
kind of managing or in charge of the student
center. And I'm wondering what kinds of -- or
if you see the availability of the student
center as a way of enhancing student
engagement in student life. Because that's
one of the things, I think, was the -- an
argument for student housing, was that they
would be more engaged in student life.

CHAIR SCHWARTZ: Yes. That's
correct. That's correct.

DR. CRIDER: But it sounds like
our experience is different than that. And so
how do we improve that?

MS. PENNAMON: Right. Great
questions. And the one thing that I will say
is that we don't have, I guess, in terms of
actual data, to support the reasons behind why
we don't see the level of engagement that we
would like to see. It's been more anecdotal
to the conversations with the Residents' Life staff.

But I will say it could be that, since a larger percentage of our students are athletes, sometimes their training schedules, their practice schedules, and game schedules sometimes don't allow for them to participate quite as frequently. But perhaps maybe when the new person comes on board, we can actually sit down and develop an assessment to determine what types of activities they may like to see, as well as what we can do to help maybe do a better job of publicizing and promoting those activities to that group of students.

As it relates to your questions about the Student Center, I know that we've talked extensively with Ms. Jumper and her staff, in terms of who will actually oversee the student activity side of activities with the Student Center. And I'm not quite sure, Dr. Epps, maybe I'll refer that question to
you. I do believe that there still have been some discussions about -- about -- about that. Where that would be a facilities function -- a facilities staff person who would do that, or whether that would be a student affairs staff person.

DR. LYONS: In a student union, the Student Affairs staff runs the student activities.

MS. PENNAMON: Okay.

DR. LYONS: Just last week, I -- Madam Chair -- just last week, I indicated to Dr. Epps and Mrs. Jumper that I wanted to meet with the two of them to discuss the student center and all aspects of it, in anticipation. I mean, as that building comes up out of the ground, people are looking at it and talking about it more and asking questions. We need to be busy hiring a student center director, for example. So that that person can hit the ground running when the building opens.

So we're going to be getting very
seriously into those conversations. You know, there is the auxiliary services side, making certain that there's someone involved who is looking at it from an entrepreneurial perspective. Again, there's the Student Affairs side as the activities and engagement type things. So it's --

Just this afternoon, Mr. Rogers and I were meeting with the foundation and the Student Center came up in the foundation meeting as a tremendous opportunity sitting right out there on Connecticut Avenue for us to do some exciting things. And members of the foundation board started identifying things that could possible be done. So, I mean, everybody's looking at it. It's a tremendous opportunity for the university. And, you know, we will have a conversation and begin reporting to the board about how things are proceeding and the direction in which they're proceeding.

DR. CRIDER: Okay. And I
certainly hope that the entrepreneurial side
is not going to overtake the student
activities side, and the ability to engage
students in that. Because I thought the
purpose of the student center really was for
the students. And so I certainly don't want
to see everything else become more important
than the students, in the student center. So
that's why I'm -- I was kind of surprised that
-- to the response there

DR. LYONS: No. It's not more
important. But there are opportunities for
income.

DR. CRIDER: I understand.

DR. LYONS: If you -- and I would
need to be walked through -- On one occasion,
I did look at the plans. But more, I need to
walk through it in greater detail. For
example, if you have a -- a large ballroom
facility in there, that may become one of the
largest facilities of its kind in the area.

DR. CRIDER: Yes.
DR. LYONS: And so you do have to have somebody involved who understands the planning and programming and the extent to which that becomes a resource. There has been some discussion about perhaps seeking out folk who -- vendors who may come in with their Big Macs or their whatever, you know. So there are opportunities. But that's not the sole purpose of it. And I don't think you need to worry about it being over run by other things. I mean it is the Student Union. But certainly, again, it's a tremendous opportunity for us to do a lot of things.

VICE CHAIR EPPS: One of the things we noticed that was missing over in the Archdome, Dr. Crider, was that when we first started over there, that the students were able to use the community room. And, I guess through changes in management, they took that privilege away from our students. So I just negotiated with the new management that came aboard that our students could use the...
community room and that our students would be able to have some storage for their luggage. Because the other residents of the Archdome have places where they can store things. But our students weren't given that privilege. So, when the new management came in, we will be able to have storage for our students and we will be able to use their community room without cost. Because they wanted to charge. The old management wanted to start charging $250.

DR. CRIDER: Right. But we have two student housing options now.

VICE CHAIR EPPS: Yes.

DR. CRIDER: And what I was reacting to, again, you don't have to get up Kim, was the statement around the level of engagement for our students. Which, you know, to me doesn't have a thing to do with whether -- where they stow their luggage. It's what activities are available for them --

VICE CHAIR EPPS: Sure.
DR. CRIDER: -- to become engaged.

And, as you -- you all, you know, sell housing as, you know, vital to vibrant community, you know, we have housing now that's apparently not doing that. And so that becomes a concern. What is it that we can do that improves the student's ability to contribute to a vibrant campus here?

VICE CHAIR EPPS: Right.

DR. CRIDER: And so I thought the Student Center then, and you know, if -- if, in fact, it is a student center with activities for students, maybe we can begin to see more engagement and that's why I raised the question.

VICE CHAIR EPPS: And absolutely. I think that is definitely a goal.

DR. CRIDER: Okay.

VICE CHAIR EPPS: We did not have, as you know, Ms. Lee left December 31.

DR. CRIDER: Yes.

VICE CHAIR EPPS: So we've been
pinch hitting. We have a good person that's coming in that the residents like.

DR. CRIDER: Yes. But everything isn't tied up into your Resident Life person.

VICE CHAIR EPPS: No. But I mean, but that's an ideal person to encourage students in the residents' hall.

DR. CRIDER: Okay.

VICE CHAIR EPPS: But, for the rest of the campus, yes. We would want them to be engaged in the activities that are offered.

DR. CRIDER: Okay.

CHAIR SCHWARTZ: Okay. We will move on to the Counseling Center.

VICE CHAIR EPPS: Okay. The counseling center has been involved in an --

DR. CRIDER: Oh, I thought -- I'm sorry. I forgot, one more question in this section. And, in terms of homecoming, as I recall, when -- when I first came on the board, we had homecoming.
CHAIR SCHWARTZ: Yes.

DR. CRIDER: What happened to it?

We don't have it at all any more?

CHAIR SCHWARTZ: Yes.

MR. SHELTON: This year, I think we got snow bound or something.

DR. CRIDER: Oh, okay.

MR. SHELTON: So this year, the schedule got disrupted by sequestration.

DR. CRIDER: Is that what it was?

MR. SHELTON: Yes. Remember? We were closed. But we had a homecoming last year, which was very nice. It was well attended.

DR. CRIDER: Yes. I mean, I remember. What's that little boy's name that came? I remember that one.

MS. PENNAMON: Yes. I will say that Mr. Shelton is right that, in the majority of the reasons why we -- USGA decided to push homecoming back was for financial reasons. As you are aware, our budget was
significantly reduced this particular fiscal year. And so, as opposed to, I would say the $80 plus thousand dollars that we had to spend on homecoming alone, this year we only have about maybe $35-40 thousand to spend on homecoming.

And so we had to really kind of downscale the activities -- the type of activities. I have to give the students credit because they stopped to really see the whole picture of how can we still have fun and offer activities to the student body, but as a cost that can still allow us to run through September 30.

And so they were the ones who -- they developed their own schedule. They've called the meetings. So they have really become more engaged in the process. And so I have to give them kudos for their leadership skills in developing this one.

As an response to the question in
terms of why we did not -- or why we have
trouble with homecoming, work has been also in
terms of participation. You know, we spend,
on average, about maybe $30 to $35 thousand,
just on an entertainer alone. And there are
other activities that we have for that
particular week. And, if you look at the
return on the investment, it really is not
profitable for us to continue to do that each
year. So, even if we do move forward -- and
they have assured me that we will resume
homecoming activities for next academic year.
It's just that, for this particular fiscal
year, one we got the budget late and two, it
was just not enough time frame to have
activities in the November time frame that we
normally have those activities.

DR. CRIDER: Okay.

DR. LYONS: I stand by my state.

MS. PENNAMON: Yes, sir. Yes,
sir. Yes. I can't give you my word. But I
will definitely encourage them that, next
November, we will have homecoming activities. But they -- I will say that they are looking towards having a spring homecoming, as opposed to a fall homecoming. So that is possible.

DR. CRIDER: Thank you.

MR. SHELTON: FYI. October 24 of 2014, that's a Friday night, DC Teachers is going to have something. They're working on it right now. Okay.

MS. PENNAMON: Okay.

MR. SHELTON: And I've tried to make sure they get in touch with the Alumni Association. And they will be contacting your office and you, Mr. Rogers, I hope. Okay. They're planning and they've already got the date and the site. But I'm trying to coordinate it with what you all are doing.

MS. PENNAMON: Wonderful. Thank you for the support.

MR. SHELTON: Okay.

CHAIR SCHWARTZ: Counseling?

VICE CHAIR EPPS: Oh. Okay. The
counseling center, during the month of January, was involved with the Spring Orientation for new students. And what we're trying to do is to beef up orientation so that it's very interesting for our students and also that the parents and families are involved in the homecoming information sessions. There was even a writing contest during that time. And, of course, the usual financial aid -- wonderful workshops. And so it was a full day. Campus tours -- full day. And the feedback seemed to be very positive.

Let's see. And you can see, in your statistics, in terms of the numbers of visitors that they've been having, in terms of the clinical appointments and so forth and so on. I will say, also, that the -- because of the FISE grant, we have, which is research on disabled students at different HBCUs, that that seems to be going well. And that grant will be probably ending this fall.

However, Dr. Ledbetter will come
1 back to us to let us know about the results of
2 the research study. Because she and some peer
3 -- student peers have been visiting different
4 HBCUs to see what services are offered to
5 disabled students on other campuses. And that
6 was a grant that was written in conjunction
7 with Syracuse University.

8 CHAIR SCHWARTZ: Okay.

9 VICE CHAIR EPPS: Also, not in
10 your talking points, but the students just
11 recently had a -- sponsored a women' and
12 girls' tea, because of the women and girls'
13 HIV and AIDS awareness day. And it was my
14 understanding it was well attended. They did
15 honor various women leaders in the community.
16 I wasn't here to attend. But I hear from all
17 that it was a wonderful occasion and they did
18 give out tea sets to various community --
19 well, to people who attended and they even
20 left one for our illustrious Chair, to make
21 sure that she could have tea in a dainty way.

22 MS. PENNAMON: How special.
VICE CHAIR EPPS: So the persons honored were Frances Ashe-Goins, of the Office of Women Health, U.S. Department of Health and Human Services, Sabrina Heard from the Women Collective, I hope I pronounce this right -- Phronie Jackson from the National Counsel of Negro Women, Justine Love, of course, from CBS radio, who's on our campus and helps out greatly all the time -- a UDC alum, Angela Bonds from Giant Foods, and Jay Morrow -- our own Jay Morrow of the University, who is a part of the Alliance Group or what they call TAG on campus.

So it was -- it was a first. And that was also supported by UDC 930 Campaign, which is one of the grants that Dr. Ledbetter has.

CHAIR SCHWARTZ: The Women and Girls, what age ranges are you talking about?

VICE CHAIR EPPS: Well, I think until they become 21 or 18 -- yes I think we say 21, I guess, they're girls. They're not
grown. I would say not grown until you're 21.

CHAIR SCHWARTZ: So was there a recruiting opportunity? An opportunity to show the campus and --

VICE CHAIR EPPS: I don't know. I wasn't there. I didn't hear about that part. But there was a presentation also made by an Anthony Thomas, talking about why is HIV -- why is there HIV. And also an intersection of women and girls aware -- HIV awareness day. It was an Anthony Thomas that came to speak.

CHAIR SCHWARTZ: Okay.

VICE CHAIR EPPS: So I'll find out. That would have been nice if the people on campus who came could have had a little campus tour.

CHAIR SCHWARTZ: Yes. If not, we'll incorporate it into next year's tea. Okay.

VICE CHAIR EPPS: For Veterans Affairs, during the month of March, there will be two town hall meetings; one at the flagship
and one at the community college, led by Cecil Byrd. And I'm hoping that I can hold those dates on my calendar so that I can also be present. But to give our veteran students an opportunity to give us some feedback about the services on campus.

Oh, and by the way, you know, VRAP grant was continued.

CHAIR SCHWARTZ: Great. How many --

VICE CHAIR EPPS: It was supposed to end this March.

CHAIR SCHWARTZ: -- veteran students do we have?

VICE CHAIR EPPS: We have about 200. We have about 90, I think, down at the community college.

CHAIR SCHWARTZ: Okay.

VICE CHAIR EPPS: And that might not include the workforce development students, as well. When I attended their graduation -- their completion ceremony, they
did have quite a few veterans. Of course, you would expect them in that program.

CHAIR SCHWARTZ: Yes. Right.

VICE CHAIR EPPS: In their completion process.

CHAIR SCHWARTZ: Okay.

MR. CONTRERAS: Financial Aid.

CHAIR SCHWARTZ: Financial Aid.

You've been waiting all evening, sir.

MR. CONTRERAS: Good evening, Board of Trustees. James Contreras, Director of Financial Aid. Did you all get the breakdown of the dollar amounts we've spent? If not, I'll be happy to pass those around to give you some perspective when I start shouting out numbers, where they're coming from.

VICE CHAIR EPPS: No, we didn't.

MR. CONTRERAS: Let me just go ahead and just hand them out to you guys.

VICE CHAIR EPPS: Okay. Make sure you give Beverly and the reporter a copy.
This is hot off the press.

MR. CONTRERAS: Okay. Just to be brief, while you're looking at the information, we've dispersed over $42 million in Federal student aid to over 4,000 students. Of course, over 75 percent of the aid that we disbursed is in the Federal Student Aid programs, which primarily consists of the Federal Pell Grant, the Federal Supplemental Education Opportunity Grant, and the Federal Direct Loan programs that include the Parent Plus loans and Grad Plus loans.

That's spreadsheet sort of gives you a breakdown of the percentages of how each program is spent, in terms of the campus based aid, student loans, the law school, the Athletic and Institutional Funding. You'll see many of those that the percentages are relatively low.

If you were to compare the pie chart from this year to last year, you'll see that we've already exceeded the amount of aid
that we've disbursed at this point, over last year, with the exception of law school student lending. We still have summer one to summer two. We'll top out between -- I would say between $47 and $50 million, as we've already hit over $20 million in the student loan program, just here at the flagship. That doesn't include another $5 million at the law school and student loan borrowing.

So tangent to that, you'll see that we've also received our revised draft three-year cohort default rates, which spiked from the 14.4 to it is now 18.6. This was a significant jump. This is from the 2010 three-year draft cohort default rates. Beginning this year, of course, we go with the three year rates. Last year, for the 2009 official cohort default rate, our two-year rate was 7.1 percent. So that's a significant jump. And, in talking with my colleagues in the area, everyone's choler default rate spiked for a number of reasons. But adding
that three year rule to the rates didn't help us any.

And, as I have mentioned at the last meeting, we do have an aggressive default prevention campaign that we are going to reach out to students more aggressively. We're no longer going to let a student withdraw and sign the form. We're going to counsel them, based on their debt, and provide them with information on their rights, responsibilities, deferment forbearance, and income contingent repayment options. So that they can be aware of these areas that can prevent them from being on default.

We're also working with student that are on default on ways to get out of default, which is reinstating the loans. And, often times, if they just simply consolidate their loans. Granted, some students may consolidate for 20 to 30 years and be making mortgage payments out of it. But their monthly payment maybe can be as
little as $50 a month. So outreach is, I think, critical.

There's a lot of talk about financial literacy. But it's difficult pulling the students into these programs. The ones that we have offered, no students showed up. So, unless it's sort of a forced attendance or we bribe them with food, we'll have to see how we can increase their participation and financial literacy.

CHAIR SCHWARTZ: Well, how do we compare with institutions our size in the default rate?

MR. CONTRERAS: Well, that really depends on how we define our institutions. There are a number of ways we look at this. In one of the reports that I looked at, we are within the average of the District of Columbia cohort default rate. Now, in terms of the HBCUs, we are significantly lower. And, of course, Dr. Lyons is aware that some schools have now hit over the 25 and 30 percent
threshold. And, if you're at a 25 percent rate, you -- you're kind of on alert. And, if you have three years of being over 25 percent, you could potentially lose your participation in the Federal Student Aid programs. So this is a major concern among HBCUs and Hispanic serving institutions who have students that don't -- that may have a lower graduation rate and -- and the statistics show that students that do not graduate go into default within three years of obtaining those loans. So there is some concern. But I think the awareness component of getting the word out of options -- because there's really no reason a student should default if they take these interventions.

And, of course, with the President's Obama's Income Contingent Repayment Plan, after 20 years, they'll absolve the loan. But on the other side, half of that's going to be taxable. So you end up owing the IRS, which can be a little worse in
the end. But that's another story. But it
won't hurt the University's cohort default
rate.

CHAIR SCHWARTZ: Did you say that
you had held or tried to hold an assembly and
no one showed?

MR. CONTRERAS: Yes. Yes. For
financial literacy programs.

CHAIR SCHWARTZ: Is there a better
way of doing that, by pushing electronically?
Or putting it up on the website?

MR. CONTRERAS: Yes. In fact,
yes. We've -- yes. That was an aggressive
campaign to do the financial literacy. We're
actually going to have -- we've planned three
more financial literacy sessions here for
March -- well, actually, we're looking at
later this month, April, and May to be at both
the community college and the flagship. But
we're trying to look at what are the reasons.
Is it scheduling? Is it students are in
classes or we're not disseminating what value
it is for them to participate? We're not sure.

I mean, financial literacy itself, from what one student told me, is a condescending term because you're insinuating I'm financially illiterate and need to come to this session. So I think we really need to be more descriptive on what their value is and why they should come to the session. But it's definitely not on the top of their top priority list of things to do.

CHAIR SCHWARTZ: Right.

MR. CONTRERAS: We're not alone in struggling to do that. Actually, at one of our Federal Student Aid conferences, we actually had an HBCU birds of a feather session. And many of us found that, unless you make it some type of mandatory session or you tie it into orientation or graduation, that's the only way you're going to get that captive audience. They're not going to participate.
CHAIR SCHWARTZ: And mandatory without penalty still doesn't work. So if you look at it, probably you need electronic way of getting to kids on their smart phones.

MR. CONTRERAS: Yes. Yes.

CHAIR SCHWARTZ: With frequently asked questions and what would happen if you don't do certain things, maybe.

MR. CONTRERAS: Right. This is actually a major concern with President Obama and the U.S. Department of Education. They sent out e-mails regarding them making contingently payment and they know that they need to have other social mediums to get the campaign. Because they recognize with the student loan volume hitting over $1 trillion, they're afraid it's going to be the next housing bubble.

But we believe that there's -- once again, there are many options to prevent default. It's just making individuals aware of these options. And that's going to be our
campaign, really, is to --

CHAIR SCHWARTZ: You just mentioned you disbursed above last year's rate, anyway.

MR. CONTRERAS: Yes?

CHAIR SCHWARTZ: So I will be concerned the more money you put out there, the more chance there is --

MR. CAMPBELL: Absolutely.

CHAIR SCHWARTZ: -- of default.

MR. CONTRERAS: Absolutely.

Because, if you look at 2010, students only borrowed $12 million from the flagship. If you look at this year, and we've topped over $20 million, and that's '12 and '14. So when the future cohort default rates come out, and the economy hasn't improved that tremendous, students aren't graduating and getting the jobs they really hoped to, so you'll read in the media a lot that, yes, that there's still a lot of students that have a high debt, especially the millenials, will have a high
debt, but yet mediocre employment. So it
continues to be a major concern with the
Department of Education and with us.

But the big thing is, is getting
that word out and heavily and aggressively
pushing the Income Contingent Repayment Plan,
so that if students can only afford to pay $20
a month, it's better than nothing. And
granted, you may be paying less than the
interest, much less touching the principal,
but at least it prevents them from going into
default and encourages responsible borrowing.

Yes. We don't want to get
anywhere near 20 percent. And so we are
aggressively looking at tackling at this and
working with lender servicers and other
partners that can help us reach out to
students that are currently delinquent or in
default and providing them with options that
they may not have thought were available. I
think there's a lot of fear and then they give
up.
And we make student lending too easy. I think the government system, you fill out one master promissory note, it's just serial, it's automatically renewed, so the kids don't have to reapply every year. It's just automatically part of their award notification. They get the refund and no one sends them a notice, hey, guess what, you owe this much money; you're going to have to pay this much back, until they graduate. And, by then, the damage has already been done. So I think we can do a better job of loan counseling in the office, as well.

CHAIR SCHWARTZ: Very true.

MR. CONTRERAS: And I think those are the things that we need to do to effectively decrease that default rate.

We have begun the starting phase of our A1-33 single audits. We have no findings to report, at this time. Those will probably be reported either in the April or May Board of Trustees meetings. Today we
provided them with their initial student samples for enrollment reporting verification and return of Title IV. They are doing new sample testing in the areas of cash management and admissions status and verifying if we are following our procedures in correctly enrolling students as residents and metro students. So there are new testing items this year, in addition to that.

MR. BELL: Mr. Contreras?

MR. CONTRERAS: Yes?

MR. BELL: I'm sorry. Just on that 2010 draft three year default rate, what -- does that literally measure -- what three years are they looking at? I'm just --

MR. CAMPBELL: They're looking at 2010, 2009, and 2008. And they actually take a cohort group of students. The numbers actually, because we had only $12 million, they look at the total number of students that went into repayment and, during that three year period, how many of them actually
defauldered from going into repayment.

MR. BELL: Yes?

MR. CONTRERAS: The numbers are actually low. For example, with our Perkins, our Perkins loan default rate is high. We're liquidating the Perkins program now. But we showed that 33 -- well 34 out of 60 borrowers had gone into default. But many of these borrowers were from 20 over -- ten to 20 years ago. And so that's still averaged into that formula. It wasn't part of the federal direct loan formula. So the numbers were low in comparison. But, if you looked at the percentage, it was -- it looked higher than what it was for the number of students. And I'll be happy to provide the actual numbers that derived that percentage. But, in the total grand scheme of things, it wasn't a large number of students that went into -- we're not talking thousands of students that went into default. We're talking maybe less that 200 out of a pool of maybe 600 that went
into repayment during a given period. Because other students will either transfer or continue their education or be in some time of repayment deferment or forbearance status and not part of that methodology of formula.

MR. BELL: Okay.

CHAIR SCHWARTZ: What's your projection date of liquidating the Perkins loan or getting rid of it?

MR. CONTRERAS: We are looking at June or July to finish up. Where we're at in the process is with the assignment forms. And the Student Counsel Office had to basically gather every Perkins master promissory note that the University had ever offered to assign to the U.S. Department of Education. So, naturally, you have prom notes sticking out there from ten to 15 to 20 years ago. And, in some instances, it's as is this document still legible? So, if we assign it to the Department of Education, will they accept it? If not, if the student still owes this money,
did the University just have to purchase that
loan now, as part of the liquidation?

So we are, you know, in the final
phases of reviewing the last 200 for
assignment to determine how much the
Department of Education will accept and how
we'll need to proceed in the liquidation.

That process also includes some reporting on
the fiscal operations report to the Department
of Ed, as well as having it audited by an
independent auditing firm, that shows that the
University did it's due diligence in
eliminating the program.

So this will take time. They have
up to 45 days to audit that. So we're looking
at sometime this summer to finish the program.

Because we had sort of a transition in staff
and leadership, and then the department
changed the forms on us, it took us a little
bit longer than what we had anticipated to
complete the program. But we are going through
and doing what we need to do to get that
CHAIR SCHWARTZ: So do we have an auditing firm on board or available or is it a new contract?

MR. CONTRERAS: Yes. It's a new contract and we have to go through a bidding process with the auditors. But the auditors want to know how many loans were accepted, how many loans were declined. So they want to look at our portfolio before they actually commit. So we're actually not sure what that final portfolio is to give them the final numbers. So they're waiting for us to kind of finish that. It's a phase two of the liquidation process. And once we provide them with that, then they can sort of bid on that process and give us how much -- how much they would want to come in and complete the audit for us.

CHAIR SCHWARTZ: Have we budgeted the money for that?

MR. CONTRERAS: I'm sorry?
CHAIR SCHWARTZ: Have we budgeted the money for that auditing?

MR. CONTRERAS: My discussion with Mr. Rickford was that -- in my discussion with the CFO, it was that that wasn't an option. We'll need to find the money somewhere to pay for it. So we do -- I mean, we do have some administrative cost allowance money.

CHAIR SCHWARTZ: Yes. Yes.

DR. CRIDER: Mr. Chair, I have a question.

CHAIR SCHWARTZ: Please go ahead Dr. Crider.

DR. CRIDER: When we look at the default, right, and if they attach -- and I forgot the legal term now when they take your salary or wages or they take you --

MR. CONTRERAS: Yes?

DR. CRIDER: -- income tax refunds.

CHAIR SCHWARTZ: Garnish?

DR. CRIDER: Yes.
CHAIR SCHWARTZ: Okay.

DR. CRIDER: So, when they garnish, are they able to -- they are able to garnish wages and things for student aid or not?

MR. CONTRERAS: Oh, absolutely.

It's a federal -- it's a federal loan. It's like owing the IRS. They will take your federal tax income; they will destroy your credit; they will garnish 40 percent of your wages; if you're on Social Security, they will take part of your Social Security check; it's a ruthless process. It's a no holds barred we want our money back. And you cannot dissolve this loan in bankruptcy because it's a federal loan.

DR. CRIDER: So, when they do that, they you know, garnish your wages or whatever, does that apply back to the university as, you know, so that it improves our collection rate? Or are we out of it at that point?
MR. CONTRERAS: If they show the student is no longer in default, for whatever reason then yes, it benefits the university because they come off of that student default list. So it's a hard way to get off the default. Yes. But that's what happens. We normally encourage our students, in a worst case scenario, to do reinstatement, which is securing the loan. So if they can show that they can make a minimum monthly repayment -- normally it's $50 a month -- on time for at least four to six months, the Government will cure the loan; they'll reinstate it and put the student back in a repayment status. Which may allow the student to go back to school and get an in school deferment; complete their education; and then be able to successfully complete the loans.

And these are the options that we want to make students aware of, that are in default. To get them out, rather than having them have their tax refund taken away, to get
that done. But some students actually just
claim the maximum exemptions on their W2s, so
that they don't get a refund and so that they
know the IRS won't take it. So that's a
different story.

DR. CRIDER: And then the
repayment obligation is in place, whether or
not someone is employed? So that, if I'm
working for a minute, I'm able to pay; I lost
my job --

MR. CONTRERAS: Yes.

DR. CRIDER: -- I'm still
obligated whether I'm working or not?

MR. CONTRERAS: Correct. However,
there are a number of unemployment deferment
options. You can have an unemployment
deferment option, I believe it is for up to
two to three years. And you can request that
unemployment deferment for six months, eight
months, nine months at a time. If you still
find that you're without a job and you've
exhausted your unemployment deferment period,
then they have what's called a financial hardship forbearance. So you can then go through a financial hardship forbearance.

The difference between deferment and forbearance is that the Government will pick up the interest on the subsidized loan, versus forbearance. You're responsible for the interest so it capitalizes to the principal. So there are a number of options to keep students -- if you have medical reasons, you can get a medical deferment. If you join the military. There are other options too. There's community service; there's teacher loan forgiveness. So there's a number of programs in place.

But I don't -- I think many institutions or the Government itself doesn't do a very good job of letting students know these are what's available. Because it's really a click on the button of going online to the direct loan student loans.gov website and saying I'm not working, and completing the
non-employment deferment. Electronically submitting it takes less than five minutes and they're done. But I think there's this fear I got bill collectors after me and I can't afford it. And there's sort of this denial or ignoring the debt until it hits them hard. So I think once we do a better job of getting the word out --

I do anticipate our rate to spike next year because of the increased lending. But until we get the word out, then it's going to slowly decrease for us.

Financial Aid Services, just to be brief, we are offering a number of programs. We had over 50 people, along with the D.C. College Success Program, go to our FAFSA online session last Thursday. This weekend, we are partnering with the U.S. Department of Education and DC-OSSE to offer the first FASFA college expo. The expo will give updates from DC-OSSE on the the D.C. Promise, D.C. TAG, and D.C. Mayor's scholarship program. The
Department of Education will be there to talk about some of its programs, as well as some of the changes, which is the 150 percent subsidized loan limit, the Pell Lifetime loan limit, and that we will have hands on FAFSA online. And this will be held adjacent to the Tax Clinic. So the student and family can literally come to one computer lab; get their taxes done; and walk to the next classroom and actually get their FASFA done.

So we also have over 40 colleges available for the expo, some doing online admissions. Many of the schools that I contacted during our financial aid IRA Director's meetings were that the reason that some of them did not participate or do the online admissions application was because we were holding the event too late. They do their online or their admission -- their hands on admissions normally in October, November, and December. So their admission deadlines had passed. So they wouldn't do hands on
admissions. But we have Spellman and a number of other great schools coming in as part of the college fair, as well.

The last thing is for 2014 and 2015, we are starting up that process so that we can get students enrolling and going and packaging for next year. The Federal Pell Grant will increase from $5,645 to $5,730. This will be an increase of $85 for students that have a zero EFC. So, you know, if the University is planning any increases in tuition or fees, this increase in Pell Grant will help cushion that, at least up to $85. They've also increased the Pell threshold so that a little bit more students will be eligible for the Pell Grant, as well,

We're also looking at our packing philosophy to insure that we leverage any money that we receive in the D.C. Mayor's scholarship program, and perhaps the D.C. Promise can kind of be stretched further to those non-Pell Grant eligible recipients that
can use the money so it can help offset their costs to pay their tuition, as well. And that's pretty much it for my report. Are there any questions?

CHAIR SCHWARTZ: Questions? Mr. Sheltom?

MR. SHELTON: I would like an opportunity to talk with you so you could explain this to me, offline.


MR. SHELTON: I don't want to take the time of the Board to do it right now. So I'll be in touch. Okay. I just wanted to get you to try to sit down and tell me what this really means.

MR. CONTRERAS: Oh. I'll be more than happy to. Yes. It's -- I'll be more than happy to.

CHAIR SCHWARTZ: And the audit is very important to us. The A133.

MR. CONTRERAS: Yes.
CHAIR SCHWARTZ: I think, as we go down that road, we need to make sure that we take a good look at the deficiencies.

MR. CONTRERAS: Yes.

CHAIR SCHWARTZ: The current deficiencies, etc., etc.

MR. CONTRERAS: Yes. The audit is critical to us because it's part of our provisional recertification for program participation. And they highlighted that as one of the special conditions. We knew, coming into the '12/'13 audit, because the '11/'12 had finished in June of the 2012 year, that -- or the 2013 year, that some of the findings were going to be difficult for us to resolve, because we were already closing up that 2012/13 year.

But we've been working closely with the CFO, Mr. Donald Rickford, who had indicated that any findings that occur for this '12/'13, that we immediately come up with the corrective actions and controls to prevent
those recurrences. We believe, based on our responses, to the corrective actions last year, that we have implemented many of the controls and corrective actions. But you won't see them until the '13/'14 year, because we were not able to capture some of them for the '12/'13 year.

VICE CHAIR EPPS: And we've also implemented some -- I guess, some checking or check points, as we go through this, that there's a group that James is meeting with, in terms of the other Directors who feed information into the A133, to take a look at the files that they are giving the auditors, so that they can have an awareness of what the auditors are really seeing and they can make some corrections too.

MR. CONTRERAS: Right. In addition to that, we've --

VICE CHAIR EPPS: You'll find them in the folders.

MR. CONTRERAS: In addition to
that, we are also working closely with and we do have a future meeting scheduled with the Minority Serving and Small Schools Initiative team with the U.S. Department of Education. And we will be in touch with Jim Settles and Marsha Boyd and the team here in D.C. to assist us in the areas of program compliance.

MR. SHELTON: One follow-up.

There was a discussion about assessing services to academically challenged colleges and universities. Are we involved in setting the criteria for the evaluation of our ability to get Pell Grants? At one time, we were.

There was a discussion about a new assessment process for Federal grants and loans. And we felt that the criteria that we were held accountable for needs to reflect more closely what we do. Is that something that's out there in your area?

MR. CONTRERAS: No. Because the majority, of course, the aid that we give away is based on financial need and based on the
last IPEDS report that we submitted. For example, over 80 percent of our first time, full time students received a Federal Pell Grant. So it was not based on a certain other criteria, other than financial need.

MR. SHELTON: Maybe well all have the same --

DR. LYONS: Are you talking about the President Obama's new inventory of institutions and colleges and their ranking?

MR. SHELTON: It's some sort of assessment --

DR. LYONS: Oh, Yes. The President's College Affordability Plan, that's still under great discussion with the implementation still proposed for 2015. That rating is going to be different. Because what they're really looking at is the college affordability against the University's graduation rate. But the graduation rate numbers, of course, are skewed. Based on a recently submitted IPEDS report, our
graduation rate was 16 percent. But that doesn't take into account, of course, the transfer students, the non-traditional students, the part-time students, into the formula. It only looked at a certain cohort of groups. So, as part of that rating system, the outcry by many institutions is you really need to have it reflected on -- reflective of a diverse populations among many universities. Because we're not all a traditional setting that serves a traditional type of student.

MR. SHELTON: Right. And I think that was where I was trying to get to is that are we involved in that discussion? With out knowledge of the dilemma, I am hopeful that we are communicating to the decision makers our thoughts on this -- this particular issue.

MR. CONTRERAS: Yes. I want to defer that to President Lyons. But I'm not sure if you attended the summit that President Obama had at the White House recently on this particular items and the tour that the
President has been doing. And I think in one of your paths, your former universities, he was presenting.

DR. LYONS: You were doing well until you deferred it to me. You were doing very well. We have provided input to -- I've done it through most of the major organizations. NAFIO has been involved. Thurgood Marshall has been involved. UNCF has been involved. And all of them are saying pretty much the same thing; that whatever we end up with, in terms of a rating scale or system, ought to reflect the realities of this universe of institutions.

MR. SHELTON: Yes. And that's what I was trying to get back then, that we don't lose sight of getting as much input in that process while it's developing as possible. And that just, you know --

DR. LYONS: Yes. Well, the word is out there, Mr. Shelton. It's just -- it just depends on whether they listen to it.
But then, they've had regional hearings. One was at Cal State Dominguez Hills. The first one, in fact. And people are saying these things to the Federal Government. So we'll see what comes out of it. But they certainly have been advised.

MR. SHELTON: Thank you.

MR. CONTRERAS: Any other questions?

CHAIR SCHWARTZ: Okay. Thank you, very much.

DR. LYONS: I just want to say that I thank James and his folk for staying on this default rate issue. I know he's probably tired of me calling him and e-mailing him. But the reason is that this is real. And just a couple of weeks ago, letters were supposed to have gone out to institutions that were on the list. So presidents all over the country were calling around each other, are you on the list? Are you on the list? Are you sure? And I probably
e-mailed James three times with the same question. But it was, each time, it was coming from a different organization.

    MR. CONTRERAS: Right.

    DR. LYONS: Because people know that the list should be circulating. And that list was going out to those who were in trouble. And they would have to show cause why their financial aid would not discontinued.

    CHAIR SCHWARTZ: Well, and according to James, you're in trouble at 25 percent. Which we don't want to get to, right?

    MR. SHELTON: Okay. But the point is, it's gone up each year. Since we've been reporting this to the Board, we've gone up each year.

    MR. CONTRERAS: Yes. Yes. I explained to the Director about a year and a half ago and it took a spike, I think, when we increased tuition.
DR. LYONS: Right.

MR. CONTRERAS: Student loan volume spiked. And, as a result, yes, the subsequent default rate kind of increased, as well.

CHAIR SCHWARTZ: All right. Dr. Epps, I want to thank you and the team for doing a fabulous job.

VICE CHAIR EPPS: Thank you.

CHAIR SCHWARTZ: We proudly keep on peddling. Dr. Crider --

DR. CRIDER: I'm sorry.

DR. CRIDER: Okay.

CHAIR SCHWARTZ: It's been a long day.

DR. CRIDER: I did have a couple questions.


DR. CRIDER: And it goes back to the enrollment update.

CHAIR SCHWARTZ: Okay.
DR. CRIDER: That's why I was giggling. Because I knew I had messed up. As I look at the numbers, I wonder, you know, we see a reduction -- first of all, there's an error in your count. The 5196 total should actually be 5194 because then that will add up to the 55 bed count difference. So that needs to be adjusted.

VICE CHAIR EPPS: I'll pass that on.

DR. CRIDER: And the negative 36 and the negative 14, should that add up to the 55 difference? Because, as I'm reading this, what this is saying is that, if I look at these numbers here, the total at the bottom equals the difference between what there was in '13 and and what there was in '14. And so if there's 36 less at the law school and 14 less -- that's 50 and not 55. So I'm not sure what the numbers are supposed to be there.

VICE CHAIR EPPS: Yes.

DR. CRIDER: Do we know, as we
look at the increase in the -- the 105 increase in the flagship, is there any way for us to determine what -- if this represents an improvement for us over the number of students last year that applied to the flagship, but because they couldn't meet the admission standards, we referred to the community college? Do you understand the question I'm asking?

VICE CHAIR EPPS: Yes.

DR. CRIDER: So is there any way for us to look at those numbers and determine so this represents X percent increase in the number of students over last year who meet the admission criteria, where last year we would have referred to the community college and this year we don't have to?

DR. LYONS: Good question, Madam Chair. We still may refer some students to the community college who have the grades.

DR. CRIDER: I understand.

Right.
DR. LYONS: For financial reasons, for example, or other kind of reasons. So we may -- we'd have to find the answer to your question in a different way.

VICE CHAIR EPPS: Right.

DR. CRIDER: Okay.

DR. LYONS: We'd actually have to ask that question to see if we can come up with it.

DR. CRIDER: Okay. All right. Because I think the reason that that becomes important it because we get -- we have gotten criticized because of the number of students that we send that we believe are unprepared to compete in a more rigorous academic environment as the four year institution. And so, if we're saying that more students are applying who, in fact, can compete, I think that tells -- could begin to tell a different story. So you can look at that and get back to me.

Do we -- do we have any idea of
the -- why we have the reduction? I know it's only ten percent. These numbers, percentage wise, are small. But why the reduction in the law school. We have been seeing, I thought, increases in law school enrollment?

DR. LYONS: No. They are down.

It's the exact opposite. Law school enrollments --

DR. CRIDER: I know that they are down nationwide. But I thought ours was pretty much the same or that we were holding them down. Because, you know, we -- for whatever reason. I thought this question came up before about are we -- are we restricting the number of new entrants for the law school. Remember?

DR. LYONS: That is not my understanding.

DR. CRIDER: Okay. I'm just raising the question.

DR. LYONS: Yes. Yes.

DR. CRIDER: And then, what was
the last question I had? Okay. I think that's it for now.

CHAIR SCHWARTZ: Okay. Thank you, Dr. Crider. Any other questions?

VICE CHAIR EPPS: Can I make one remark?

CHAIR SCHWARTZ: Sure. Go ahead.

VICE CHAIR EPPS: Just one. I want to draw your attention to the latest publication. David Gaston is the editor for this. And some of the things that were mentioned in the reports, there are pictures of the activities that we host on campus. So to just give you a better idea as to what's going on.

CHAIR SCHWARTZ: Great. You have President Lyons on page whatever -- six, I think. But his hair looks much darker. Thank you for all the work that you and your staff did in putting this meeting together. And I will entertain a motion to adjourn.

MR. SHELTON: So moved.
CHAIR SCHWARTZ: Seconded.

CHAIR SCHWARTZ: All in favor?

ALL: AYE.

CHAIR SCHWARTZ: Thanks. The meeting is adjourned.

(Whereupon, the meeting was adjourned at 7:48 p.m.)
accepted 4:15 88:8
access 10:7
acclimate 26:11
account 102:2
accountable 100:17
accreditation 20:13
accrediting 22:13
Acting 1:16,18
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CERTIFICATE

This is to certify that the foregoing transcript

In the matter of: Student Affairs Committee

Before: UDC

Date: 03-12-14

Place: Washington, DC

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[Signature]

Court Reporter