

AUDIT, RISK AND COMPLIANCE COMMITTEE MEETING

0:00

So, I'm going to call to order the Audit, Risk and Compliance Committee meeting and ask Ms. April if she would establish a quorum please.

0:13

Bishop Brown – Yes, present.

0:17

Dwayne Blake – Here.

0:20

Ms. Blunt – Here. Dr. DiCroce. Mr. Fulton – Here. Mr. Helpinstill is absent. We have a quorum.

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All right. Well, good morning to everyone. I am so glad to hear, um, Ms.

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Mary Blunt on the, um, Zoom this morning. So, if I mess up Mary, please jump in.

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And um, correct all things, chair, please.

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So um, with that said, can we, um, get a motion to approve the minutes from the February 18, 2020 committee meeting?

1:00

So moved. Second.

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April, do you need actual names since we're virtual?

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Pam, would you like to, for me to

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call the roll on each motion.

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No? You are on mute.

1:21

(pause)

1:23

No, I don't think you need to call the roll on the minutes. But do you need to know who made the motion, and who seconded the motion? Yes. Did April take that down.

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I have that. That was Blake making the motion and BK seconded it.

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All right. Okay. All in favor, say aye. Aye. Ayes.

1:44

Any contrary or opposed?

1:48

All right. We've got three discussion items before we go into Closed Session – Update on Action Plans.

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So, we will start with Financial Aid and that will come from Dr. Justin Moses.

2:03

Hopefully, you've already gotten your package, and have been able to review everything as well.

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So it's on you, Dr. Moses.

2:12

And good morning members of the Board and thank you very much.

2:15

Again, my name is Justin Moses, Vice President for Operations and Chief Strategist for Institutional Effectiveness. Um, and I have the pleasure of working with the Enrollment Management area, which includes Financial Aid. And, I'm pleased to let you know this morning that we're joined by Dr. Melissa Barnes, our Director of Financial Aid along with Crystal Jenkins from the Office of University Advancement, and they are going to speak to some specific matters with regard to audit matters concerning Financial Aid.

2:46

And so, I will open up the floor for them to speak at this time and defer to Dr. Barnes.

2:54

Thank you.

2:55

Good morning.

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Before I speak this morning, Ms.

3:00

Jenkins will speak on behalf of the audit that was conducted on the NSU Foundation.

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And, then I will be available to assist her in the process, as well as to answer any questions that the Board may have of me. Can you make the screen bigger?

3:24

Good morning, everyone.

3:27

I know we may be waiting on the screen to get a little larger.

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If it's okay, if I go ahead. Um, yes. Wonderful.

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Again, good morning. Thank you for this opportunity. My name is Crystal Jenkins. I am the Executive Director for the Norfolk State University Foundation.

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Um, we did agree to participate in an audit from the Norfolk State University Internal Audit Department, between Financial Aid and the Foundation, and the audit was performed to ensure that any endowments were being awarded according to the donor criteria that had been established.

4:07

Um, what am I going to go through today is, I will do a brief summary of the findings of the audit and then the action plans that the Foundation took to correct any of the findings. Um, I would

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like to share upfront that all of our audit plans and actual findings have been closed, so that is great news.

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Um, starting with the first slide, the first finding was related to criteria and guidelines. There were a few criteria areas noted on the criteria log.

4:31

There were some endowments that had not been awarded that were on the criteria log, and then there were also endowments that were on the log that were not available for spending.

4:41

Um, in the audit recommendation, I shared with the Internal Audit Department that the criteria areas have now been fixed because the Foundation has implemented a two-person review in order to make sure that we capture criteria exactly as the donor wishes.

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We are also providing those criteria updates to Financial Aid as new endowments are received, and we've also implemented a semi-annual review process with Financial Aid to make sure we review the criteria log and the spending policy.

5:11

I also shared that we have, um, the reason there's some endowments that will show on the criteria log, but not the spending policy is that we currently have 13 endowments that are outside awarded mostly related to our sororities, our fraternities and some alumni organizations. Those endowments are handled directly by the Foundation because those are organizations that still have an external process. Um, Advancement and the Foundation are working with these 13 donors to try to have them change their endowment agreements to allow Financial Aid to do that. Um, that number used to be 19, so we have been successful. We're just having to work with them one-on-one. And, now with the COVID environment and climate, it has made it a little more difficult, but we're still working on that.

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We also have eight endowments, um, that currently don't have an executed agreement. Our gift officers are working with those donors to get those agreements executed.

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Of those eight, we have two that we are thinking could be related to UPMIFA.

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Those would be ones that we would submit to the Attorney General's Office, because we don't have access to the donors. They may be deceased, but the value of those two right now is only about \$6,000.

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If we go to the second slide.

6:22

The second audit findings were related to the award process.

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Um, there were students that were selected, um, that, there were endowments that had students that were not selected to be awarded, and then this also was a very manual process in the beginning.

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The initial process for awarding the endowments was the Foundation would send over criteria log to the Found, to the Financial Aid Office. And at that time, the Assistant Director of Financial Aid and her team was manually matching students to the log.

6:51

Now, that entire process has been automated with the implementation of AwardSpring, our new online Financial Aid scholarship software. It has taken that process totally to being online, and the students are able to not only apply for the scholarships online, but

7:06

we have developed a review process between Financial Aid and the Foundation since one employee, as well, to review the student applications and participate in the scoring process.

7:16

The great thing about this is AwardSpring now automates all of those selection processes and allows every student to apply for every endowment that they are eligible for.

7:26

That is a great benefit, because now students have more access to more money.

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Um, if you move on to, oh, the other finding here was related to thank you letters. There was some concern from the Internal Audit Department that students weren't effectively thanking the donors.

7:41

Another great implementation of the AwardSpring platform now, is that students are required to submit a thank you letter before their award is actually posted. So, now we have fixed that problem. The students will do their thank you letters.

7:54

The Foundation can now have access to those thank you letters and can share them with the donors who may request that as a part of their endowment package on an annual basis.

8:04

On the last slide, management oversight finding the Norfolk State University Foundation, we track all the endowments spending, since they are held in the Foundation.

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And so that, in the beginning Financial Aid was having a hard time producing reporting requirements, because they didn't have the information handy.

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We have now established an endowment review process with Financial Aid. We meet again twice a year to review criteria, the awarding of the endowments, and also how the scholarships are spending. We also now, with the awards spring platform, can create trending reports, spending guidelines, and those can be shared between the foundation and Financial Aid.

8:42

Um, again as noted, all of our open items have been closed as of today, and so that everything has been updated and now, I will defer to Ms. Barnes to update on the action plans that Financial Aid has implemented as well. Thank you.

8:56

Yes.

8:59

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Good morning, again.

9:02

Part of the review process, and, I think, Crystal for the work in part that she's played in assisting us in developing a plan of action that was feasible not only to the Foundation but to Found, to the students, as well as to my office.

9:20

An update is that beginning with this particular award year, because you have to remember the audit was conducted mid-year.

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It was conducted toward the fall semester of 2019, which means that we had not begun the awarding of process of any remaining funding that we may have had for the spring of 2020.

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But with the implementation of the AwardSpring software, we was able to roll out the application process in April of 2020.

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So, we rolled that out by sending daily announcements through E-daily, our e-mail system here at Norfolk State.

10:01

We notified the Admissions Office so that they can share that information with incoming freshmen.

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We also provided this information, during open house, as well as new student orientation, as well as the social media platforms that the Financial Aid Office has.

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In addition, beginning with this academic year 21-22, we have already rolled out the AwardSpring applications.

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They are available now online.

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Students can visit the homepage of the Financial Aid, or the scholarship page to click on the AwardSpring link.

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What we do is, we run on a weekly basis.

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Students in the Colleague system who have been admitted, who may be returning,

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we grab all the key elements to meet every criteria that is listed on the criteria listing that we receive from the Foundation.

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Any obsolete scholarships are deleted from the AwardSpring. We mark them and check them so that they are no longer available, especially when the funding is no longer there.

11:07

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Once we receive the spending policy from the Foundation, I import, input those into the Colleague system, so that we will not overspend the allocations that we receive for each of the Foundation's scholarship.

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Each time the Foundation provides us with a new Foundation scholarship we create an award code, attach a general ledger account number, and we include them in the

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AwardSpring software.

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It is important to note that the Financial Aid is only responsible for awarding

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those scholarships in which the Foundation has given us a spending policy, a criteria for.

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So students can now begin to apply for this, um, scholarships for the next academic year.

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The review, the review process begins normally in July, and you may ask, why July?

12:00

Well, for first time freshmen, we'd like to have the opportunity to share this information with them if they do not receive it via social media, or from the Admissions Office. Provide this information to a new student orientation.

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Also, for our returning students, we do have to wait for final grading.

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Once all final grading are ran, we rerun the satisfactory academic progress module, so that we can ensure that we had the most recent and up to date student

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Information. We send that information and it is uploaded into the AwardSpring system.

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At that point, students are able to log into that AwardSpring system and they can complete the application.

12:41

Students who do not complete the application in its entirety, they are notified that they will not be considered for a scholarship until they fix whatever the missing items that they may be needed.

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So, we think that the process that we've implemented since I've been here at Norfolk State, I started here in '81, and this process has always been a manual process.

13:04

I think that the AwardSpring software was a wise investment, because not only does it allow students the opportunity to complete the application, but it allows us to see all of the scholarships that the student may qualify for.

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So that has a plus for us.

13:23

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We did develop policies and procedures and random via the internal auditors to ensure that we are meeting the criteria set forth

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by the Foundation, as well as the practices and policies that we implement in the Financial Aid office. At this time,

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are there any questions of Crystal or I? Um, this is Mary, I have a question.

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Yes.

13:47

From the software, for those scholarships that are academic based

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That, you know, for you to continue to get your funding?

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Does the software track their grades as well and to help determine if they're still eligible?

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Or, are you, have to, do you have to depend on the students to tell you?

14:11

Um, no. We, we don't depend on student information alone.

14:16

We upload a report.

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It has the student's ID, their name, city, state, residency, cumulative grade point average, e-mail, classification, program or

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major, their expected family contribution, their need level, their unmet need level, and the year in which they've been admitted to the university.

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So we try to capture everything that is on, every criteria that is provided to us.

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Now there is some areas that are self-reporting.

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Those things about community service involvement, or whether or not the student resides in Pittsboro, Virginia or Pittsboro County, or whether the student is living in public housing. Those things are self-reported, so we cannot determine whether or not those are true or false, so we have to take students at their own word at that point.

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However, we do request some additional documentation, if need be.

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Thank you.

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You're welcome.

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Any other questions?

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Dr. Moses?

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Hmm.

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Um, thank you, Mr. Brown.

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Um, I have no other comments at this time, and I will defer back to you to, um, continue.

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All right. Thank you all so much.

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Um, Sponsored Programs will be shared, the update will be shared by Dr. Fulton.

16:11

(inaudible)

16:16

I'm sorry. Was I muted. Yeah (laughter). I thought that April would, um, unmute me. I'm sorry about that. Good morning Bishop Brown and members of the Audit Committee, Committee. Thank you for your commitment to Norfolk State University.

16:32

In 2019, the Internal Audit Department conducted an audit of the Federal Financial Reporting processes, followed by the Office of Sponsored Programs, and their report found three broad areas of concern.

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The Office of Sponsored Research has worked diligently to address these areas of concern.

16:57

Um, because of her knowledge in this matter, I've asked Ms. Paula Shaw, Director of the Office of Sponsored Programs to present these challenges and how the office has addressed them.

17:08

However, I'm not sure if she's been able to login this morning, because I don't see her. She's right here. She is here. Oh, great. Oh, thank you Ms. Shaw. I want the members of the Board to know that the Office of the Provost is committed to adhering to university, local, state, federal, and federal policies and regulations do that our practices are in compliance, and faculty and staff have a productive research environment. And now, I will turn it over to Ms. Shaw for her presentation.

17:45

Yeah.

17:46

Good morning. Good morning.

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Thank you for the opportunity to talk about the things that we've been doing to mitigate against the findings that were the result of this audit.

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First of all, there were three major issues identified.

18:02

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And the first was that established NSU policies are outdated and not being consistently adhered too.

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Specifically,

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they found that the policies were immature. That the time lines were not being adhered too and that there is no escalation

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in consideration when people did not meet the mandates.

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So, I have provided a list of mitigators that we used to offset these findings. Things that we've incorporated to address it, and try to resolve the issues.

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Um, first we, we conducted a comprehensive review of the policies, and they were definitely outdated.

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Many were not committed to paper.

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The practices did not align properly with the actual policies, so the policies were reviewed for compliance, and not only for compliance from NSU,

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we also had to be concerned about sponsor requirements, the Commonwealth of Virginia requirements, as well as NSU requirements. And, we had to strike a balance between all of those, because if we're getting money from the sponsor we have to make sure that we're meeting their requirements, as well as those of the Commonwealth and the university.

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Um, office names, titles, and positions had changed from what was in policy, and we had to make sure that we updated all that. Office names as an example,

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at one time, it was the, under the auspices of the Vice-President for Research and Economic Development. That position was abolished and now it's under the Dean of the School for

19:40

Graduate Studies and Research.

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So those kind of things we've had to go through the, um, policies and make sure that they were updated on. Operational inconsistencies were removed. Redundancies were eliminated.

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And, we provided the policy with updated

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real time details to make sure that the policy actually met the, um, the actions that were being administered campus wide for Sponsored Programs. Old forms were removed. We converted, um, converted things to electronic formats

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where, where we could.

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Um, and the forms were provided as a part of the policy.

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New interactive links were provided within the policies.

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And, we had those reviewed by working groups to make sure that things fell in line. We had them reviewed by the legal office.

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And once they're approved, they would be ready for the campus review,

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and for administrative publishing. Time lines were considered, and we put in place, um,

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escalation such that, um, project directors, principal investigators, are not the sole approvers. We had to make sure that things were approved by their supervisor, whether that would be a department head or a dean. So, we made sure that they were well informed when we had issues or concerns.

21:02

Principal investigator and project director training matrices were put in place. Um, we have, um, a training program that is jointly developed between the Office of Sponsored Programs and Finance and Administration to make sure that all the concerns of the two offices are put before the principal investigators and project directors such that they are informed and up to date and, um, just kept in the loop. We do those trainings

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each semester, and this time we have converted it.

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We have it, so that it's going to be electronic, and they can take it collectively, or they can take it individually, and they have to make sure that, um, we are monitoring that to make sure that people are actually using the updated information.

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Many steps towards completing this requirement have been undertaken that are in place, but the final completion date is June 30 of 2021.

21:57

That was the first one. The second concern was that no policies or procedures exists to assist researchers in identifying and resolving research conflict of interest on campus.

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And, the concerns were, specifically, there's no early notification process in place.

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That was not. There was no continuous notification process in place, and that was no formal NSU Conflict of Interest Policy.

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The things that we've put in place to mitigate against that is that, well, first of all, I should say that even though we did not have an NSU Conflict of Interest Policy, the university had been using the Virginia, Commonwealth of Virginia Conflict of Interest Policy.

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So, we put things in place such that we could address the three concerns.

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So, right now, what we do is, we make sure that an opportunity is provided before a program is awarded for conflict of interests to be identified.

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So, we do that at the proposal stage for a proposal before submitted to a sponsor.

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Then, um, principal investigator, which is what you have when it is research, or project director, which is what you have when it's anything other than research.

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They have an opportunity to identify any conflict. That conflict might be with a family member, or a business associate, whatever. We ask them to identify on an official form,

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any forms, forms of conflict. When those forms of conflict identified, then we escalate it and inform the department head, the dean such that people are aware.

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Because it's not uncommon for people, for instance

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for couples, for husbands and wives, too, work on similar research. It is not unc customary for that to happen, but we'd have to be notified of it. So, we did not have a program in place for that, but we do now.

23:56

And so that's the identification before it happens. We also have, um, ongoing identification for conflict of interest. Once the program is funded, we have a process where we have a startup meeting. The Finance and Administration side of the house, along the Sponsored Programs side of the house, plus several other offices on campus. We do a startup meeting. At that meeting, they have to identify conflict of interest. After that meeting, we have them to actually sign a form, identify what that conflict is, and we monitor that and share it

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among the leadership when it is needed.

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The third, um, issue

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is with

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the IRP, which is, um, research for human subjects. Research that involves people. That policy was last updated in 1999, and it did not comply with current Health and Human Services regulations,

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and it was person dependent.

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There was very limited transparency, and there was limited oversight over the process.

25:04

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Well, we have a very active IRB Committee, and they have updated the policies and it was true that they had not been updated since 1999. The procedures had not been updated since 2000, and the committee has worked diligently,

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and they are significantly updated now. And, they are in compliance with Health and Human Services standards.

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They're in compliance with the Commonwealth of Virginia Standards and, um, that has been mitigated against.

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So, the current policies were outdated and they did not comply with Health and Human Services, and the last thing was that the processing system is

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not demand responsive for either internal or external users.

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Um, what that's talking about is that we have people on campus who try to do research on human subjects, and we have scores of people from off campus, colleges, and professes, all over the U.S.

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trying to do research here with us.

26:04

So, um, we've put things in place to mitigate that.

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We have formal policies and procedures that have been updated now.

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Policies were completely overhauled to reflect the department of Health and Human Services standards that were completely overhauled by that agency in 2018. Between 2018 and 2020, they updated things significantly. So our policies now reflect that.

26:31

Let's see. The IRB Committee has been actively addressing the need for values and best practices. We use HHS guidance.

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We've been using, updating training and guidance provided by industry standard organizations such as the Society of Research Administration, NCURA, and NSPAA, and several other agencies. And, the best thing that we could have done was to, um, the Provost invested in the IRBNet, which is an electronic system.

27:02

So, what is today a manual system is in the process of being converted to an electronic one, and we will be able to take the whole process from cradle to the grave. It will be administered electronically and that's just wonderful. People will be able to upload all forms, all decisions, all inquiries, everything.

27:23

So, um, we have a completion date for the IRB of August 15, 2021.

27:31

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Because we have significant training that has to take place.

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We have to, um, make sure that the committee members and the committee members are from a cross sector of the university. We have to make sure the committee members are trained and we need to make sure that the campus is trained, so that everybody will stop bringing papers to our office and start using things electronically.

27:51

Um, I think that's it unless you have questions.

27:55

I, um, welcome the opportunity to answer them for you.

28:02

All right, any questions for Dr. Fulton?

28:09

(pause).

28:12

All right, if there are no questions finally we will go to Information Technology and, um, we'll go back to Dr. Moses.

28:28

Good morning, again. Thank you, Mr. Brown.

28:31

Um, a couple of things. I know that the agenda says Information Technology, but I did want to alert you all that, really, this is more in the realm of Information Security. In the past Information Security

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was housed specifically under OIT.

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However, due to some recommendations from the Virginia Information Technology Agency, also known as VITA.

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Um, what we have done is kind of separate those two areas out. And so, there is a specific unit, Information Security.

29:05

Um, and a Chief Information Security Officer, Mr. James Stevens, who was on the call here. And, I will be differing to him in just a moment, but I did want to let you all know that this is an Information Security matter.

29:16

And, Information Security and Information Technology work hand in hand, but they are kind of separate from each other, as well.

29:23

So, um, Mr. Stevens will be able to talk about the various, um, audit items with regard to Information Security.

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I will defer to him at this time. Thank you.

29:37

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Good morning, everyone.

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Um, in July 28, 2020, VCIN said, which is the Norfolk State University Police Department's Virginia Criminal Information Network

29:51

system underwent an internal audit. Um, and as a part of the audit, um, well the audit was based upon the university's IT, um, audit plan, which was created from, from the business impact analysis.

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Um, and the audit reviewed on 14 of 17 focus areas. Of these focus areas, um, 20 findings were, um, were a part of the write up.

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Um, and since then, I've worked with um, OIT, the CIO, as well as Chief Moore, to try to remediate a lot, a lot of these findings. Of the 20, ten have been closed or remediated.

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And, there are eight ongoing and then two partially completed.

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So, the, the remaining ones are the ones that you will see on the next four slides.

30:59

All right. So 1, 1 of 1 of the findings dealt with policies and procedures.

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As you are aware, we are undergoing policy review and creation of new policies.

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This is something that, um, we're going to need to bring before the Board. In December, you guys approved three of these policies.

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Um, there are more in the pipeline, so this finding falls under that category, which I'm leading or heading up myself, along with Dr. Moses and,

31:29

um,

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Faye Monroe-Davis. The second one, um, which is, that dealt with just procedures to authorize, regarding authorizing individuals.

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So, this particular system is located in a secure room, in a dispatch's room. At the time,

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Chief Moore is doing an analysis on what is authorized to enter into the, um, the, the, the Secure Room. And when I say authorize, we're talking about additional devices that can possibly stored.

32:02

We just passed one of the policies. One of the policies that we passed in December is the, um, Media, Media policy.

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Though that has now been passed and Chief Moore will use that to do to

32:14

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make decisions about what's, and who can bring what into the room.

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The third finding deals with security authorizations.

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It is a requirement that every system, um, that's on a network receives the authorization to operate from the agency head.

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So that is something that we were making a part of our IT Security program, specifically, the risk, um, the risk assessment where we will receive ATL from the agency head once it has undergone that that process.

32:49

Next slide.

32:56

Um, the next one is dealing with contingency planning, and the only issues here is documenting within the Continuity Plan, which, um, Chief Moore and I are working on, as well as the System Administrator.

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Just documenting how they plan to continue operations if the systems

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were to, um

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be disrupted.

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The second, uh, bullet on here, also deals with incident response, which is a part of the IT Security program.

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Um, it's just, putting in place procedures, processes of what, um,

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what needs to be done if someone locates or identify an incident.

33:43

The third bullet on this particular slide deals with access again, but the physical access to the secure room. Chief Moore is working on an access control roster.

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So, um, in order to identify who enters the room, who existed the room, um,

34:00

at what time. It captures all of that, so putting them on paper, the processes for that.

34:07

Next slide.

34:13

Um, the first bullet is, again, just a part of the whole physical access, which is a part of, you know, cybersecurity. Um, it just talking,

34:23

what's being considered

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is possibly an additional monitoring techniques, such as cameras within the room.

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The second bullet on this slide, deals with the security system plan. That's a part of the risk assessment.

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Once the (inaudible) undergoes the risk assessment,

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um, it, it will possess a system security plan which every system on, on campus should have one, which is where we're in the process of completing.

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And then the last bullet, um, it's just a review of accounts.

34:57

Um, part of that, the, part of the issue is that this system is really state ran.

35:04

It's even though the, this department is a user of the system, it's not owned by the university.

35:12

It is a state system, so they're the (inaudible) then it's a now one of the things that I've been working with OIT and, um, Chief Moore on is identifying what OIT is responsible for, what Chief is responsible for, and what the state, what they inherit from the State.

35:30

Um, other than that, that's all the findings.

35:32

Um, it has been, we've talked about when this will be remediated, and a lot of this we will see bring remediated

35:39

by June 2021.

35:43

June 15 to be more specific?

35:47

Um, next slide.

35:53

This again is on the administrative duties.

35:55

We are working through that, the development of policies and procedures, or who has access, as well as backup.

36:02

In the event of lost personnel, um, this control, um, would make sure there's some redundancy in, in, in its processes, if, if we lost some personnel.

36:14

Next slide.

36:17

All right, that's the last one. Um, are there any questions?

36:23

Yeah, Mr. Stevens. I've, I've got a question.

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36:26

Yes, sir.

36:27

Um, I heard a whole lot about physical security. Doors, who has access and things like that.

36:38

Um, I guess my, my question is to Dr. Moses, possibly, is it, is it possible for us to do an audit of our literally cybersecurity of the cyber processes? And, by that, I mean, um,

37:02

doing some audit research on what kind of insurance we have. What does the insurance provide if the school came under formal, cyberattack?

37:14

That's, that's really important to me, because I'm a part of something, that, where that just happened, and they literally held the university ransom. Um, as um, held it captive for ransom.

37:28

And so, do? Are we aware of, first of all, what kind of insurance we have, where is the liability, and what does it provide?

37:37

So, for instance, does it provide forensic, um, technology to come in?

37:44

And, you know, where we are in that process, because that is becoming something that HBCUs are falling victim to, because my understanding from the FBI, we've been dealing with it through the FBI,

37:59

and my, my, the FBI has alerted HBCUs that they are being targets,

38:06

because sometimes of our limited ability to protect ourselves and implement strategies during the hostage moment

38:16

that are,

38:17

and basically, what they're saying is, we'll give you until four o'clock tomorrow to give us \$250,000, before we start releasing all the student data on the dark web.

38:29

So, where are we at in those kind of processes? And, do we need to audit that so that we're aware of whether we are under insured?

38:38

And where does the state, states' liability?

38:40

Because I hear you saying, we don't all own the system, the system is a state system, but I know from some experience now that the state doesn't necessarily do all the protection during a cyberattack.

38:54

So, I know that was a lot, but where we are at, at that kind of processing?

39:02

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Well, Mr. Brown, I heard two questions. In essence,

39:05

the first was with regard to a cyber insurance policy, which we do have an insurance policy for those matters, but what I can do is ask Mr. Hunter to provide us with some information

39:16

with regard to those specific insurance policies. I will provide that information to the entire Committee, or to the entire Board, for that matter. Um, and your second question was an audit with regard to the cyber protection methods. If that's what I heard correctly.

39:31

And so, the short answer is yes.

39:34

And I think that is something that we should do to make sure that we are protecting ourselves. That's part of the reason why Mr. Stevens' position was created to one just to elevate Information Security. So, in essence, what he's doing is doing that.

39:49

And so, we will be continuing to work with Mr. Stevens to make sure that we're addressing just not, not just Information Technology risk, but also cyber risk.

39:59

And so, in our next meeting, what we can do is um, we can present to you kind of a, an overview of what Mr. Stevens is doing with regard to that, and a plan moving forward

40:07

for any additional activities with reference to cyber risk, cybersecurity. And I don't know Mr. Stevens, if you have any additional thoughts with regards, I'm sorry to Bishop Brown's question.

40:19

There's one thing I would like to add.

40:21

One of the things that we are doing, um, when we are signing contracts with these vendors, um, we're, um, inserting contract language dealing with cyber insurances to make sure that these companies have it,

40:37

so that the university is covered in the event that, that, that company gets hacked as we've heard on the news.

40:44

So, um, that's one thing where working on as well. And this is mainly for, um, systems that are stored in the cloud, or that, you know, are somewhere else, other than located on the university premise.

40:58

Yeah, I don't know if the whole committee understands just how this works.

41:03

Basically, one day, a professor comes in, turns on their computer, and recognizes everything has been locked up. The whole university is locked up. Every document the university houses has been locked up there. And then, right after that you literally get a ransom note.

41:19

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And it's, it's amazing.

41:22

I know in the past, you know, when we dealt with it, here's the other thing you don't realize is think about how many documents the university has day to day right now.

41:35

Um, so in the moment when we were dealing with it, it was like 400 and, over 400,000 documents that had to be reviewed.

41:45

If the insurance company that was provided did not have that kind of rider where they could bring in all of these forensic computer experts that could drill down on all those documents.

41:59

They were able to say, here's the percentage of 400,000, 400,000 documents, here's the percentage of them that we feel like might have been accessed, and then you could drill down from that.

42:11

I guess the second piece is, have we updated our policy on how, and this might be a state requirement, how long do we have before we notify everybody that there has been any form of a breach?

42:24

In other words, when is the drop did moment for us, as a university to be, whether, whether, anything was breached or not

42:34

do we, are we aware in our policies update, that this is how many hours you have before you have to make a public statement?

42:40

And all of this, Dr. Moses, to me, would be a part of the audit.

42:45

Because, one of the things that that was important too was there was a PR firm, that was a part of the insurance rider.

42:53

And, that PR firm was to come in and help the university to shape the narrative, but how it's going to communicate the breach. So, it's not enough just to have insurance, you got to ask.

43:04

It's like you can have the Chevrolet insurance policy, or you can have the Lincoln insurance policy and the Lincoln insurance policy brings this team in. It brings the, the public relations person in, the forensic people in, you

43:19

know, the attorneys that came in that if there were litigation, it was just really interesting to watch that play out.

43:24

So, I just wanted to make sure we're proactive and not waiting until; hopefully, that never happens, but I don't want us to find out after it happens, that you know that our policy was limited in its umbrella. Certainly. Duly noted.

43:42

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Yeah, I mean, I would just add, I think the Bishop is offering really, really good advice.

43:47

I mean, the word we're getting is it's not if, it's, when. When. And, it's how do you mitigate the when.

43:57

Um, and that's as true in our personal lives as it is in, um, organizational lives. I mean, I just got hacked.

44:08

Um, I got a notice from Life Lock telling me that, um, somebody had tried to, um, get a loan from the Small Business Administration in my name.

44:25

I mean, they had everything.

44:26

My Social Security number, everything.

44:30

And um, so, if it hadn't been for that little thing I did of getting Life Lock, I'd have never known that, that was going on.

44:41

So, um, I just think, um, I mean, I think he's giving really, really good advice.

44:49

And, I think he's right as well, that, you know, this you may think the state's taken care you, but when the rubber meets the road, if, if there's an incident, it's the institution that has to, to respond to it, not the state.

45:08

So, I think that's really great advice, and that we should act on it.

45:15

Certainly. Thank you.

45:19

Um, perhaps Dr. Mary had a question?

45:22

Um, I have a couple of questions, and then one is concerns.

45:28

In your action plan, two particular areas that you mentioned that are ongoing, which are significant for the university was one was business continuity. And um, you indicated that was ongoing, but

45:46

in the event there was a, a cyberattack, or tornado or whatever.

45:54

Um, having a strong and effective business continuity plan so that the university can continue to function is, is pretty important.

46:05

The other area you mentioned was around access.

46:08

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And, um, this, along with the access areas, areas that were presented in the last audit for the action plan for, um, security are still concerning, because, um, the IT closets, um, are not secure. I'm assuming from your, your access items.

46:35

Which means basically anybody can get into those areas around in,

46:41

like construction workers and anybody who's working on campus.

46:46

So that's a particular concern, and then the last item I would say is that for both the action plan, presented by Chief Moore and this action plan, a lot of items are under the category of ongoing, without any indication as to when those items would be complete?

47:08

So, um Bishop, I would like to see the, um, Chief Moore come back with his action plan that had a lot of ongoing areas.

47:18

And this one come back, um

47:21

with some updated, on dates of completion, um, in a couple of months, at the next Audit Committee.

47:34

I agree.

47:38

Certainly. We'll work on those items, and I'll also work with, um, Chief Moore and Mr. Hunter with regard to university police, are carrying out the next Audit meeting.

47:51

Um, um.

47:53

Dr. Brown, um Ms. Blunt, this is Chief Moore.

47:58

Um, absolutely. We'll be back in a couple of months with, um, in fact, with some of the action plans that we've got that's ongoing.

48:07

We will be done, um, um, within the next several weeks, and it won't be a couple months, but the other question or concern that you had reference, um, um, unsecured, um, um,

48:24

cyber closets. Um, that's um, no ma'am.

48:27

The, um, our, our closets are secure ma'am. Um, in fact, in the dispatch center, one of the issues that we've got going right now is if you're not authorized to be in the center, or you mentioned construction worker or a facility employee, that employee does not, is not allowed to have liberal access to the, um, to the facility.

48:50

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They are, they, they sign in, which was some of the new things that we initiated. They sign in. They are escorted in, and then once they complete their business they are escorted out. They sign out, and that's the process that we, um, that we've got in place right now for that.

49:06

And that, that roster, or that sign in access log is maintained so that, we can, we can ensure that we know who is coming in and out of the, the dispatch center that does not have access.

49:20

Because what we've done is, the only people that have access to the dispatch center right now is dispatchers, as well as my, um, my, my, my Sergeants who are VCIN Certified.

49:33

If you're not VCIN certified, you don't get access, um, um, swipe access for the badges to, to that particular area.

49:43

Thank you. A lot of the management action plans, um,

49:46

Chief Moore has a process in place.

49:49

He's in the, in the process of documenting it, which is what most of those findings, um, speak of. So, in, embedded in each one is, um,

49:58

some dates, um, that, um, some dates of completion. For the ones that don't, um,

50:06

it probably, it, it may not fall under Chief Moore.

50:10

It may fall under the IT Security Program, which I can come back and deliver some dates for you as well. But most of them, um, are just, just documenting the process.

50:23

Um, when, um, when the audit was conducted, the contingency plan, um,

50:28

verbally was in place.

50:30

He worked me through, step by step, it just wasn't documented, but, but it is there.

50:38

Ms. Blunt, I would also like to mention, you had mentioned business continuity.

50:43

Uh, under the Division of Finance and Administration, the university had developed a business continuity plan, and in fact before COVID

50:53

We were in the midst of looking into hiring a formal business continuity officer to actually be here at Norfolk State University, and to manage that plan, implement it is when necessary, and to work with other offices in developing a unit level continuity plan. So, there is that piece.

51:10

And um, what I can also do is speak to that at a future meeting to give a little bit more information. I will certainly do that in conjunction with them.

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51:21

Thank you. Certainly.

51:23

Bishop Brown. This is Dwayne, and I have a comment, and, um, a question.

51:31

And this is more general in nature. But, um, looking ahead to the 2022 fiscal year that starts July 1st.

51:38

Um, I just wanted to make sure that the staff is thinking ahead and planning ahead,

51:43

because as it relates to audit planning, one of the key components to that is performing a documented risk assessment.

51:53

And, as a part of that, act, that effort, to ensure that, one, the risk assessment gets kicked off in ample time to support development of an audit plan that can be presented to the committee and time for approval for moving forward.

52:09

Um, so, I just wanted to make sure that staff is, it has recognized a need for that, um, risk assessment, because that's really where you can pinpoint the highest areas of concern that need to be audited.

52:24

And you can, in essence, direct the resources as appropriate to those, those high risk areas that need to be audited, because we don't have unlimited audit resources, unfortunately, and so you need to prioritize it.

52:38

So, just wanted to alert, and just raise that point to ensure that, um, that's an item that they're focused on.

52:47

It has been.

52:51

Great point.

52:54

All right. Any other questions for Mr. Stevens or Dr. Moses?

53:01

Or Chief Moore?

53:03

If not, I'd think, um, Mr. Blake has a motion to go into closed session.

53:12

Yes, I do.

53:14

Mr. Chair, I move that we adjourn and reconvene in close meeting pursuant to Section 2.2-3711(A) 1, 4, 7 and 8 of the Code of Virginia,

53:28

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for the following purposes, pursuant to the noted subsections: 1 and 4 to discuss personnel matters, including more specifically, discussion of performance evaluations as well as the promotion of, specific individuals and certain university employees; and to discuss or evaluate performance of departments of the university that necessarily involve discussion regarding performance of individual employees,

53:54

more specifically related to reports, investigative notes, correspondence and information furnished in confidence and records otherwise exempted, of the university Internal Audit Office; and 7 and 8 consultation with legal counsel pertaining to actual or probable litigation, where such consultation or

54:15

briefing in open session would adversely affect the negotiation, negotiating or litigating posture of the university, along with any necessary consultation with legal counsel regarding matters noted in this motion;

54:27

and further, that the President, the Interim Chief Audit Executive, University Legal Counsel, and the Assistant VP for Human Resources remain for the closed meeting, and that any member of the NSU Board of Visitors be permitted to attend virtually, or by phone to listen into the closed meeting.

54:47

All right. There has been a motion to go into closed session

54:50

for the reasons stated. Is there a second?

54:53

Second.

54:55

All right. I think it was seconded by (Mary) Ms. Mary Blunt.

54:59

All those in favor, say, aye.

55:02

Aye, Aye, Aye.

55:02

And those opposed?

55:06

Motion carries. So, we will reconvene in closed session.

55:12

Do we sign out of this room in and go into another room?

55:15

Yeah. Yeah. She, April sent us the link, this morning. In the e-mail?

55:24

I think it was an e-mail. Yeah. Yes.

55:27

Yeah. Okay. Okay. Thanks. See you soon.

55:38

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public business matters as were identified in the motion by which the closed meeting was convened were heard, discussed, or considered in the meeting by the Board.

55:49

Any member of the Board who believes that there was a departure from the requirements as stated above, shall so state prior to the vote, indicating the substance of the departure that in his, or her judgment, has taken place. With that said, Ms. April, if you are here, would you please take a roll call vote?

56:08

Bishop Brown – I so certify. Mr. Blake – I so certify. Ms. Blunt.

56:18

Dr. DiCroce – I so certify. Mr. Fulton – I so certify.

56:30

Is that everyone Ms. April? Yes, that's everyone.

56:33

All right. I think we're ready to, um, adjourn, if there's nothing else to come before the Committee.

56:41

Good meeting.

56:43

Hey, do you? Hey Bishop? Do you need to ask, you know, April about if there's any public comment? I see that on the agenda. Yes.

56:50

No one signed up is my understanding. Okay, perfect, perfect.

56:57

All right Dr. J, I hope I'm, you're smiling, um, around 11 o'clock tonight. I hope I am grinning ear to ear. Are you guys going to watch?

57:08

Yes. Great. All right. Yeah. Absolutely. Um, Dr. J, are, are you able to go?

57:15

I'm here. I'm here. I got here last night. Oh, cool. And um, actually, I'm meeting with Mark Emmert, um, later today, later, this evening. So. Um, huh. Well, have a good time. Okay. Have you seen, seen the press releases, Dr. J?

57:30

I have not. I have not. On interviews?

57:36

Um, I saw the interviews earlier. They were really good. Yes. I'm talking about the fact that the coaches been interviewed.

57:43

Yes.

57:44

Oh. Interviewed. No, that one. Well, you know, we're working on that. You know that, right?

57:49

Yeah. So, I think that the conversation has been good. So, let's see. Okay? Got you. And, you know, the big thing, we, of course want to retain them. Let's just all be honest. Absolutely.

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58:04

And, um,

58:05

unless it's somewhere that gives them a bigger chance. Right. In which case, we can't fix it.

58:12

Um, we are really go into the wall, to be supportive of him and appreciate what he has done. Absolutely.

58:22

All right.

58:22

So, um, we pray for victory tonight.

58:25

Thank you all for your time today. Okay, see you tomorrow. We are adjourned. Thanks.

58:33

58:33

STRATEGIC FINANCE COMMITTEE MEETING

The time is 10 47.

58:35

Good people, let us go ahead and call this meeting to order. April, would you mind going ahead and do a roll call?

58:44

Mr. Henry –

58:46

Yes.

58:47

Mr. Blake – Here. Mr. Dyke – Here. Mr. Fulton – Here.

58:55

Mr. Griffith. Mr. Helpinstill. We have a quorum.

59:02

Thank you.

59:03

Good morning everyone! Welcome to our first newly formed Strategic Finance Committee.

59:14

Um, I am pleased to be your Chair and have been working very diligently with our leaders on the university's side to make sure we capture a good picture of what is going on from the university's

59:32

standpoint (laughter). The university's standpoint and how we have included, um, from this committee. He stated that the composition forum and from the university's standpoint and how we've included.

59:59

You will notice that the composition of the committee looks a little different in regards to the content and how we share information.

1:00:11

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So, we have already discussed, and sent out how the Standing Committees will be operating in regards to meeting times,

1:00:20

frequencies, as well as the number of meetings that we'll have throughout the year, and what we looking to accomplish. Welcome, Larry. Thanks for joining.

1:00:35

Morning, and so, what we are trying to accomplish is capturing strategically from the finance standpoint with Mr. Hunter. Then we also have Advancement and some of the efforts that have that are coming out of that committee, with Dr. Porter, then from an operational standpoint, with Dr. Moses. So, all three of these gentlemen are prepared today to walk you through the latest and greatest as it pertains to those three areas and what we're doing as it pertains to and within the university. So, we'll start with Mr. Hunter

1:01:13

and go from there.

1:01:17

1:01:17

Good morning!

1:01:19

Happy to see everyone.

1:01:22

This a dynamic timing for the campus right now, very dynamic time, as it relates to the financial position, and financial operations for the institution.

1:01:35

I would like to start out by saying that the financial position of the institution is strong, despite the pandemic and its impact on our enrollment.

1:01:49

In particular on auxiliaries, we have been creative in addressing those shortfalls.

1:01:58

And hopefully, this presentation will give you a sense of it in.

1:02:02

And you know, for the most part what it really comes down to is we have been very fortunate.

1:02:07

You have the CARES Act and support both from the state and the federal government that has really bettered the Institute.

1:02:17

So, I'm going to run through a few slides

1:02:19

and if, you have any questions please feel free to stop me as I know you will.

1:02:24

Okay, so, this first chart is an all in snapshot of the financial position of the institution, as of December 31st, 2020.

1:02:35

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Well, I'll share some charts with you that we'll take into consideration the difference between December 31, 2021 in the Spring but this is our quarterly snapshot that we are accustomed to taking a look at. We will start out with the authorized budget, the revised budget,

1:02:53

and what does actually occur.

1:02:56

Then we have a percentage of the budget that is collected, and then a projection of where we believe we are going to be at year-end.

1:03:03

And, typically, what I do is take you to the actual column, because that is what is important.

1:03:11

And, as of December 31st, you will notice, we're at about one hundred and thirty nine point six million in total revenues, and had expenditures at about 90 million, 510,000 thousands,

1:03:24

and the institutions cash flow financial position was at about 49 million to the positive.

1:03:34

And again, as I have shared in previous cases, a lot of that has to do with the fact that state appropriation.

1:03:41

It isn't spread over the course of the year,

1:03:43

so that number comes down as the year draws by.

1:03:48

Probably what's really important to note is if you take a look at the fourth line down, Auxiliary Enterprises. If you look at the original budget of 53 million, fifty three point two million and you look at the year-end projections of about 31.1 million.

1:04:08

What that speaks to is the impact of the shortfall of the occupancy rate in housing and dining.

1:04:18

And it also reflects the fact that we had reduced the amount of mandatory fee that we collected in the fall,

1:04:27

so that was some foregone revenue as well.

1:04:31

But again, what you'll see as we move forward, we have both reduced expenditures and supported those units with CARES Act funding.

1:04:43

I think it's important to note that we are projecting a year in revenue receipts of about 205 million and expenditures of about \$187 million.

1:04:58

Now this year in position is understated and the reason I'll say that it is, is that there are two factors that are not included in this snapshot because this was as of December 31st.

1:05:15

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We've received \$8 million more dollars in CARES Act funding that we believe will be in the bottom line at the end of the year, as well as an additional \$18.5 M.

1:05:28

So, really that number is more in the neighborhood of about the projected number of \$18.7 is probably more like \$43.2 million at this point in time and that's what we're projecting at year-end, pending any major changes or any major investments.

1:05:47

Any questions on, on this?

1:05:52

Can we move to the next slide, I believe April is managing?

1:06:03

And, the next two slides basically are a duplication of what we just went through.

1:06:10

The only difference is this gives you a visual representation in a page on to just show you the magnitude of the various funding sources.

1:06:20

In particular, state appropriations, we're very fortunate to be getting, you know 70, 39% year but if we looked at public funds I which is the ratio of state appropriation to tuition, no, right now we're tracking right at 70/30 which is the National Army that was established some years ago.

1:06:42

You can go to the next chart April and then this shows the proportion of funds as they are designated by expenditure. And naturally, you're always going to see instruction.

1:06:56

There's going to be a number

1:06:57

that is where expenditures are going to be at the high end which is where you spend your money and as well as institutional support because that's everything around the stamping in most of the administrative expenditures. So again, this was just a visual presentation of the previous chart.

1:07:15

We can go to the next chart if there are no questions.

1:07:18

Okay. Here, here is where we, we get into Auxiliary Enterprises, can, I, I can't see the screen that well? So I'm not happy with it, my own chart.

1:07:29

Um, you can see the last column, the projected revenue loss, compared to budget.

1:07:37

Yes.

1:07:38

Oh, yes. Okay, good.

1:07:41

The picture, it's sometimes from the, the, the system that we use sometimes blocks it, but here's a snapshot where our revenue shortfalls are occurring, you'll notice that we're projecting about seven point four million dollars shortfall in Athletics.

1:08:04

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And. let me take a moment to explain what's involved in it.

1:08:08

First and foremost, we reduced the amount that we were collecting from the mandatory fee which supports collegiate athletics.

1:08:17

No, then also many of the revenues that we were collecting from the NCAA,

1:08:24

we weren't receiving those, and of course, we didn't play any games,

1:08:28

so you know, those are all factors that are creating this number.

1:08:32

It's important for me, too, a certain fact that this is an aberration.

1:08:39

This is not a recurring thing,

1:08:42

And I know that in prior years we've had to work through basically supplementing Athletics;

1:08:51

but what I would share with you is that we've made significant progress over the last three years,

1:08:56

and I would predict that there are structural shortfall, revenue shortfall, Athletics, you know when we kind of stabilize and get out of the pandemic and get this behind us is more around and million dollars.

1:09:13

But that suggests that we get back to, you know, 56 to 58 hundred students.

1:09:19

And, you know, given what we currently have enrolled, I'm confident that, that will happen. A similar situation,

1:09:28

as you see with Housing and Residence Life which is almost at \$9 million dollars because we're at about 47% housing occupancy with about 1400 students out of our 3200, so spaces that we have,

1:09:42

and then the same corresponding effect on food services.

1:09:47

So, you know, that makes up about a \$22 million shortfall,

1:09:51

and, if you remember, when we were planning for the budget for this year, we had multiple scenarios.

1:09:58

We had, know, you know, a conservative scenario, we had an intermediate scenario.

1:10:01

We had a draconian scenario, and we're trending somewhere in between the least case scenario to the mean.

1:10:16

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Are there any questions on, on this chart?

1:10:22

Not so much a question,

1:10:24

but we're looking at revenue hits, right? Yes.

1:10:28

It's of course balanced off by expenditures to some degree?" Mr. Hunter stated yes, absolutely! And I know that we'll see that later, but yes. Absolutely?

1:10:35

It's kind of dire as it looks on the page.

1:10:39

Absolutely.

1:10:40

Because to your point, Mr. Griffith, football is the big cost in athletics and we didn't have a football season.

1:10:48

So the travel, those were costs that you say.

1:10:52

There's just, it to be honest with you right now we're still getting our arms around all those costs because what we're finding for example in whereas light where we find cost savings, we also finding costs savings increase

1:11:09

now, because of the pandemic there are all kinds of increases in cleaning PPE's, you know, so it's down here, but it's up there.

1:11:16

So, now one of the things that we're doing is we're managing around this, know at the very high level but at the unit levels.

1:11:27

Just ensuring that, you know, those units stay within their budgets in, know, in any opportunities that there are to reduce expenditures. We're doing that.

1:11:40

Next chart.

1:11:42

Okay. Now we're moving into Spring 2021, these are just a snapshot, so what has occurred since December of 2020,

1:11:52

and as you can see, we exceeded the budgeted target, the normal forecast is the budget target, and we're at 4,850 headcount enrollment.

1:12:03

The normal budget was 4,663, that was a good thing.

1:12:09

187.

1:12:11

Hey, you know, headcount, students above budget.

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1:12:15

We can go, April next.

1:12:19

What correlates with that is the revenue.

1:12:22

As you can see, we're at about \$21.2 million versus \$20.1 million.

1:12:28

So, we're up about a million dollars in tuition revenue, as it relates to what would actually happen, versus the normal forecast in, which is the budget.

1:12:39

Mandatory fee is pretty close to even.

1:12:52

What we saw in the Spring semester, it's almost like \$7.9 million verse, \$8 million.

1:13:00

The reason mandatory fees are equal to or higher than, the normal forecastle what was budgeted is because we saw an increase in part-time students.

1:13:11

In the screen relative to four times.

1:13:14

We only charge the mandatory fee, two full-time students and you know, as we, as we begin to look at tuition in fees, no moving forward and I would suggest that may be something that we may want to explore and take a closer look at.

1:13:33

There's arguments on both sides.

1:13:36

You know, it's this, it's like okay, I live in Chesapeake but pay taxes in the public school system in Norfolk. . Let's say on my quote my children to private school.

1:13:46

It's kind of like that.

It's kind of like that.

1:13:51

Next.

1:13:54

Then we take a look at the big hit, and as you can see, the budget call it for about \$13.5 million in revenue.

1:14:04

However, we're only collected about \$6.8 million this spring semester.

1:14:10

And, unfortunately for us, this is where the CARES Act funding comes in,

1:14:16

because what they provided is tremendous flexibility and latitude in how we're able to offset revenue shortfalls.

1:14:27

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Uh, just like we see right here both on the E&G side, which would be enrollment related or tuition, as well as on the auxiliaries side.

1:14:36

Fortunately, we've made the adjustments and building on budget.

1:14:41

So, then our issue is only primarily in housing and dining, and with the mandatory fee revenue collections.

1:14:49

Next.

1:14:54

Now this is, this is the all in chart, this is the snapshot

1:15:01

kind of where we are as of today. If you'll recall, I mentioned to you that on that first chart you read about we objected to be at year in at about forty three point two million. Okay?

1:15:16

This is kind of where we are now because what we know is that we're going to have to use some of this \$58 million to offset some of the revenue shortfalls that we have, which I just showed you.

1:15:29

The only difference is, is that because, as you pointed out, Mr. Griffith because we're going to have expenditure, say, no more expenditure savings, the less of this that we use,

1:15:43

so, that's what we're managing right now,

1:15:46

and what we are estimating?

1:15:51

We're estimating that year-end final position. So, we'll be somewhere between the area of \$40.3 to \$45 million to about \$50 million.

1:16:02

Now, there are some other things that are going on because we've got a lot of moving parts. We're engaged in some

1:16:09

real estate transactions.

1:16:11

I know we've talked about it in closed session.

1:16:14

There's been some progress that and that could potentially factor into potentially using some of these bonds.

1:16:24

You just want to kind of making you aware of some possibilities.

1:16:28

And, of course we'll be talking about that, perhaps at the next meeting as things become more, you'll get the options nailed down a little better, but that it, that is the snapshot of where we are right now. Are there any questions?

1:16:46

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How does the law or some of the large gift we just received, particularly like the one we received from Mackenzie Scott, how does that factor in all of this?

1:16:57

Yes, it is not factored in these numbers.

1:17:00

Mr. Fulton, that's the \$40 million, from McKinsey Scott.

1:17:06

No, this is this side is, is the university side.

1:17:12

And it's primarily the real big pieces here for our institution.

1:17:18

Our state support, tuition, and auxiliaries, those are the main pieces, where will we have to manage both? And then there's some real opportunities in research.

1:17:30

You know, we get about \$18 million here. So that's, that's kind of what we're dealing with.

1:17:35

The Foundation side is what Mr. Porter manages, and I'm actually going to try to pitch his portion of the presentation today and speak to some of that in one of the following presentation.

1:17:50

Are there any expenditure rules around the CARES Act funding that we have? I know that, for instance, there's a split that, of course, have to go to students, and unfortunately was being used by the institution. But I'm speaking for the institutional funds. Do you have to spend them by a certain time? And are we on track to do that?

1:18:12

Absolutely. Great. Great question, Mr. Griffith.

1:18:15

Know, we have a resident expert person sitting right here with me in anticipation of that question, in case I couldn't answer it specifically.

1:18:25

But, yes, there are. There are rules.

1:18:27

And one of the things that we've been doing is, President Adams-Gaston, asked us to do is developed strategies with each area of funding that we've gotten.

1:18:40

We've strategically position funds in a way that we're compliant with the rules and regulations.

1:18:49

We've taken in consideration.

1:18:51

The deadlines, for example, the deadlines have moved there was we've gotten several allocations of funds at different times. So there were multiple deadlines, right? There should have been six that should have come to the institution at this point. Yes.

1:19:07

Yeah. Yeah. Yeah.

1:19:09

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And, and what has happened is, is they've moved some deadlines, like, for example, the \$3.4 million that we received \$11 million recently.

1:19:21

and \$3.4 million of that has to be allocated to students.

1:19:25

Yes.

1:19:26

So, we've, it has to be allocated by the end of April 2021, and we have begun the allocation and the real interesting thing is there were some different criteria this time than they had last time, they had to provided considerate on need.

1:19:43

So, we had to develop something that would meet the audit standards when they come in to audit us.

1:19:49

As to how we distributed the funds.

1:19:51

Today, tonight, there's the first allocation for students that are, uh, quite frankly, Pell Grant eligible, those will go out today, and then what we've had to do is have non Pell Grant

1:20:06

Eligible students demonstrate need through some form of documentation, and what we did is we sent out a survey, so that they provide us a survey of their needs.

1:20:16

And what we then do is include them in the next distribution, which will be next Friday.

1:20:22

By way of quick catch up to folks on the call, you'll recall that there are now three different ACTS that have provided funding to higher Ed institutions. And in each of those, the HBCUs have had carve outs. So that the HBCUs were eligible for specific funding for minority serving institutions.

1:20:45

They were also eligible for funding for all institutions.

1:20:49

And then the state received funding that it was charged to distribute to the higher ed institutions as well.

1:20:56

So if Norfolk State was eligible to participate in all of those, so far those, the first two ACTS have expanded funds.

1:21:04

We just, of course, passed the, the last one and the third ACT, and they're just getting ready to expand, those will begin the process of expanding those funds. Second, ACT funds were slightly delayed, and that's what Gerald was referring to in the funding that has recently come to the institution. There is very good news around the third Act. And I don't want to steal anybody's thunder. I can imagine you're going to talk about that?

1:21:27

Well actually Mr. Griffith, I think you may have information that I am not privy to.

1:21:31

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I'm not perfect.

1:21:35

Well! I have very good new.

1:21:37

I believe, the rules around the third ACT are going to be pretty similar to the second.

1:21:46

But the good news is that it's going to be three times the amount.

1:21:50

Wow!

1:21:54

That is very good news. Thank you, Mr. Griffith.

1:21:58

You're welcome. It's uh, it's going to be extraordinary. I think it tells how you spend it and get it out the door fast enough, but it's going to be three times the amount of money.

1:22:10

Wow, absolutely correct!

1:22:16

So, just a quick question on that.

1:22:19

So, everything related to Covid19 is on the table for that money. Is that correct?

1:22:26

If I believe the final language as we looked at it and we advocated for, with now, UNCF and Thurgood, keep the language similar to what was in the second ACT, the guidelines.

1:22:40

So, it should be fairly on point for those. And you should anticipate that, of course, look very carefully work with the folks to make sure that it is consistent. But we didn't see very many changes there.

1:22:56

Great, thank you.

1:23:00

And on the State level you guys need to be working closely with Fran Bradford in the Secretary's Office to figure out how they interpret what they're going to be doing. And then, they can confirm what, Larry Griffith was saying.

1:23:14

I was just on a call with a Fran the other day, but I will definitely be happy to follow-up.

1:23:26

April, if you could move forward to the next slide.

1:23:30

Yeah, there is a chart in here that kind of summarizes.

1:23:34

The ACT that Mr. Griffith just spoke to, but now I've got to put on my other hat, if there are no other financial questions.

1:23:42

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one of the things that we've got to do, just kind of concluding the financial pieces as these funds come in, it's very important for us to navigate, strategically, place them in ways that meet the, guidelines, to the point of audit, while at the same time positioning the institution moving forward.

1:24:05

it's a challenge, but it's one that I think we've been up to so far.

1:24:11

And what we'll continue to do is just keep the dialog open with this committee, as we're

1:24:20

trying to position the institution to be a success.

1:24:26

Legislative updates.

1:24:27

No more good news.

1:24:30

No.

1:24:30

We did really well in the recent legislative session,

1:24:37

Under the leadership of President Adams-Gaston, working with Ericke Cage and Bob Turner, if you take a look at the allocations that our institution will see relative to the other public institutions around the state, they don't like seeing me come to the table these days. They're not very friendly. So, we've had a great couple of laying.

1:25:05

No. And here's just a list of some of the items that we've gotten.

1:25:07

You know, cost affordable access that's in lieu not raising tuition.

1:25:13

You'll notice that we've not raised tuition in several years now, and, uh, plan not to recommend it for next year.

1:25:23

So, what we do is we get, you know, an allocation in lieu of that, there's VCAN fund.

1:25:30

You may recall that this program was set up to provide Financial Aid for students who live within 35 miles of the campus.

1:25:40

This was our strategy, it was put in place when the Governor was planning, to have free community colleges, so one of the things they wanted to do is put us in a position that, know, if we lost students, we would have some mechanism to try to compete.

1:26:00

So, what they did in the conference session, they basically cut the allocations that had been established in the original budget and the special effects in half.

1:26:12

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This is primarily because the fiscal year has kind of run out in what will what we'll be doing is setting up the infrastructure, and possibly being able to leverage some of that funding for summer.

1:26:24

And then in FY22, we'll get the full allocation \$4.8 million.

1:26:30

You probably know you've probably heard or probably been involved in the ODU/NSU who Joint School of Public Health?

1:26:40

But right now, yeah, I don't know, Dr. J, I don't know if you want to say anything about that.

1:26:47

Sure. Happy to say a couple of words about this.

1:26:49

This is really a game changer for the Hampton Roads community as well as the State.

1:26:55

As you know, state is very interested in institutions, partnering. EVMS will also be a part of this and what we'll be looking at is tracks.

1:27:05

It'll take us, about two years to get this up and running, but we were fortunate to get for both NSU and ODU. Both received \$2.5 million dollars in order to begin to hire the faculty and the directors that the program will need.

1:27:22

So, this is a really big deal for us as we move forward.

1:27:28

You know one of the things I also failed to mention is I know that there have been several members of the Board of Visitors that have been very active.

1:27:35

So, you know, supporting in leading the advocacy for a lot of what is happening, just don't want to overlook that and I want to "thank you" for what you've done.

1:27:46

You know we've been able to, you know, get allocation is for things that don't, weren't initially on our legislative agenda, like the Pre-School Academy Renovation Project.

1:27:59

You know that was an allocation that came through the latter part of the process and we are very, very fortunate to continue to receive funding in support of the IT infrastructure.

1:28:14

You'll notice that this is like our major allocation that we've seen at this level. So, that's really good.

1:28:21

And I know that our CIO, Faye Monroe is online and is available to answer any questions that you might have regarding that. And, thanks.

1:28:36

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If I could just add one thing to what Gerald has just said about importance of our Board of Visitors and what you have been then to what you have been doing to help us really establish ourselves as well as to provide the what I call the difference in success for an issue.

1:28:56

As you know, many of our peer institutions in the state and I consider all of our public institutions in the state, our fears and half have Board members who spend a lot of time sort of paving the way for them.

1:29:11

I don't think there is a group out there that has been, that has done that better than the NSU Board, really, really thank you, because without the support we won't be able to meet that, the vision that we all have for an issue and for what should happen next. So, I just want to thank you for in the way you support.

1:29:36

All that can happen for this institution, and a lot has happened because of all of you and I would be remiss if I didn't say that in terms of our budget and what it takes to move us along. And sometimes it's with the State, sometimes with the Federal. It's paying attention, its opening doors, it's having us be able to know what the doors hearts with, you know, what the options are as we move to.

1:30:10

Positioning ourselves to be able to expand our footprint in terms of capitol building our building buildings, and it is having new and, and forth and forward thinking ways of delivering our education. So that we have online education. Doors are open for us by you guys. I appreciate it!

1:30:42

Well good cause we're very proud of what's going on down there, so we'll do whatever it takes.

1:30:48

Thank you.

1:30:50

And just too kind of add to what Dr. J shared, is that you may recall that we have received funding for a new science building, a new maintenance facility, and we've gotten authority for planning for the new fine arts. So there's a lot. There's a lot going on.

1:31:12

And then, there's some other, just selective higher education appeals that we thought might be of interest to you.

1:31:19

And, you know, what I'll do is I, I don't feel the need to necessarily going into any one that probably affects the Board, most closely is the publication of information as it relates to Board members on the website.

1:31:35

Some of these other ones are just kind of standard, an interesting one in their own facial record recognition technology.

1:31:44

In talking with our Chief of Police, I learned that our campus doesn't do it

1:31:52

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But the City of Norfolk and the City of Virginia Beach Police, do use them.

1:31:57

And they'd been using it without the proper authorization.

1:32:00

So we don't have a problem with that.

1:32:02

But these are kind of operational legislative actions we're taking in the most recent session.

1:32:11

So I'll respond any questions, if you've have any?

1:32:18

If not, let's go to next slide.

1:32:19

This is the chart that Mr. Griffith was speaking to and it gives you a little bit more background on the allocation speed as it relates to the CARES Act allocations.

1:32:31

It doesn't include the most recently, received \$18.5 million and certainly doesn't include the funding that Mr. Griffith was mentioning that's going to be doubled.

1:32:44

So then I'll leave this with you, for your review in your own time.

1:32:51

Same question.

1:32:57

Okay. Now it's onto University Advancement. Are there any questions on the section that we just went through?

1:33:07

Now, I'm going to try to do that.

1:33:09

Yes, we did this, just, I just thought about this, versus when we talked previously, but the \$2 million number that we get from the state, in regards to maintaining, with, without requiring a tuition increase.

1:33:28

Yeah, what has that tip, and I'm fully supportive of what has that typically look like to our budget, as we, when we were making pieces on the tuition side.

1:33:42

You know, it's, there's a lot of debate.

1:33:47

What is meant for institutions?

1:33:51

Yeah. And, I think it impacts institutions. Definitely, I know that the President has talked a lot about this.

1:33:59

Dr. J, do you want to talk about this, or you want me to talk?

1:34:03

You can continue and I will round out, whatever you may or we need to talk about.

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1:34:08

Okay, I'll answer your question, Mr. Henry, very succinct, because we have an internal debate here, you know, the Budget Director.

1:34:18

No, he tends not to think it's a good thing I think is a good thing because we are generating a net surplus of funds that greater than what we would have generated with the cap that we have on the tuition, but what he's saying is, Gerald, you got to think about that.

1:34:39

You're missing out on the compounding effect of being able to increase intuition.

1:34:44

Then I come back to it when I say, well, yeah, but what we're doing is, we're providing access to students. So, we're able to grow our students, so that's kind of how the debate goes.

1:34:55

I hope that answers your question, but I think it's been very positive.

1:35:02

I would say, you know, this is something that the President has talked about a lot, and part of this, is that the question of compounding impact if you have 3 years 3 years That's kind of a breaking point for most institutions.

1:35:16

That's the break point at which you know that the following year you're going to really need to increase tuition, because that's the way that you can have a steady, um, steady source of income, and that's for a small school.

1:35:36

The change that the not increasing every year is not as dire because our tuition is so low.

1:35:47

Now, if you are a small school in your tuition is \$25,000.

1:35:51

It's a really big deal for them but we are at the break point and we really are going to have to look at if we do not have an increase this year and I think that most of our appetites for an increase in a covert ear where we're trying to get students to come back and families to be able to get back on their feet in order to come back.

1:36:12

I'm not when I was talking to most recently the president at ODU, they're talking zero to 2%.

1:36:21

Um, and so they're still looking at things, I know that VSU has already committed to nothing.

1:36:27

I think because of our population, because of what they went through and called it, this is not going to be something that inhibits us, but we really are going to have to look at next year.

1:36:41

What is going to be for the continuity of the institution, the need to have some kind of tuition increase? Okay.

1:36:56

That's consistent with what we're hearing not only from the HBCU community, but across the institutions.

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1:37:04

Of course, it's going to come under a lot of scrutiny and so, as we always happen, we're going, you know, need to be very thoughtful about what we do and how we do it, but, dead on.

1:37:15

Thank you.

1:37:19

So, Mr. Henry, I will attempt to touch base.

1:37:25

The University Advancement report.

1:37:29

Know, it's going to be a challenge I'm no Clifford Porter.

1:37:34

You know, he's the expert and you know he has a way of delivering this information.

1:37:41

I appreciate that, what I would like to suggest is that perhaps, not necessarily spend time on things that he would probably need to share with you.

1:37:52

And maybe we allow, you know, let him do that next time. Not just kind of taking two.

1:37:57

The numbers in this report, if it's, if that's acceptable, and then we move on to the next stuff topic set.

1:38:07

Acceptable mistake. Yeah. Okay, yeah. Consider the circumstances in.

1:38:13

Well, what has worked, we believe in you? We believe you can get this done.

1:38:17

So, you could push through.

1:38:20

And if there's any questions or anything were reserved, those were productive.

1:38:26

Yeah, well, you know Mr. Porter, when he presents, he slows it all the way down. Now, I'm trying to move through a lot of data.

1:38:31

So I got to kind of see up here but one of the things I see in this chart is, kind of some shields.

1:38:43

First of all, see an increase from 29 to 20, from four point seven million to just over six million. So, we see an increase there.

1:38:55

We see a shift between cash and legends. Okay.

1:38:59

We see more pledges in cans, uh, no, from the previous year.

1:39:06

With probably the thing that stands out, the most are two thing, is the change in numbers of donors.

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1:39:12

You know, you've got fewer donors, even larger dollars, but then also, that is probably also impacted by the bank bit.

1:39:20

There is such growth in corporate, which is a very positive thing.

1:39:26

That's something that we didn't see some years ago.

1:39:29

You're at three point eight million versus 1.3.

1:39:33

So, you know, I find this like spot be very positive as it relates to being the fundraising side of our house particularly given the pan pandemic.

1:39:47

I will attempt to answer any questions again.

1:39:51

What, what, where does the, the MacKenzie Scott gift fit into all of this? What are the current the plans for how that's going to be utilized?

1:40:01

Know, I had the feeling you were going to ask that question, Can we go to the next slide?

1:40:10

I think we need to go one more down.

1:40:11

This just basically is the comparison in current year giving so far in a year.

1:40:15

But to, to the question that's being raised – okay, our current endowment without the MacKenzie Scott, yep, is at \$39.1 million.

1:40:28

And you can see how much of that 83% of it is an Indian inbound, and a lot of most of the money is restricted.

1:40:35

So President Adam Gaston asked, Mr. Porter and me to work on an allocation strategy recommendation for the \$40 million.

1:40:49

And the recommendation and the way that the funds are currently, know, this name, \$35 million of those, \$40 million ending and down. Okay.

1:41:01

And so then that grows the endowment by \$35 million.

1:41:07

So that gets us up to \$74 million dollar and down.

1:41:14

And the purpose is \$15 million.

1:41:17

And when we say this, the earnings the, you know, the pay out, the, you know, the 4% earnings, we'll go 15 if you take \$15 million of it.

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1:41:31

The earnings off of that, the 4%, it's January of them, will be \$600,000 a year, based on historical panel.

1:41:40

That'll go to provide to support, need based student Financial Aid, President and Provost scholarships.

1:41:48

Know that those are programs that we have in place, that I have basically been unfunded.

1:41:55

Uh, \$10 million to be invested.

1:41:59

it ...

1:42:00

them for special initiatives. It would be determined by the cap.

1:42:07

So that could generate \$400,000 in additional revenue to the institution to invest in the institution.

1:42:16

That could go for scholarships.

1:42:18

You can go for whatever the greatest need is.

1:42:21

No as determined by the cabinet in our budget process.

1:42:27

And ultimately President Adams-Gaston, \$10 million of it goes go forward towards the payouts, that is \$400,000, and another \$400,000 pay out and it will be on an annual basis and will go to support programmatic activities on campus, in particular, research in excellence bond.

1:42:56

And then there's \$5 million of which some may already be obligated for the Senate.

1:43:06

And, you know, quite frankly, that is kind of event play, at this time, some portion of it, as we've discussed relative to the real estate.

1:43:16

If, I could just say a couple of things.

1:43:17

one is, we were really looking at the long game with this money.

1:43:23

We did not want to be in a situation where, at the end of a year, or two years, we look around and say, "Well, what did this this money do for the institution?"

1:43:31

We really wanted to think about it in terms of really transformational opportunities.

1:43:37

We know that one of our biggest issues for our students is the gap in their funding.

1:43:44

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And so if we can begin to close that gap with this funding, which this allows us to begin to do, we didn't have that prior to this, we really would have run out of money to support student scholarships.

1:43:59

Um this will allow us to look at this over a long period of time.

1:44:05

The second piece is to really think about what is it that is new and innovative?

1:44:13

So for example, we're looking at a relationship with Apple called Connected Campus. There are two connected campus programs that exist out there, one which is with the HBCUs is through Tennessee State University, and we're working with them.

1:44:33

But, because there is this other one out there that I knew about.

1:44:37

I know that the one that is currently being utilized is limited.

1:44:43

We need the bigger picture.

1:44:44

We need what I call, the luxury view and that would be so in this, in the HBCU one, what they have done with that is, you know, there's a limited number of students who can participate. We know that coding is going to be the future, it does not matter what area of a person is, that is the future, and the all students need to know how to code.

1:45:10

I know it is possible for everyone to get an iPad or iPad Pro, which is a game changer for how work is done, and how faculty are engaged. But our students probably can't afford them. This would allow us to do that.

1:45:25

In addition to that, we're really looking at, how is it that we ensure the retention and graduation of our students? And we know from the research that that first or second year is really going to be important. And that, as you look at that second year, how do you keep those students engaged, and have our students not have to work off campus?

1:45:47

So those are the kind of things at that sort of innovative component, that \$10 million of innovative component it score.

1:45:54

And then they'll let the other \$10 million, as our faculty and staff come up with programming and research opportunities, they can get some beginning funding money that helps them in getting the grants.

1:46:08

We know that we're trying right now to connect with them, Department of Defense, and to get on their schedule.

1:46:18

So we're right at the point of being able to do that. And those are the kind of things that will really make an issue stand out.

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1:46:25

And then we needed some money for things that just come up opportunities, but, you know, being able to do some things that were different from what we have been able to do in the past. So that's where we are. I'd welcome comments or thoughts.

1:46:47

Ooh!

1:46:56

I'd like to just add that one of the things that tickled my ear was the focus on deploying.

1:47:03

Uh, proceeds from the MacKenzie Scott's donation to ensure the funding of the Presidential scholarships.

1:47:13

I know that that's been a kind of a pressure point in the past, and that was really good to hear that we honed in on that as something that we want to make sure we take care of.

1:47:23

And it sounds like you guys are really gone to great lengths to identify areas that, you know, to your point, Dr. J., playing a long game with this money. And that is absolutely the way to look at it.

1:47:37

And I really commend you guys for taking that approach. Because we don't want to, you want to look back and say, oh, gee, where do, where does that money go? But, taking a thoughtful, longer term view of this fund.

1:47:47

This funding takes a heck of a lot of sense. Applaud you guys for that.

1:47:51

Yeah, Amanda, thank you.

1:47:58

one quick question for me, Gerald, we also had this challenge of course with the Athletics funding. With MacKenzie Scott gift in anyway help that or will because of the Scott gift it will relieve pressure and some other areas that will let us address that. How?

1:48:19

Again, a great question.

1:48:22

Mr. Griffith, it will help us in both cases.

1:48:24

This is an initiative I've been working with our new Athletic Director, in cases where we bring in students who are eligible for presidential and provost scholars that relieves scholarship requirements on the athletic side.

1:48:42

That's, in addition to that, she's looking into something that we, quite frankly, had leveraged in the past, and then also by taking some of the relief off, providing some relief on the institution need to fund presidential improbable scholarships and it will help us there as well.

1:49:05

So in both cases.

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1:49:15

So, these other charts, I think we probably ought to have Mr. Porter speak to, however, there are some updates as it relates to the consulting firm that he's engaged with in the establishment of a campaigns strategic committee.

1:49:33

The names are here, I think we're familiar with all of the people that are mentioned here, several.

1:49:39

So, Board members are mentioned here.

1:49:42

I don't know if you have anything that you want to share on this?

1:49:46

Dr. J: The only thing that I would say is, we've been working there. We've been working hard with the Alexander ..., campaign firm, and we are, as I've seen the findings.

1:50:01

And they will present those findings and recommendations to the cabinet, probably in the next week or two.

1:50:09

And we have a campaign strategy committee, as you can see below. And we're really looking at being able to launch this in the fall. But the one thing that we don't have today is the actual number that we're going to plan to hit.

1:50:25

For the end of the campaign.

1:50:27

I can tell you, Mr. Porter is very aggressive on that number, and has had great success in meeting its aggressive targets in the past.

1:50:42

two other quick questions: one, typically we get information about Board giving.

1:50:50

I guess we'll get that in the next meeting of your meeting.

1:50:55

Yes, and then Dr. J. how is the \$200,000 being treated?

1:51:03

I'm sorry, which \$200,000? The emergency aid.

1:51:07

Does that show your research for the institution side?

1:51:11

It should be showing up on the Foundation side.

1:51:15

But, yeah, but we can make sure of that. Okay. And get back to you guys.

1:51:26

I've made a note of both sides.

1:51:31

Memorandum of Understanding between the university and university-related foundations.

1:51:38

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I think that's something that we probably ought to let Mr. Porter speak to. At the next meeting, we're meeting again in about 30 days.

1:51:47

I've not been that involved in it, I know what it is, but I don't want to cheat the topic.

1:51:53

So I recommend we, unless you want to speak to that, Dr. J.

1:51:58

No, I will allow some time for Clifford to really speak to that.

1:52:10

Right. And then now, it's Dr. Moses, thank you for your time and your interest, your questions. As always, are great, and it helped me think of help us think about things.

1:52:21

And I look forward to working with this committee.

1:52:27

Good morning.

1:52:30

Go ahead.

1:52:34

Thank you, Mr. Henry, and good morning to the rest of the members of the Board. My name is Justin Moses currently serving as a Vice-President Operations and Chief Strategist for Institutional Effectiveness.

1:52:45

I wanted to just to provide a brief overview of a couple matters, specifically related to operations for IT and HR, but I did want to kind of give you all a sense of the areas that I did work with on a daily basis.

1:53:01

And they are primarily, you know, operational areas. But I, I work with Enrollment Management, Communications and Marketing, and Human Resources.

1:53:12

The Office of Information Technology, specifically with our CIO, is Mrs. Faye Monroe-Davis, James Stevens, our Chief Information Security Officer.

1:53:20

James Robinson, our Executive Director for Institutional Equity. And this is Alisha Bazemore, who's our Assistant Vice President for Operations. And she works specifically with institutional research and media relations.

1:53:32

And so, I did want to just provide you all with a brief overview.

1:53:35

And, behind the scenes, you know, I believe work with all of the VPs and all the divisions with regard to making sure that we are the most efficient with regard to our technologies. And not just from an IT standpoint, but, just, in general, how we're using technology to become more efficient and more effective.

1:53:52

And just to leverage all of our resources in an effective manner.

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1:53:56

So I just want to provide you all with just a brief overview of our organization chart.

1:53:59

And before I proceed, I want to open the floor for any questions about our organizational structure as it relates to operations.

1:54:12

Seems like there aren't any at this moment, but certainly if there are any others, let me know.

1:54:18

Want to mention a few things about Human Resources. And when I arrived here at Norfolk State, you know, my initial assessment of human resources was that, you know, we have some wonderful people down there, but we didn't have enough.

1:54:31

And when I arrived, there were four full-time professionals in the Office of Human Resources.

1:54:42

That was concerning to me. And even though we're not the largest institution in Virginia, we certainly large enough where we were, I felt we needed much more.

1:54:50

And there were vacancies within the office.

1:54:52

And so, the first thing that we needed to do was to hire a new leader for Human Resources and Dr. Karen Pruden, and I believe she is actually in the conference room, there. And so, she just wave. So she'll be able to answer some additional questions, if there are any.

1:55:09

But we were able to hire her, and she has just been a phenomenal leader for that team.

1:55:14

And she recently joined us from Art me from the Colonial Williamsburg Foundation where she had an amazing career there and cultivating talent there at that Foundation. And so, you know, we were very lucky and fortunate to get her to come down here to Norfolk State, actually, to have a return to Norfolk State, as she is an alum of an issue.

1:55:37

But we needed to two, you know, increase our leadership in that area.

1:55:44

And so, Dr. Pruden come in, and then over the last several months, we have completely revamped team, um, and our staff has grown. So we are currently under staff of 10 people.

1:55:55

In fact, this also includes a, a team of HR business partners, which I will discuss in just a moment, and we're not finished either. You know, there are three more staff members that we will be employing here in the next month or two, primarily on the operation side, as well as the employee relations. And to also have someone to provide for some administrative support.

1:56:17

But what this has done is, it has allowed us to, to truly meet the needs of the institution, to make sure that we are, helping our teams, are helping our different departments, recruit the people that they need.

1:56:28

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Both on the academic side of the house, and on the administrative side of the house, and at the same time, to really focus on employee relations, to help managers cultivate talent, and retain talent in their units.

1:56:39

And then, also, to just to provide information to the university community about HR processes.

1:56:45

In addition to that, helping us to develop and automate our HR systems and HR processes, You know, for the most part, our HR process is primarily paper.

1:56:55

And that's something that we need to change, and we are changing, and our IT is working with Human Resources to complete a document management system in a document imaging system.

1:57:07

This will help us to increase our HR Business flow.

1:57:11

It also helps us to track and maintain information in a secure way, but also to allow us to find documents for finding information much quicker than we have in using our paper processes.

1:57:21

So this fall, actually, this summer, we will be implementing a document management system. HR will be one of the first customers to use this system, and where they will be able to maintain our HR functions within HR business processes.

1:57:36

Along with that, is overall training for staff.

1:57:38

We will be hiring a HR trainer under the employee relations area, to focus specifically on helping employees understand HR policies, human resources, development, talent development, and just overall employee relations.

1:57:55

So that will also be a significant improvement with regard to human resources here at Norfolk State.

1:58:03

If we can advance to the next slide.

1:58:06

Just a moment ago, I mentioned our HR business partner model. And as I said before, when I arrived here are, our staff was pretty thin, we only had four.

1:58:13

And then we also had two additional temp workers that were working with us on the administrative side.

1:58:20

So within the last several months, we have been able to create our model for HR Business Partners, and we now have six individuals within the HR Business partner unit.

1:58:29

We have five specific HR Business partners.

1:58:32

And they work with specific areas that you can see listed here.

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1:58:37

Hope you all think that, hey, you know, a business partner, supposed to have the same amount of departments. What you will see here is that different departments will have different numbers of staff, and so we wanted to make sure that we have balance across the board. What this does is it ultimately allows the business department to develop and cultivate a relationship with those specific units so that they can understand the needs of that specific department.

1:59:01

This will help just kind of generate flow and make sure that there's someone always assigned to that area, and if they always have someone that they can work with specifically for any of their HR, um, what talent management needs?

1:59:12

In addition to that, we just brought on Mrs. Nanette Richardson. She is a senior HR business partner, but she also has expertise in compensation, and benefits.

1:59:22

And so she can also provide support and strategic supervision to the five HR business partners, and also assess, if there are any.

1:59:32

Significant, certain changes in any of the different departments can also kind of help and provide additional assistance for any department here at Norfolk State University.

1:59:41

So I just wanted to mention that. I mentioned what the HR business partner model looks like here.

1:59:45

And we will continue to develop that partnership with all of our departments.

1:59:50

As I said before, Mrs. Pruden, I'm sorry.

1:59:53

Dr. Karen Pruden is there in the President's conference room, so I want to open up the floor.

1:59:58

If there are any questions specifically about human resources, and what we have done and where we're going, we can certainly answer those now.

2:00:11

My only observation, is, as you know, this was a critical issue for the Board as we were going through transition.

2:00:18

So it sounds as if you're getting a real good handle on that, and stopping it, if you can continue to keep us briefed on how that's going.

2:00:28

In was the source of a lot of concern, at least on the short time that I've been on the Board.

2:00:34

Oh, good.

2:00:35

Yes, most, certainly, I agree.

2:00:36

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And you know, again, I am very excited about just the leadership that Dr. Pruden has been able to provide and she is truly data driven a leader. And so we're also just making sure that we, we are maintaining information about what's going on. You know, how many?

2:00:50

Um, no hires we have at any particular time for a department, you know, any kind of particular issues that are arising.

2:00:57

And so, this gives us just a, an overall scan with regard to our environment. I'm sorry, our human resources area.

2:01:05

And seeing if there are any challenges that any department specific departments are having, this will allow us to address those in a strategic way and to address them properly. And, again, with this business partner model, this allows us to do that in the past.

2:01:17

We had, like, one personnel was focused on recruitment.

2:01:22

one personnel was focused on compensation and benefits.

2:01:26

one personnel was focused on employee relations.

2:01:29

Needless to say, that created a bottleneck for those areas.

2:01:32

So just having one person focus on one thing.

2:01:36

That wasn't the most strategic model. And so we had to change. And we had the change that and change it fast. And so that's what we've done.

2:01:42

And having the bodies in the office that has helped us tremendously.

2:01:50

Yeah, because we had, we've had we had a lot of cases.

2:01:53

I just, I just want to make sure that as we conduct interviews and the whole procedure is working. And then we've got checks and balances. And then when things?

2:02:04

People are brought on board, and we've got a good solid record of that was done in a way that complies with the law.

2:02:09

So, we don't have any future problems, so I won't, I won't dwell on that, but I think the other Board members know that that has caused us some heartburn.

2:02:19

Thirdly, I'll be looking to you to produce. Dr. Pruden there. I'm not sure if there's anything you want to add?

2:02:28

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I certainly co-sign on everything that's been said, and we do have and review the processes in place, have an audit of our hiring processes, as well as our training processes of our managers, to ensure that we are following both state and federal laws when it comes to selection of our candidates and how we interview.

2:02:55

Okay, thank you, The next area I want to speak a little bit about is our Information Technology Update, and, again, another area that, no, we have some very talented individuals there, and the full confident in our leader, our CIO, Ms. Faye Monroe-Davis, was also on the call.

2:03:14

And she has just been a phenomenal leader over in the IT office.

2:03:18

And, you know, when she arrived here, just a couple of years ago, you know, it was "Dare I say, a very complex office."

2:03:26

And I'll just say that you know, but she has been able to really stabilize that unit, and getting them to think strategically about how we provide the most innovative technology service to the institution at the same time.

2:03:42

Partnering with all the units to determine what their IT needs, their technology needs their system needs are, to make sure that, for one, they optimize efficiency and, at the same time, just thinking innovatively about how to ensure that we are at the forefront of technology so that we can be adaptable and malleable to any of our higher education needs.

2:04:02

But other things, too, just too overall networking in our wireless framework, that's something that is ongoing right now.

2:04:11

Other, Ms. Monroe-Davis, that leadership, we are going through a wireless network upgrade, and so that means updating and also adding multiple, wireless access points.

2:04:25

And this ensures that not only that our students are, uh, able to connect in an easy way, but also in a very timely way, and that there's no disruption of service.

2:04:36

And, at the same time, taking a look at all of our administrative buildings, to make sure that staff and, and faculty have access to our overall wireless framework and grid, here. So, that is ongoing.

2:04:47

Internet project will be complete here, in the summer.

2:04:52

Also, there's just been increased collaborations with O IT, and all the different departments. And, and, something I want to mention about that is, in the past, you know, we've had units that might purchase the system, or they might attempt to build a system.

2:05:04

And, you know, I think, under other leadership or other previous administrations, you know, there were so many things going on.

2:05:12

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And perhaps the focus was not a lot in a way that it needed to be.

2:05:16

Well, as a result of all that, you know, there have been some gaps that we've had to address. And one of the biggest gaps, I think, it's just communication with OIT.

2:05:23

And so, OIT has been doing a phenomenal job of just partnering with all the units to make sure that they have the support that they need, the strategic support, The operational support, when it comes to determining what the business need is, what the operational need is, and then ultimately what system can be built in house, developed in house or perhaps purchased externally.

2:05:47

And so, parliament though, IT, has been critical to that. And so, we're continuing to do that.

2:05:53

And partnering with all the departments here in Norfolk State, to make sure that there's communication and collaboration.

2:06:01

So, there aren't any issues later on, you know for example, if a unit purchases system without OIT's knowledge that can cause some challenges downloading cause audit issues. It can cause issues with the Virginia Information Technology Agency.

2:06:16

And so, it makes it everyone in front of that, and we're increasingly risks with regard to any issues with technology. Along with that you need to applaud Faye and her team and helping us to attain a Level II Authority Designation. And what I can tell you is that we are on track.

2:06:34

In fact, we just spoke with the Secretary of Administration recently, Secretary Grindly Johnson.

2:06:40

And let Dr. J, no.

2:06:42

And myself and Mr. Hunter to know that, Hey, we are on track to obtaining that goal, and so that was exciting.

2:06:48

And this was exciting time for us, because what you will hear later on in other presentations, is that us being a level one school, has many implications.

2:07:00

For example, it is not easy for us to purchase a system, especially if it is over a certain amount money.

2:07:09

or any kind of particular technology.

2:07:11

And even if we want to go or exceed that of the system price, exceeds there are certain levels of bureaucracy that we have to go through. That slows it down for us.

2:07:19

So, once we attain this level to authority designation, it gives us a lot more flexibility and freedom to do things that we need to do.

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2:07:26

So that we can not only increase our technology and increase our systems, but they were able to do it in a timely manner and meet the needs that we may have here on our campus.

2:07:35

And this is going to be particularly important to consider in the higher education landscape when I think about us increasing our digital footprint and increasing our virtual online offerings with regard to curriculum or any other service, for that matter, we're going to need certain systems, and so having that authority will help us immensely.

2:07:53

And so I'm very excited about us getting to that point where we will have that level two designation, some other things that are going on is that Faye and her team.

2:08:03

You know, they're looking at all of our technology assets and seeing what needs to be retired.

2:08:07

What needs to be replaced, You know, what kind of ways that we can be more efficient in that well, and then ultimately, right sizing your IT infrastructure.

2:08:18

And.

2:08:21

There are some gaps there that we are addressing, for example, when I arrived here, and I think when, Ms. Monroe-Davis arrived here, we only had one network engineer.

2:08:30

Um, that was certainly concerning, and so now we're up to two, and ultimately, we hope to increase that as we, as we supplement our overall IT infrastructure.

2:08:43

Moving on to the next slide, in conjunction with that information security.

2:08:49

What I mentioned actually, just a moment ago, in the audit compliance meeting, is that, historically, information security was a unit that reported directly to the information technology office.

2:09:02

We've changed that, and so, now that person reports directly to me, but they work hand in hand with the CIO, and, in doing so, you know, this is upon a recommendation by beta, and so, this puts information security at the forefront.

2:09:17

And we are implementing multiple measures to make sure that we're protecting ourselves from risks, making sure that we protect our data, and as we continue to upgrade our overall IT infrastructure.

2:09:28

Having a work hand in hand with the Chief Information Security Officer will ensure that, hey, we have all the controls in place.

2:09:34

That we need to protect ourselves, Have all the different measures that we need in place to protect our data, and ultimately, to protect our students, and our faculty, and our staff.

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2:09:44

And, as you all will see, you know, there's been multiple information, security related policies that are coming across the ... radar, and, so, there'll be a lot more policies in the months to come that, you all will be able to review, and ultimately, approve.

2:09:58

That's also going to help us attain that level to our ability designation.

2:10:02

And then, on top of that, Mr. Stevenson, I'm sorry, Mr. Stevens.

2:10:06

Our chief information security officer is doing a lot more to educate the university community and working with all the different departments to provide information about what they can do to ensure that we are mitigating risk to our overall technology infrastructure, and just in general.

2:10:28

Um, Ms. Monroe-Davis is here and of course I'm here as well, so I want to open up the floor for any questions with regard to information, technology, and information security.

2:10:46

All right, most vulnerable, so I'm not sure if I've covered everything, but I wanted to make sure if there's anything you want to add, please do so.

2:10:54

I actually didn't want to add a couple of things.

2:10:58

What you saw in the org chart were the major organizations that provide oversight, provide capability to the university.

2:11:07

But as a function of some unique problems that we had when I joined the organization, I created a Security Directorate internal to IT that that is supported and reports, kind of an a dotted line to Mr. Stevens, in terms of creating kind of the security infrastructure and doing the actual heavy lifting with respect to ensuring that security is implemented across the organization. The IT organization, as well as the university organization.

2:11:45

one of the other things that I put into place as a compliance areas that's very specific to veto, we, we were having a whole lot of troubles with inappropriate procurements because there are a number of steps that have to be taken with. Respect to, as Dr. Moses has indicated, IT purchases over \$250,000. And that is based on Level 1.

2:12:13

Classification right now, But our compliance area is pretty much has hands-on everything that, uh, has to go through Procurement from a technology perspective. And if there are any inconsistencies or problems, it gets sent back to us. It also allowed us to put our get our arms around information management from FERPA and from an HP one perspective. So we kind of do the oversight for that.

2:12:43

And if it, if we look at systems that could create an issue for us, with respect to FERPA, and specifically HB one, we catch them in compliance area and filter them back to the appropriate

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area in the university for observation or oversight before we go ahead with a with an actual acquisition.

2:13:05

And we have A Project Management Office internal to O IT as well.

2:13:13

That is, that was a requirement for VITA for certain high level projects.

2:13:20

But what we decided to do was to shore up the capability, such that, uh, what we noticed was that we had a huge disconnect between our end users, and the IT implementations.

2:13:34

And what the plan is with respect to the Project Management Office is two, Number one, ensure that whatever the implementation type is, that we provide the appropriate methodology, if you will.

2:13:52

And, in addition to that, there is a particular function known as the business analysts that wasn't necessarily something that I think was understood with respect to IT, that there has to be someone who's straddles the fence between technology and the functional side of the house. So, that we understand from a functional perspective. What requirements are that have to be translated into technology. So, we're shoring up our, our business analysts capability as well. So, that we will be able to engage with our, then with vendors, and also with the campus community, so that when they express a need, we make sure that we understand their requirements, not only from I want perspective, but also from what they actually need perspective.

2:14:43

Because, sometimes, those two things can be very different. So, we're doing a lot of things with respect to the project management area, to ensure that, as we move forward, we can deliver things in a cost effective way. We look at economies of scale, and we also look at how long it takes to do an implementation, and we try to remove all of the obstacles so that people get things in a timely fashion.

2:15:19

Thank you, Ms. Monroe-Davis. And I'm out there any other questions?

2:15:22

If not, I'd refer back to Mr. Henry.

2:15:27

Thank you, Dr. Moses.

2:15:29

We're approaching our stop time wanted to just make sure to afford the committee.

2:15:38

Any other questions that may be lingering out there from the for the professionals on the on the call.

2:15:50

Not seeing any edges, I hope as I was impressed at you, you all see the effort as committee members what's taking place here at Norfolk State.

2:16:03

You know, Rome wasn't built overnight.

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2:16:05

And, there has truly been some very positive shifts.

2:16:11

And, in and thought, and in how we operate, and you can see those things from the finances to advancement to the, the, through the operational side of things.

2:16:25

And, you know, the legislation, folks, that are keeping their eyes on that, is extremely important that it looks like we have a good pulse on, on how that's being managed in. And thanks to Larry, and his intel, things look better as we come down the road three times better, which is always a great day.

2:16:49

Then, as we see advancement, and as we all will, will keep Dr. Porter in prayer. He's truly been working very, very hard in our conversations.

2:17:00

To understand what the proper campaign looks like, make sure we have a good feel for not just Norfolk State Campus, but for the community corporations. And, how can we leverage those things to really be impactful, not just now, but, for the future for Norfolk State. And, Jim, you hit the nail on the head.

2:17:22

The heartburn of heartburn has been in the area of HR, but I tell you, it's Jim Collins, you know, said you get the right people on the bus, but you got to get them in the right seat.

2:17:35

And it looks like the right people are where they're supposed to be and we can start seeing around the corners and being strategic.

2:17:43

Because it feels like, you know, the house is not on fire, but we actually have an opportunity to do some things that that will that will help us be positioned to be that Premier HBCU, or the premier institution of learning period in the Commonwealth. So very excited to hear that. We have some extremely talented folks at the university, as you can, you can see through their presentation, as well as the support that they have.

2:18:14

I don't have anything else, I'm just very pleased with, with direction.

2:18:20

Report out.

2:18:21

The last thing that I will add, one other thing, was we talked about the cadence of the committees and how we'll be meeting, and we'll know, ideally, we want to do at least four times a year.

2:18:35

Not just, when we get to Board meeting, we want to make sure we're understanding what's happening throughout the, the year for the university.

2:18:44

So, we'll meet, as it stands now, three times, virtually. Hopefully, when things open up meeting in person.

2:18:53

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And they will have the report prepared to give to the Board, to be prepared for the Board meetings.

2:19:01

So, a little shift in and in how we've done things.

2:19:05

But what we all see is that this can be something, as far as how we're operating with the committees a lot more effective, a lot more engaging and allow us as a committee to really make sure we understand what's going on as we report out to the big Board during the Board meeting.

2:19:22

So um, hope everyone hearts are full.

2:19:29

And no other questions about this from the committee, because we have a 12, 15 committee coming right after this one.

2:19:38

And I think we're all on the same Zoom call.

2:19:42

But other than that, thank you so much, everyone. Dr. J, did you have any closing words for the for the committee?

2:19:48

I just want to thank all of you, again, for the support. I want to thank the team for being able to have the opportunity to deliver to you, the fine work that they've been doing over this very short time and a tough situation, so thank you all.

2:20:05

Good job, Mr. Chairman. This is, I think, a really good new structure and approach, so it was very informative and looking forward to being a part of the committee going forward.

2:20:14

Amen, I echo that. And then you can see the level of skill and expertise amongst the staff and the focus that's there. So that's really, really encouraging and appreciate it, so good job, team.

2:20:30

All right.

2:20:31

With that being said, we'll adjourn. Well, I'll entertain a motion to adjourn the meeting.

2:20:38

Debatable motion to adjourn second.

2:20:42

That's non debatable passes.

2:20:46

All right, Thank you all.

2:20:47

You have a great day. Okay. Thank you.

You have a great day. Okay. Thank you.

ACADEMIC AND STUDENT AFFAIRS COMMITTEE MEETING

2:21:12

There we go.

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2:21:14

Um, so we'll take care of some housekeeping stuff. And so, the first thing we'll do is um, um

2:21:21

All of these documents went out for early review.

2:21:25

So hopefully, everyone had a chance to take a look at them.

2:21:28

Um, the first item up is the Academic and Student Affairs Committee Charter.

2:21:33

And so, if you, uh, and can you make that screen bigger?

2:21:42

And um, and I'm going to ask, we're not going to, you know, read through this, um, but there's a purpose and definition of, as well as our responsibilities.

2:21:56

And some of the goals that the Academic and Student Affairs Committee is responsible for.

2:22:03

Um, can you go?

2:22:07

There. Oop. Alright.

2:22:16

Can you scroll up to responsibilities?

2:22:23

Okay, those are the key, um, responsibilities that the Committee is responsible for, um. So, the first question is, did we leave anything out?

2:22:34

Are there other areas that are primary focus of this Committee, that, that weren't thought about.

Anything to add?

2:22:57

Ms. Blunt.

2:22:59

Yeah. This is April. May I call the roll for the meeting?

2:23:02

Oh, sure. Sorry about that.

2:23:04

Go ahead.

2:23:06

Ms. Blunt – Yes. Mr. Fulton – Here. Mr. Griffith – Here.

2:23:15

Mr. Henry – Here.

2:23:17

Dr. Jones.

2:23:21

Dr. Watkins – Here. Thank you. We have a quorum.

2:23:26

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Okay. Did you, um, get Dr. Best?

2:23:31

She's not a Committee member. She's just observing. Oh, okay.

2:23:35

All right.

2:23:38

Um, back to the charter and the responsibilities. Are there any things in here that anybody wishes to add?

2:23:48

All right, go scroll down to the remainder and make sure we have the correct membership here, and these are the individuals via titles that are part of the Committee.

2:24:04

Thank you.

2:24:06

Um, did we leave anybody out?

2:24:09

I don't think so, but we have our four members of the Board who are present.

2:24:18

All right.

2:24:18

And just so you all know, I meet with staff to put the agenda together, uh, and collaborate on the agenda, and that's what occurred today.

2:24:30

So this is the charter under which we will function and hearing no other suggestions.

2:24:37

I don't know that these charters are being approved by the Board, but just in case, can I get a motion to refer this to the Board for approval.

I move.

I move.

Second.

I Second.

2:24:48

Any questions?

2:24:49

All in favor, say aye.

2:24:51

Aye.

2:24:52

Any opposed?

2:24:54

Okay, has the President joined us yet?

2:25:00

Okay.

She has not.

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2:25:01

Alright. Let's go on then to the second item on the agenda.

2:25:06

Good morning, Ms. Blunt, and members of the Academic Affairs Committee.

2:25:12

I want to thank you for your commitment to Norfolk State and for supporting Academic and Student Affairs.

2:25:19

I am DoVeanna Fulton, Provost and Vice President for Academic Affairs.

2:25:25

The Office of the Provost has worked in collaboration and through our shared governance process, to revise the Teaching Faculty Handbook.

2:25:36

Revisions of the Handbook is an iterative process, and we anticipate presenting more revisions at a later Board meeting, um, possibly in the fall.

2:25:49

Revisions focused on six particular areas: appointment of department chairs, promotion, tenure, academic freedom, the annual review process, and faculty grievance.

2:26:05

There are also formatting changes that were made for consistency and organizational purposes. You've been provided with a red line version of the revised document.

2:26:18

Now, I will summarize the revisions. In Sections 2.2.3 and 3.2.2.

2:26:27

Those sections address the appointment and role of the department chairs.

2:26:32

This revision was to clarify the faculty and administrative positions of chairs. And so the revision more accurately describes the role of the department Chair and is in line with the definition found in the Administrative and Professional Faculty Handbook.

2:26:55

Sections 3.4, 3.5 and 3.6, detail academic ranks, promotion, and tenure.

2:27:06

And so the phrase "at the time of hiring" was added to each of the descriptions for faculty ranks.

2:27:14

To clarify and ensure that a faculty member's earned doctorate or equivalent terminal degree with which met eligibility or credentialing for the faculty rank at the time they were hired, will continue to satisfy credentials for their appointments regardless of the future department chairs, deans or administrators.

2:27:41

Next slide, please.

2:27:48

The most significant revisions occurred in sections 3.5.3, and 3.6.3, which focus on applications for promotion and tenure and their processes.

2:28:03

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Majority of these revisions were taken to incorporate the 2020 Board Resolution to approve amendments to the Teaching Faculty Handbook into the Teaching Faculty Handbook. Which included clarifying that each tenure and promotion review Committee will have a minimum of three members, and that in departments where there are fewer than three tenured members, the chair, in consultation with the dean will appoint enough additional tenured faculty members from other departments within the same college or school to form a Committee of at least three.

2:28:44

Applicants for tenure and or promotion will be responsible for making their application materials accessible to reviewers.

2:28:53

We want to make sure that, um, all materials are accessible so that, um.

2:29:00

So the Handbook now states "applicants should ascertain that all materials provided in their electronic portfolios are accessible to the reviewers. If there are technical issues that prevent the reviewers from accessing the materials within the portfolios due to missing links, invalid links, or links that do not open. The reviewers should alert the applicant so that they can resolve such issues and make the necessary edits within one working day before a full review was conducted."

2:29:37

Um, the another area was to specify the process for department chair and dean applicants for promotion and tenure.

2:29:46

And so, the statement "if the department chair is an applicant or promotion, chair responsibilities for reviewing their application for promotion will be delegated by the dean to a chair from another department within the same college or school. The substitute chair must be familiar with the policies, practices, assignments, and duties of the applicant's department, and if they are already a member of the University Review Committee, they should recuse themselves from the deliberations or votes regarding the applicant."

2:30:23

And that was added to clarify the process, which was a process that wasn't, um, spoken to previously and avoid possible conflicts of interest.

2:30:35

Another point of clarification focused on the application reviews, that is, the Teaching Faculty Handbook now explicitly states that there will be separate independent reviews of applications for tenure and or promotion, conducted by the Tenure Promotion Review Committee, the Department Chair, the Dean, University Review Committee, and the Provost; and so separate written recommendations and justifications will be submitted from each of these levels, according to the specified time.

2:31:13

Then finally, in this area, the date of April 30th was added to give faculty a specific date when their tenure and or promotion application will be reviewed and completed by the Provost.

2:31:27

In section 3.6.3.1, the mid tenure review, the mid tenure track review section was moved from section 3.3.2 to section 3.6.3.

2:31:44

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Um, the application process for tenure, because it is in whole part of the tenure application process, and it makes it easier to locate in the Handbook.

2:31:57

Next slide.

2:32:02

Section 4.2: An academic freedom and responsibilities statement was added to ensure that faculty do not speak on behalf of the University without prior authorization.

2:32:15

So, the statement "faculty members should avoid using the name of Norfolk State University or NSU, or expressing their personal views on university letterhead, or via the university's electronic means of communication, without express approval from the NSU Office of Communications and Marketing.

2:32:35

Section 6.1.1, the annual review process just applies well, actually, was moved.

2:32:46

So that section applies to all parts of the portfolio, not just to the teaching area.

2:32:56

Next slide, please.

2:33:05

And then finally, sections under 8.7, the Faculty Grievance Procedure, several revisions or changes were made.

2:33:18

Primarily for organizational purposes or consistency. In this section, the definition of administrative officer was added for clarity.

2:33:30

All dates within the section were converted to working days, for consistency, Section 8.7.1.1, Composition of the Committee, and Section 8.7.1.2, Elections and Terms of Service, were moved up to improve the placement and the Grievance section.

2:33:52

Section 8.7.2, the Faculty Grievance Procedure Initial Step, to ensure that the grievance receives the minutes, meeting minutes and signed initial step form from the Administrative Officer, the statement, in a timely manner.

2:34:10

The statement was revised, the grievance shall receive a copy of the signed initial step form, including the minutes, from the meeting no later than three working days after the meeting.

2:34:24

Section 8.7.3, the Faculty Grievance Procedure Second Step.

2:34:29

Items were re-organized and statements were added to ensure that the faculty member submits a properly organized document for the Grievance Committee to review.

2:34:40

Section 8.7.4.2 Procedures for the Hearing Panel.

2:34:45

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Again, some re-organization in the, um, in the, for the section in order to have a better placement in the process.

2:34:57

And then finally, Section 8.7.3 Faculty Grievance Procedure Second Step and Sections 8.7.4.2 Procedures of the Hearing Panel.

2:35:10

Graphic organizers were added a particular a timeline to each of these sections in order to clarify the process.

2:35:22

So I am happy to take questions on, um, this on the revision of the Teaching Faculty Handbook.

2:35:32

Oh, you are on mute, Ms. Blunt.

2:35:36

Can you scroll back up to the first section you discussed?

2:35:44

There we go.

2:35:46

Um.

2:35:48

Are there any questions on, okay.

2:35:52

You have to go back, Dr. Moses, back to the, yes, that one.

2:35:59

Are there any questions, concerns about Section 2.2.3 or 3.2.2?

2:36:09

All right, Section 3.4.

2:36:18

8.5 and 3.6.

2:36:21

Next.

2:36:23

Questions on 3.5.3, and 3.6.3? And I will point out to you all, this was the particular area where we had a lot of issues with the Handbook.

2:36:37

So I want to make sure that everybody feels, and, um, thinks, that the improvements that were made were sufficient to address those issues.

2:36:54

I guess the question that I have would be for Pam.

2:36:57

Um, Pam, as you look at those revisions, do you feel that they have cleaned up the structural issues that we ran into, um, that would allow the Provost and her team, as well as the deans and chairs for what we saw as challenges in several other cases, um, to move forward in the way that that would allow for the fullest trust of the process.

2:37:27

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Um, and I'm trying to get so I can see.

2:37:29

Okay, I can see, I don't know what's going on with my view.

2:37:32

But, um, let me answer it this way. Yes. What you have here is very good, um, changes in the Handbook, um, to, to the policy.

2:37:45

There was input received from the Faculty Senate representatives, um, but there's also been some discussion both by the Provost and the President.

2:37:57

As you know, the Teaching Faculty Handbook is an ongoing process, and so.

2:38:04

There is a desire, I believe, by both the administration and the Faculty Senate to do a deeper dive with the Handbook.

2:38:12

So, it's my impression that is it's, it's, um, thought that we would probably be bringing it back later to tweak even further some of the matters within the Handbook.

2:38:25

But this is a great effort to address what were concerns.

2:38:32

And uh, you know, I would like to say I think both sides, including me, would like to see an opportunity where we sit down and make it even better. But this will address the concerns that we are dealing with.

2:38:49

Um, other questions?

2:38:53

I just want to check in with our faculty rep, Ashley you're good with all of that as well.

2:39:02

I'm sorry I should have said Dr. Haines. I apologize.

2:39:04

Okay. Yes. Um, the faculty have voted on that version and are in support of it.

2:39:13

Thank you, Dr. Haines.

2:39:15

Now, there is one question I have at the end, um, the Provost, forwards a copy of the recommendations, um, on, or before April 30th of each year?

2:39:28

Um, so, that date occurs after the next Board meeting

2:39:35

Right, so. Excuse me. So, that means that, this year, our timeline is quite accelerated.

2:39:43

Um, and, it is my intention, I actually, just earlier this morning, met with the members of our University Review Committee to give them their charge and to outline the deadlines for them, so

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that I will be prepared to have all the documents prepared to go for the April 30th Board meeting. I will have those prepared, um, probably around April 7th.

2:40:14

However, what this statement means is that I, um, send the tenure and promotion documents, along with the recommendations, to the President by the 30th. In subsequent years, when the Board's meeting is in May, then April 30th will be the deadline. But it also means that, so, what goes to the Board, are the tenure and promotion recommendations for faculty who are being recommended. Right.

2:40:50

For those who are not being recommended, um, then that doesn't go to the Board, and the Provost has until April 30th, to, um, to send those documents and send them to the faculty by April 3rd.

2:41:08

So what that means, then, is that this Committee, this Committee will not have an opportunity to review those prior to them coming to the full Board?

2:41:19

No, I believe they will. I mean, this Committee's meeting will be on the 29th, is that correct?

2:41:27

Uh, No.

2:41:28

Part of the Charter and part of the new operating processes, we are meeting at a minimum four weeks prior to the next Board meeting.

2:41:40

That's [inaudible 2:41:41]

2:41:43

The day before won't be sufficient.

2:41:45

Now, I have no problem, um, trying to put together another Board meeting.

2:41:54

Um, um. At a minimum, um, no, no later than two weeks prior to this, um, which means you would have to have your document sufficient for review.

2:42:04

Um, so I'm going to let you all talk about that a little bit behind the scenes.

2:42:11

Um, and I'm going to ask the rest of the Committee, is it your, is it your stance that we should review this prior to it going to the full Board, because they're going to ask us for a recommendation?

2:42:25

Yes.

2:42:26

Yeah.

2:42:29

Can we get some clarity on this, because I, I'm not quite clear. And if we walk backwards, um, to next spring, or walk forward, I'm sorry, to next spring.

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2:42:42

And we walk backwards from the date of the May meeting.

2:42:48

And, April, can you give me that date?

2:42:56

The date for the upcoming meeting...

2:43:00

No, no. In May of 2022.

2:43:05

I think Ms. Blunt is referring to if she has some recommendations, that's coming up for this meeting.

2:43:11

The April meeting, you're talking about this year. Not in subsequent years, right. Okay, I see what you're saying.

2:43:18

So, because this year was truncated, um, and correct me if I'm wrong, Dr. Fulton, you'll, you'll receive, I mean, you will be completed on the seventh of April.

2:43:31

Yes.

2:43:32

And that will be then sent to me, which means that it will be ready to go that whatever that Monday is.

2:43:41

Yes

2:43:43

So it would go to the Committee and, Ms. Blunt you're saying-

[Inaudible 2:43:47]

2:43:48

And what would be that date?

2:43:49

That date?

2:43:51

Yeah, because what we don't want to do is meet the day before the Board meeting.

2:43:55

Right.

2:43:57

And then if there's issues, then there's no time for resolution before the Board meeting.

2:44:00

Right, I am with you. So I'm just looking up the date.

2:44:05

So that will be the 12th, April 12th is the Monday following the 7th.

2:44:10

And then the meeting is on the, the, full...

2:44:14

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So, I'm asking a question, Mary.

2:44:17

Are we no longer having our, um, our meetings the day before the Board meeting, is that what is happening with SOP?

2:44:28

That's correct.

2:44:30

So, we're now moving those meetings separate from the Board meeting.

2:44:36

So, okay, and for like four weeks out. Yes, okay, that, that means what we would be able to deliver two weeks out.

2:44:47

And that four weeks and I am, I think the Committee is willing to accommodate that.

2:44:53

Um, let me ask them, is this something they're willing to accommodate?

2:44:58

Um, because, what would happen is, depending on what happens in the April 30th meeting, for the approvals, the next time the Board meets is not until October.

2:45:10

That's right. That's, that's why this is so important, because, of course, we don't want P&T to go into the new school year again. So that's why this is so critical.

2:45:21

And so the Committee wants to help you all make sure, that there are no stumbling blocks.

2:45:28

That's right.

2:45:29

Take this before the full Board.

2:45:31

Okay, so if we need to do a meeting on the 12th.

2:45:35

You're thinking of what, the 15th or 16th?

2:45:39

Yeah, because you need to look at, you need to have the materials on the 12th.

2:45:44

Yeah, I don't have a calendar in front of me, but.

[Inaudible 2.45.46]

2.45.47

What is the day of the 12th.

2:45:49

The week day of the 12th is the middle Monday of April, and then the 5th, the 16th, the 15th, that Thursday, the 16th it's a Friday.

2:45:59

The good news to all of us is that today the IRS has moved the tax filing date back to the 17th. That's good.

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2:46:07

Thank you, Larry, because I was going to say the same thing.

2:46:14

They moved it, thankfully.

2:46:16

Um, so, um.

2:46:19

Let me go offline with Justin.

2:46:21

And we'll come up with, we'll, we'll send out some potential times and dates somewhere between the 12th and the 16th.

2:46:30

Okay. Okay, as long as long as we can get this passed, because we can't get the, um, we can't get the P&T to you unless we have this passed.

2:46:42

I, yeah. I understand. Okay.

Okay.

2:46:46

So it behooves you all to really, really scrutinize. And if there's absolutely any question or issue with an applicant, that you look at clearing it rather than making it, you know, our responsibility to suggest to you that you take it back.

2:47:03

And this particular section, like you said, was the one that caused the issues. And I don't really want to go through that again.

2:47:13

Yeah, we would agree.

2:47:15

So that gives you 2.5 weeks or yeah, 2.5 weeks, but it just depends on when you want to have your meeting.

2:47:24

Yeah, and so, the key will be, if it's ready for you on the 12th.

2:47:29

We want them to get it, the, the, the Committee members to get the information and have at least 2 or 3 days to look at it before the meeting that we have.

2:47:39

So we'll figure that out offline.

2:47:41

Okay, thank you.

2:47:44

Implication of that, of course, Dr. Adams-Gaston, and I think you were going there when you asked about the 22 dates, would be that, I don't know that that language of April [inaudible] would stand, because we would, that would automatically put us into the same problem every year.

2:48:01

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Because the, the meeting of the Board is always tied to the week of graduation which is almost always the beginning of May.

2:48:09

Right, so that's the question that I had about the SOP, where you guys are going to meet four weeks before that's the regular Board meeting.

2:48:21

Well, we'll be able to manage it better, going forward, because we can set our dates accordingly, and work with the folks who put these recommendations together to get them in a sufficient amount of time for us to review.

2:48:36

Uh, but, I see what Larry is saying, stipulated the April 30th date in the Handbook. On or before, so, you know, it gives the institution flexibility in case something comes up. And we need to do Mary, what we're doing now. Setting up a date perhaps for the Committee to meet to review the faculty and tenure recommendations.

2:49:06

Or if a set is brought to us, to your point, at the meeting. And then we need to revisit or have a small Committee meeting to look at clean up or another set before the Board meeting.

2:49:19

Um, so I don't know if the language allows for that, but it's just.

2:49:25

If we put this language in as if a fixed date, it could run into to run us into challenges in the future, in terms of the meeting of the Board and the academic calendar.

2:49:40

Yeah, and so, Dr. Haines, I really would like to hear you weigh in on this because it does, does create a bit of a predicament for the Board, and then, ultimately, the faculty in terms of their expectations.

2:49:53

Sure, um, understood. And actually, the Committee did discuss that our intention was not to, um, there are faculty who would like to see, required dates placed in here for the President's decision and the Board's decision as well. Um, but we discussed that, and at least for this round, didn't think that we could do that.

2:50:21

Um, and, and so what we did feel comfortable asking for a decision from the Provost's office.

2:50:30

Um, and did not intend to have that then impinge upon process of the Board so.

2:50:43

Um, so that really is for the Provost?

2:50:50

What the faculty, if I'm hearing Dr. Haines correctly, want to help us avoid is what happened this year where dragged on and dragged on and dragged on and there wasn't any a clear sense of what the timing of decisions are and to appropriately manage expectations.

2:51:13

Definitely, that's what we would wish for, right.

2:51:17

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Let me, let me just remind us that when we create the SOP with four weeks ahead of the Board meeting, I assume that means we're only going to have a one day Board meeting.

2:51:32

Um, I think that Joan would like to do a two day Board meeting with Board business, as opposed to Committee business.

2:51:43

I see.

2:51:44

Because standard operating, it would be to have the day before be the Committee meetings, and that's kind of a national way of the things being done.

2:51:56

Because what we're now asking is for Board members to come in four weeks ahead. Or because we won't probably be able to do virtual, it sounds like, um, except for extenuating circumstances and then come back in four weeks, for two days.

2:52:12

Yes.

Um, I don't think that's accurate.

2:52:18

What, which part?

The, the expectation on the two days, oh, you're talking about travel time.

2:52:26

Um, and you're saying that, we won't be able to do virtual meetings anymore?

2:52:31

At the end, now, I'll ask Pam to weigh in.

2:52:34

But what I have heard from, um, what is being, you know, um, talked about, is, you, there will be virtual for, perhaps, um, especially, exceptions, but we will go back to, primarily, a in-person requirement.

2:52:54

Remember that this requirement was, sort of, waived by the state, um, because of COVID.

2:53:04

So, Pam, you may have some other information.

2:53:04

You're absolutely correct. I mean, um.

2:53:09

This is special because of COVID.

2:53:12

It was, the General Assembly allowed us to do this in this manner, and dictated the terms, and how we were to manage it. And once the Governor stops, you know, once his executive order is canceled, we would go back to the way we were functioning further, um, you know, the statute, unless there's a change that the General Assembly makes to the statute.

2:53:38

So, what's the what's the possibility of our advocating for, at least, the Committee meeting structure, that that is, we are able to continue that aspect of the state's business by virtual?

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2:53:54

You, once, once we go back, you can't. Except for.

2:53:58

Yeah, just like it used to be, if you have some special, um, condition or circumstance, then the Board would have to vote the membership.

2:54:08

You know, that's per the bylaws as to allow an excuse in certain circumstances.

2:54:14

So you're saying, it will require change in state law.

2:54:16

Right.

2:54:17

Got it. Okay.

2:54:19

Um, well, Devon, um, we may need to take this offline and to discuss it further.

2:54:26

One of the problems is, is that with this subcommittee structure being the day before, and getting a download of tremendous amounts of information, it doesn't give the Board members time to do their adequate due diligence.

2:54:41

And so, it really puts us in a position where we're trying to do things, and it goes on, and on, and on, and on, because the Committees don't have time, chance to do their due diligence.

2:54:53

Now, it's possible that, you know, we could keep the meetings the day before, but those items wouldn't be forwarded to the Board for, for decision making.

2:55:06

And so, again, though, you all would have to make sure you understand that relative to, um, relative to your planning.

2:55:17

And then I assume there's a minimum of four meetings for the Board, but we can always have a special meeting.

2:55:23

So, maybe there will have to be a special meeting created for the purposes of tenure and promotion.

2:55:31

Those are all things the Board will need to discuss, and so.

2:55:34

For now, we're going to deal with this, the two weeks, that meeting that we're going to put together between the 12th and the 17th. Um, Devon, our Committee probably needs to get back together, um.

2:55:47

Yeah, I was just. Yeah, as, as I'm listening through this, um, you know, the conversation, I feel, oh, things are changing versus where we were, when we came up with the SOP.

2:56:03

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So, I think that would be a good idea.

2:56:06

The Committee gets back together as well as have some input from Dr. J and Joan.

2:56:13

And then we can, um, reach and huddle up, and then submit something new that does a little bit more inclusive of this conversation.

2:56:23

And also remember. I'm sorry Devon.

2:56:26

But don't forget that we have three or more meeting, you have to go through the notice requirements.

2:56:36

Because, you know, you can't have, you all just getting together as a group.

2:56:40

And that's statutorily irrespective of the special exception by the governor.

2:56:47

So.

2:56:49

Yeah.

2:56:50

So I just wanted to bring those up just because I didn't, I didn't want us to not recognize that this, what we're doing now, is not going to be the future. So I didn't, I didn't want people to be surprised by that.

2:57:07

I think we all got so happy with this.

2:57:11

Yes, we did. Yes, we did.

Mary. And so the point, you know.

2:57:15

I think the law of the state is going to have to catch up with the reality of our lives post COVID, and we're really beginning to see, now how we've embraced this way of being. I think it's been [inaudible].

2:57:30

Exactly.

Exactly.

2:57:31

So, I guess I'd ask for Devon and Mary when you guys get together as a Committee that we think about, you know, is it, it's one of the charges that we go to our legislative folks and say, hey, can you bring this up to the state as a way of now doing business? I mean, these are recorded sessions. They're, they're, you know, they're well attended, it's legitimate. It just works with the way life works now.

2:57:58

I absolutely...

2:57:59

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I think there are many schools that feel that way, that we're not alone.

2:58:04

Can I say that I heard this morning that Ford Motor Company announced that 84,000 of its employees can work from home in perpetuity.

2:58:13

Hmm, yes. Yeah, it's a, it's a, it's a new business model, and we're going to go backwards, and so. Um.

2:58:22

[inaudible]

2:58:25

So what you want to do is ask Bob K.

2:58:27

Ask Bob who?

2:58:31

He is our Legislative Representative, Dr. J can tell you.

2:58:32

Both me and Ericke will start the, will campaign, and they won't be alone, because the schools are really hot for, can we do some converted version?

2:58:47

Now, the issue always is everybody doesn't have access digitally, and so the problem you're going to have is do you leave people out who might be able to come, but may not have the kind of digital support, um, that is needed in order for them to participate.

2:59:08

And that's going to be a State Issue.

2:59:11

All right. We're going to move on.

2:59:13

Are there any questions or section 3.6.3.1, Mid-Tenure-Track Review?

2:59:21

I think this is an excellent idea.

2:59:23

So people know where they stand and not get to the end of the year and then try to figure out how to fix things.

2:59:30

I don't have a question on this, but I do have a question of where we're leaving things with 3.5.3?

2:59:37

In terms of the date?

2:59:39

Uh ha.

2:59:40

Um, we're going to just leave that there. We're going to do our special meeting to handle the tenure and promotion piece this year, and then we'll pick it up with the full Board.

2:59:49

Got it. Okay. Thank you, Mary.

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2:59:55

Next. And can you scroll up?

2:59:57

Any questions on 4.2? 6.1.1?

3:00:05

Next.

3:00:08

8.7?

8.7.1.1?

8.7.2?

8.7.3?

8.7.4.2 and 8.7.3 and 8.7.4.2

Any questions on any of those sections?

3:00:31

Okay, is that the last one?

3:00:33

It is.

Okay.

3:00:34

So, do we have a motion to move forward the Handbook for approval to the Board?

3:00:41

So, moved.

3:00:42

Is there a second?

3:00:44

Second

3:00:46

All in favor, say aye.

3:00:47

Aye. Aye.

3:00:50

Any opposed?

3:00:52

Alright.

3:00:54

Moving on to the next item.

3:00:57

Thank you so much for that approval. Um, we were asked to present an overview of NSU Academic Program Portfolios for undergraduate programs. So, NSU offers 29 undergraduate programs, and there you see in the slide, um.

3:01:16

The top 15 that are listed in descending order of number of majors and, um, and we also have the top, um, the bottom 14 listed in ascending order of number of majors. Um, this portfolio, really and, and the programs that are, either in the top 15 or the top 14, really, are, uh, the kind

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of standard reflection that you see in undergraduate institutions across the country. Where programs like nursing, psychology, general business, biology, social work.

3:01:59

All of these kinds of programs you see, have the large number of majors.

3:02:05

And similarly, the programs that are in the bottom 14 are, um, are, not unusual to be in the lower number of majors out of a portfolio.

3:02:21

I think it's important to recognize that four of the programs, in the bottom 14 is mathematics, English, history, um, and physics offer, provide about half of the general education courses, right.

3:02:41

So even though these programs have lower numbers of majors, they are extremely essential to our, our undergraduate education.

3:02:59

The engineering and technology programs, often pipeline students into graduate programs. So again, while at the undergraduate level, um, the program, the majors, are not great, but these are essential to our graduate programs.

3:03:20

The last discontinued undergraduate program is journalism in Spring 2018.

3:03:26

Um, and actually saying discontinue is a bit of a misnomer that is, of course, across the country, the, with the decline of our traditional newspaper business, we've seen some declines in journalism, but it's still a very valuable major.

3:03:49

And so what we've done is to create a journalism track, and mass communications degree.

3:03:58

So we still have about 14 students who were in the original degree. Sorry, not 14, 11, but those numbers are folded into the mass communications degree.

3:04:17

Next slide.

3:04:21

Here's a list of our program budgets and profitability from fiscal year 2019.

3:04:30

Um, so I have actually two slides. One, are the programs with positive operating budgets, profitable. And another with those that are in deficit.

3:04:46

But I think it's important to understand that.

3:04:50

First of all, the expenses column includes labor costs, non labor expenses, and other instructional costs, and overhead that includes academic support, student services, institutional support, and operations and management.

3:05:07

The revenue column includes tuition and other revenue, including general fund, or see less scholarships and tuition waivers.

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3:05:18

It's important also, to recognize that the revenue column does not include external grant funds, and that's a, kind of another calculation, but, um, so, so when we particularly go to look at the, the programs that are have a deficit operating margin, that doesn't include their external grants.

3:05:49

Um, again, some of the larger programs, general business, has a large number of majors and has the largest operating margin, but, if you'll recall English, which had a lower number of majors, and the previous slide has the second largest operating margin.

3:06:13

And that's because of the English department offers four of the general education courses.

3:06:22

So that means that every student at an undergraduate student in Norfolk State, it takes courses in the English department.

3:06:29

And so those student credit hours that are, that are produced in English, those with operating margin.

3:06:40

Um, and, again, some of the larger programs you see in the profitability psychology, sociology, computer science.

3:06:53

As well as, some of the, it's a wide range, I think, and I think we this slide demonstrates a broad range of programs and departments that are profitable at Norfolk State.

3:07:11

The university business model generally includes programs who subsidize other programs for the benefits of the institution as a whole. And so, I think we have a solid foundation in which to support the programs that are not or less profitable.

3:07:39

So, next slide, please.

3:07:43

And again, here, you'll see the engineering programs and technology programs that have, um, that have a operate at a deficit, but this chart does not demonstrate or include the large, external grants, that those faculty and those programs are awarded.

3:08:11

And so that support, the programs support graduate students and the research that faculty conduct.

3:08:21

Next slide.

3:08:26

This chart shows the, um, enrollment for our majors or the last five semesters.

3:08:40

One of the things that, um, that is important to understand when you are looking at enrollment and academic programs is have to compare like semesters to like semester. So, springs to springs, falls to falls, and, um, and generally your fall enrollment is going to be larger than your spring enrollment.

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3:09:04

All right, um, but as you'll see that prior to the pandemic enrollment had been on an upward trajectory, a 9% increase in spring 2020 versus Spring versus Spring 19.

3:09:27

But then we see it declines from fall 19 to fall 20, and then from spring 20 to spring 21.

3:09:36

Those decreases, I'd suggest it certainly as a result of the impact of the pandemic but the increases are not I think overly great.

3:09:50

2% decrease in fall 2020, and 5% decrease in spring 2021.

3:09:59

So, while we have seen an increase, I think, first of all, that those, that the enrollment that we had for fall 20 and spring 21 are those numbers are larger than our anticipated targets that were developed after the beginning of the pandemic.

3:10:26

And they really reflect I think while we've seen decreases because of the pandemic, it still reflects the uptick of enrollment that Norfolk State has been experiencing.

3:10:45

Next slide. Can you? Can you enlarge that? I can't, it's really small.

3:10:54

And then scroll down so I can see the bottom, I couldn't see the bottom numbers.

3:11:04

Thank you.

3:11:06

I'm curious.

3:11:10

When I was Dean of Undergraduate Admission at Delaware, I would have an annual conversation with the divisions and of the University, and they would issue enrollment targets to me, and so we would plan our recruitment, as well as our admissions as we shift the class, on particular enrollment goals.

3:11:38

For instance, we would say it is important to the scientific community to see black physicists.

3:11:43

So we would really go out and go after those students and have, for those qualified students a pretty high in admission rate and also leverage our, our scholarship dollars in stem and you know, things in that, like to boost numbers.

3:12:02

Does that happen?

3:12:04

And if not, is that something that could happen, if there are interests, particularly around things like, you know, these key areas of strength for the university or areas that you want to build.

3:12:15

So let me say that, only until recently, I've been having more in-depth conversations with Dr. Alexander and Mr. Carpenter and in the Registrar's Office in Enrollment Management.

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3:12:32

But they do have an ongoing recruitment and admissions plan.

3:12:39

They can speak more specifically to what that is than I can, and I believe Dr. Alexander is on the call, so he can speak more specifically than I can to that.

3:12:55

Mr. Griffith, what you're talking about is populating the campus.

3:12:59

When you talk about having specific targets for specific majors, um, to the extent of our conversation, it has always been the academic departments in schools wanting to go out to assist with recruitment, which in times past we have allowed, and we have done.

3:13:21

But no specific conversations regarding, well, you know, we need this number of students for revenue, or we need this number of students for specific things, that we have not had an in-depth conversation to that degree in terms of populating the campus to that degree.

3:13:38

But we do have opportunities, and have had opportunities where faculty have gone out to help us with recruitment.

3:13:47

Um, Devon. I'm sorry, not Devon, but, Larry, that is an excellent, um, point in question.

3:13:54

And so Devon, being on this Committee is here or you're the chair of Strategic Finance.

3:14:01

And so, one of the things, I guess, I would challenge the group to think differently is that short of having enrollment targets, um, and building a budget that works towards, um, profitability and grow than the university, um, risk not being able to, to rebound sufficiently from COVID.

3:14:30

And so, just as we talked about electronic meetings or electronic learning, is also going to be more prevalent, which means you miss out on the revenue for room and board.

3:14:46

So, if you can't make that up and having more students, then the university risk having a lot of hard assets that become a boat anchor.

3:14:59

And so, one of the things, I would say, maybe this Committee and the Strategic Finance Committee, in the future have a, a joint meeting and have more of a strategic discussion about how do you redo the entire budgeting process, so that the departments get more engaged around the enrollment targets that they need to have, for the school to maintain viability.

3:15:36

And so, I just throw that out there, you know, and offer any, any observations or questions from the group on what I said, and on what Larry's question was.

3:15:53

Thoughts?

3:15:55

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I would, I would love to hear anything that the faculty may have to say on that, because one of the things that I always recall to, academic endeavors is, everything can't be determined by the number of majors, unless we're going to do an RCN management structure.

3:16:19

Um, we actually have. So, for example, if a student is going to be pre-med and they're going to do, let's say, they decide to do.

3:16:31

Not that biology or chemistry, but they are going to be pre-med and they want to do history, which they could do. We still have to have the courses for those students, even though they're not the majors.

3:16:45

So I'm very interested in what we're talking about, because it's forward thinking. But we really, I'd love to hear anything. The faculty might have to stay on that.

3:16:57

I think it'd be important for the Board.

3:17:01

I, I would concur.

3:17:04

My, my only thought process in offering up the issue for discussion is that we have to be forward thinking on our business models.

3:17:16

If there are some students who are going to say, I don't want to come back to campus, I want to be degree seeking off campus.

3:17:25

Yes

3:17:26

So it's going to challenge the school this or to determine, you know, and we can only go to the state for so much in terms of funding. And so Devon, I don't know what, what your thoughts are on this, but ultimately this drives the Strategic Finance Committee and budgeting and the revenue for the school, so that's.

3:17:57

Agreed

3:17:59

Any thoughts?

3:18:01

Yeah, no, I agree and, and your what you're talking through now is what we're trying to talk through is, is not thinking right now, but thinking when we come out of COVID what are we going to be? What are we going to look like?

3:18:18

And operationally, fiscally and then what is the, the, the appetite for, for students?

3:18:26

Um, I think you said it, in regards to, from a collaborative standpoint, have in these discussions, um, you know, together, but I think the, the point that Dr. J made to regards to staff... [inaudible]

3:18:40]

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3:18:48

Collaborative effort, the least from the thought process. But I see where you're going and I welcome that, that direction of thinking.

3:18:57

I want, you know, want to be careful as we have this conversation, right because, um.

3:19:07

I wasn't suggesting, for instance, that we allow to the fullest extent, revenue to drive the academic decisions.

3:19:18

I am a wholesale proponent on the Liberal arts and the importance of diversity of academic disciplines that make up the body of a university and the mix of learners.

3:19:30

So I want us to be cautious not to swing the pendulum too far in one direction. But to the extent that as an HBCU we, we have a philosophy of the importance of demonstrating excellence of black minds across a wide variety of disciplines and that people being students in particular areas of the University is important.

3:20:00

Again, I go back to Physics being the lowest one on the list, I think would be a huge mistake for a university, that is building its reputation on STEM, not to be able to produce top flight black physicists and would not want us to find ourselves in a situation where we're saying or advocating for the dissolution of a division because it isn't generating as much revenue, for instance as a school of business.

3:20:28

So I just wanted to sort of, you know, put that on the table.

3:20:31

I would concur with you.

3:20:33

I was looking at it more from that target for these areas that ought to be even more aggressive than they are in order to stimulate growth of members.

3:20:48

So, for example, Physics, if we, if there's 10 majors, or how did we get 20? Not necessarily looking at it from the perspective of the revenue and expense statements that are listed above, because it doesn't include research and grants.

3:21:06

All these other things, but really, pushing this goal should grow its full-time equivalence in terms of student body.

3:21:17

Because the direction that it's moving during COVID is the wrong direction.

3:21:24

And so, we can't hang our hats on that.

3:21:27

So, anyway, um, yeah, um.

3:21:31

Dr. Fulton, and you can continue with your presentation.

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3:21:35

All right. Thank you. Next slide, please.

3:21:41

Norfolk State has a number of marquee programs for which the University is known.

3:21:47

We are defining “marquee” as programs that make a significant impact.

3:21:52

That includes enrollment, employability, high salaries, community engagement, and other ways of impacting our students and our region.

3:22:04

One strength of Norfolk State’s academic engagement is in STEM education, particularly Technological Science and Health Sciences.

3:22:12

Norfolk State University students experience some of the most innovative, cutting edge, science, technology, engineering, and mathematical education in the nation.

3:22:23

Our computer science program prepares students for professional careers, including in software engineering, web development, and cybersecurity, and prepare students who wish to pursue graduate studies in computer science and cybersecurity.

3:22:41

The BS in Computer Science includes tracks in cybersecurity, computer engineering, software engineering, Computer Science DNIMAS, Computer Engineering DNIMAS, and Cybersecurity DNIMAS, all those honors programs.

3:22:58

The BS in Computer Science is accredited by ABET and prepares students for employability in government agencies, research labs, and other organizations. Students are not only prepared for the workforce by the courses they take in our academic programs, but they are involved in research internships and community outreach.

3:23:22

Graduates of the program have obtained positions as leading governmental and industrial agencies, at leading governmental and industrial agencies, such as Netflix, SPAWAR Systems, MITRE, IBM, Sandia National Labs, Booz-Allen Hamilton, Accenture, Federal Agencies like NSA, and the FBI.

3:23:48

Students have received starting salaries in excess of 70,000 for the bachelor’s degrees, and others have gone on to obtain advanced degrees, and several now are college professors at major universities, like University of Maryland, College Park, Virginia Tech, Perdue, and Georgia Tech.

3:24:10

Our nursing program offers our degree and four nurses currently seeking the BS and degree, that follows two tracks. That is, the traditional, face-to-face track and the online RN to BSN track.

3:24:28

The traditional track is designed for students who have no previous nursing experience or background, and have declared nursing as their major, and completed all prerequisite coursework.

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3:24:41

The online RN to BSN track is designed for qualified, licensed, registered nurses with an Associate's Degree or nursing diploma to complete the course requirements for the Baccalaureate nursing degree.

3:24:55

There are more than 500 pre nursing and nursing majors at Norfolk State University.

3:25:00

Students performed on performance on the NCLEX examination continues to average above 88% with RN salaries that average \$70,000 per year, according to the Bureau of Labor Statistics and employment of Registered Nurses are projected to grow 15% from 2016 to 2026.

3:25:25

Which is much faster than the average for all occupations.

3:25:29

Norfolk State Nursing Graduates are strongly situated for professional and economic success.

3:25:35

Our Exercise Science degree has the highest enrollment in the School of Education.

3:25:41

Graduates are instantly employable in such areas as health fitness instructors, and private, private practice and fitness providing industries throughout the country.

3:25:53

They find employment and veteran's hospitals and wellness centers, and often provide physical and health education in our public and private schools, from pre-kindergarten through grade 12.

3:26:07

Our general business degree includes, um, it is focused on the rapidly evolving finance industry that demands new capabilities and a more diverse workforce observing the scarcity of talented and eligible African-American financial advisors and the high turnover among them.

3:26:30

NSU School of Business has formed a partnership with Supernova Consulting several Wall Street Investment firms and selected HBCUs to create a pathway of success to enable African-Americans to enter the financial services wealth management industry.

3:26:48

Our School of Business, recruits promising African American students, educates them with relevant coursework revised with input from the partners. And provides them with internships and mentorships, offered by Wall Street partners.

3:27:05

Our goal is to provide the financial industry with a sustainable flow of potential successful black financial analysts with competence and integrity.

3:27:17

The School Of Businesses Advisory Board makes substantial contributions to the School of Business in the form of financial contributions, as well as lecturing, mentoring, and providing internships and jobs for our students.

3:27:32

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These internships make NSU students first day ready for work. Within one or two with 1, excuse me. Without one or two internships before graduation, it's very hard to advance in the business world, and so internships provide the opportunity to learn critical professional skills.

3:27:53

And the School of Business Advisory Board has really been outstanding and helping the School of Business develop its students through internships and the mere presence of so many well respected Board members has significantly raised the profile of the School of Business. And as a result, we have more businesses interviewing and hiring our students.

3:28:17

Our psychology program offers numerous courses covering introductory and specialized topics, such as psychological science and practical field experience, ultimately leading to the Bachelor of Arts Degree, in general Psychology. Our psychology students and graduates, find careers in mental health, medical care, education, and in the business sector.

3:28:45

Some continue on to the MA and Ph.D. levels focusing on clinical psychology and counseling.

3:28:55

And finally, the NSU Bachelor of Social Work Program, enjoys the distinction as one of three prominent historical, flagship social work programs at NSU.

3:29:08

That includes the BSW, the MSW, and the Ph.D. in Social Work.

3:29:13

The BSW program is significant, in that it is the entry level program, among the trio of the NSU Social Work degrees that provide initial social work students, with a social work preparation pathway required for employment, as professional BSW generalist social work practitioners. Our BSW students are competently prepared with employment, and enter per professional social work health, medical, and social services skills for organizational settings.

3:29:51

Our recent program data suggests that all graduates find employment in social work positions within approximately 90 days of graduation, or they've decided to pursue a graduate program that is an MSW in social work.

3:30:08

So these marquee programs are hallmarks for Norfolk State University.

3:30:13

They comprise about 52% of our undergraduate majors, attracting, um, students from across the nation and increases the profile of Norfolk State University.

3:30:28

And I'm happy to take questions about these areas.

3:30:38

Um, questions for Dr. Fulton?

3:30:43

All right, is that the end of your presentation, Dr. Fulton?

3:30:44

Yes. Yes, it is.

3:30:49

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Are there questions about any of the presentation from Dr. Fulton?

3:30:57

I have a question about the, um, nursing program.

3:30:58

mm, hm.

3:31:06

Um, I...Help me understand a connection between them being such a large program, and the fact that they, their expenses exceed their revenue.

3:31:19

Is that because they are, their revenues are being provided to all the other departments that have a general program? Help me, help me understand that.

3:31:30

Well, first of all, the nursing program includes state of the art technology, that is quite expensive.

3:31:39

Um, models and, um, I say models as hand model cadavers, so not real cadavers and the technology that the nursing program uses and training is, is quite expensive. The other thing is the program is very competitive, and so, while they have a large number of majors, most of those majors are pre nursing students.

3:32:12

The actual, um, um, students that are in the professional nursing program, as is, they can only accept, because of the size of our faculty, 34 students a year, and a cohort, uh, and, and so, that is one of the things that limits us, you know, I will tell you that since I've been here, we have several nursing positions that we've been trying to fill.

3:32:42

Nursing is a very competitive field because frankly, you know, nurses can make more money in the field than in the classroom and so filling those positions, expanding the number of faculty has been a challenge for us.

3:32:58

So that's one of the reasons that the program, the program, um, the operating margin...

3:33:16

[loud inaudible background noise]

3:33:20

Somebody. Okay, needs to mute, please.

3:33:23

Yeah, so, so as I was saying, that's one of the reasons is that we have, if we can have the opportunity to expand the program, but also the expenses in the program.

3:33:36

But it is a program that attracts a great number of students. So again, those students take English courses and history courses and courses throughout the University.

3:33:48

And so that the program, when you look at the program numbers by themselves, that really isn't reflective of the impact that the program makes on the university.

3:33:59

Thank you.

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3:34:01

Any other questions?

3:34:03

All right, we'll move on.

3:34:09

Thank you.

3:34:12

Good afternoon, everybody. Again, my name is Dr. Justin Moses, and I serve as the Vice President for Operations and Chief Strategist for Institutional Effectiveness.

3:34:22

I want to speak in general about several enrollment strategies from a recruitment standpoint, from an operational standpoint and, in conjunction with Dr. Brown and Dr. Fulton, from a retention standpoint.

3:34:36

But before I do so, if you all will indulge me for just, you know, about 90 seconds.

3:34:42

I mean, I was listening, listening very intently to the comments that were made, um, during Dr. Fulton's presentation with regard to admissions and retention.

3:34:51

You know, I might just have a slightly different outlook on all of this.

3:34:54

I feel that not only are we poised to grow our enrollment, you know, I want to applaud Dr. Juan Alexander and his team for all that they have done in these past several years.

3:35:05

If you all recall, when Norfolk State was on academic probation by SACSCOC, we were able to get off of that and taken many efforts to do so. Our enrollment continued to grow.

3:35:19

Now here's the reality. Yes, COVID did happen, it's still happening.

3:35:25

It has had its impact and we certainly can't, uh, say that as a crutch to lie on for our enrollment trends.

3:35:33

But, there are other factors that we have to consider.

3:35:36

It's not just us, it's the entire higher education, marketplace and environment.

3:35:41

And even in Virginia, at my previous institution, we used to meet every year to talk about in a moment.

3:35:47

And one thing that you will see within the next 10 years of data enrollments around the country are expected to drop.

3:35:54

Not for any particular reason, other than the fact that people aren't having as many kids as they used to.

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3:35:59

So naturally, you might see a slight dip here and there.

3:36:02

That said, we do need to make sure that we're doing all that we can to maintain enrollment.

3:36:06

However, I have every confidence that we will be able to maintain an enrollment and grow our enrollment. But one thing we need to make sure that we do is, our infrastructure needs to grow with it.

3:36:18

I've seen what happens when institutions get too large, as far as enrollment, but the infrastructure does not grow with it.

3:36:26

What ends up happening is the students end up suffering.

3:36:29

So we need to make sure that our enrollment grows organically with the rest of the university.

3:36:33

And that means for making sure that we have the faculty to teach the courses that we have the administrative services to provide support for our students, and that we have the framework around them to support.

3:36:44

The other part of that, and Dr. Fulton will be speaking to some other partnerships tomorrow, is in Norfolk State's presence in the digital space and the virtual space. And so we are doing those things.

3:36:57

So I just wanted to mention that. And again, I want to applaud Dr. Alexander, who's here on this call.

3:37:01

And he will be chiming in here and there and available to answer some questions.

3:37:07

But I feel that we're doing all that we can to maintain our enrollment and to grow our enrollment.

3:37:13

Just a couple of comments just with regard to recruitment and, you know, our recruitment team has been amazing.

3:37:20

And considering the resource strapped condition in most of our institutions and departments are in.

3:37:28

Things are tight.

3:37:28

And yet, they have been able to continually meet our target goals, goals set by SCHEV, here internally by the budget office, we've been able to exceed those goals oftentimes by 50, 100, and even 200 students.

3:37:43

That's something to make note of.

3:37:44

But as we continue to move forward and COVID has kind of forced us into a space that we were already preparing for and planning for.

3:37:51

Um, but if there's any silver lining around COVID is that it has performed a, or let us have a testing ground for some of the different things that we are, that we haven't implemented and are planning to implement.

3:38:04

I want to mention just an increased focus efforts on our recruitment activities, both here in the state and out of state.

3:38:12

I'll let Dr. Alexandra speak a little bit specifically to that.

3:38:14

But we have been employing a, an agency called Enrollment Fuel, which helps us to target students, to identify students that we would love to have come here to Norfolk State and to be able to provide them information as early as their junior year.

3:38:28

No longer can we just send information out to graduating seniors about Norfolk State, we need to capture them long before that.

3:38:34

And so that is what we're doing, and that's what Enrollment Fuel allows us to do, is to connect with students, as earlier, I'm sorry, potential students as early as their junior year. To say, here's what Norfolk State University has to offer. Here's what the campus experience may look like.

3:38:49

Here are all the different services that we have available and here's what you can expect when you come here and attend Norfolk State University.

3:38:56

So those are some of the different things that we're doing. We're continuing to collaborate with the graduate school to help advertise and market our graduate programs.

3:39:05

And I think, too, as we continue to expand our online offerings, that will be a, a very critical to make sure that we are marketing and showcasing.

3:39:14

Not only the opportunities out here on our brick and mortar campus, but in the virtual space.

3:39:19

And on top of that, just virtual tools to engage with potential students and their families. And I put up a couple of examples here.

3:39:25

For example, in fact, next week we will have our virtual open house, one of virtual, one of our virtual open houses. Already, we have 400 nearly 400 students that are going to be attending this.

3:39:35

And that's not including their families and, and, and, friends that may also be attending with them.

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3:39:40

So those are some of the things that we're going to help recruit.

3:39:43

Communication and marketing is also working strategically with enrollment management, to, not only just kind of showcase the Norfolk State University brand, but to say hey, this is why you should come to Norfolk State.

3:39:53

This is what you can expect when you come here.

3:39:58

Dr. Alexander, I'm not sure there's anything you want to add with respect to Enrollment Fuel or some of the other different activities that you all are doing.

3:40:06

So, I guess to the last point, to talk about the virtual tools are scheduled to launch our Virtual Tour either tomorrow on Monday.

3:40:17

We have finalized everything and are just waiting for the company to upload the information to their site.

3:40:22

We have a meeting with Stevalynn and Marketing tomorrow about how we can make the adjustment and put it on our institutional website.

3:40:32

So now students will be able to actually take a virtual tour of the campus. Which is one of those things we talked about the last time we were together.

3:40:42

About being adaptable in this COVID space, that, once COVID is over, we could still continue to be functional, as well as sustainable.

3:40:54

Looks like in some instances, being in a virtual environment, is never going to go away, so it's important for us to maintain the [inaudible 3:41:02]

3:41:06

Thank you, Dr. Alexander.

3:41:09

From an operational standpoint, up until about four years ago, 2017, that's our processes are primarily through documents and papers.

3:41:19

And so the enrollment management team has done a lot to virtualize our process, to digitize our process. And that has yielded some proof. One thing that it has done is that has helped to kind of cut down on the actual application time.

3:41:34

For applicants who want to apply to Norfolk State, but then ultimately to receive either admission or notification of their admission status. It used to be six weeks, we cut that down to two weeks now.

3:41:47

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That's how fast the processes happens by using virtual and digital processes, but we're trying to continue to do that and also provide for additional opportunities for potential applicants to apply to Norfolk State.

3:41:58

one thing that we have done is that we are part of the National Common Application process, also known as the Common App.

3:42:04

We're now 1 of 900 schools that were part of that process.

3:42:08

In addition to being part of the Common Black College application process, additionally, we've done our best to kind of shift to paperless processes and we will continue to do so in fact, Dr. Alexander is working with OIT.

3:42:21

He will be one of the first customers to use our, um, our document Management system, and document imaging system.

3:42:29

This also helps us to make sure that we capture information, that we maintain that information, and it reduces the risk of human error.

3:42:36

I mean, sometimes things just get lost when they are all done through paper, and doing this, it allows us to make sure that we capture everything, that we can find it, and reduces that human error.

3:42:48

Along with that, there's just a creation of our CRM system, our Customer Relations Management system.

3:42:53

This allows us to communicate effectively with our, not only applicants, but current students as well, to provide them with information about opportunities to provide them with notification, and to let them know that, hey, here's what's going on, here's what you can either take advantage of, are, hey, here's just notice to make sure that you do X, Y, Z to make sure that you aren't falling behind.

3:43:12

This also kind of helps us to maintain a healthy retention, not only of incoming students, but ultimately all of our students.

3:43:21

Dr. Alexander, I'm not sure if there's anything you want to add to that.

3:43:24

I'll just take any questions.

3:43:31

If there're no questions then I will move on to just...

[inaudible 3:43:37-3:43:38]

3:43:39

... experience.

3:43:42

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...A high school senior write down the importance of that Common App, and to see the university shifting to that platform.

3:43:57

I think it's going to be extremely fruitful, and I would love to see how we [inaudible] usefulness and, and the ability of, the student to be able to easily apply how we can kind of measure that, that sense...[inaudible until 3:44:17]

3:44:18

...over the next few years for us.

3:44:24

Devon, you are breaking up a little bit.

3:44:27

And I think I heard the gist of your question, Mr. Henry, as to how I was saying that, how you know, the importance of the common app, and then us being able to perhaps capture some data with regard to what the yield is from that.

3:44:38

And I think one thing from moving to that digital process, we were able to capture that data to see how many people have come through using the Common App, and ultimately looking at the application timeframe or, for example, um.

3:44:53

You know, you know how many went through that particular process, as opposed to maybe our standard process, which is also digital.

3:44:58

Um, but I think that this will provide us with a lot of data, and will help us to make some data driven decisions with regard to future application and enrollment management processes.

3:45:10

So, to that point, all of our applications coding with students that enroll, we will be able to tell exactly what mechanism, what event, and how the student has applied to the institution.

3:45:25

So, to your point, um, Devon, we will be able to track where those applications come from.

3:45:33

Good deal, thanks.

3:45:35

Now, some additional things, and some of these things you all heard about, one example is a VCAN.

3:45:40

This is the Virginia College Affordability Network, and this is a significant thing for, for Norfolk State.

3:45:47

This allows us to provide tuition, um, and, and additional fees for students that live within a certain radius of the campus. The radius is 25 miles, but also if you live in any of the seven cities, as we call them.

3:46:00

For example, Norfolk of course, Portsmouth, Virginia Beach, Norfolk, Newport News, Suffolk and Hampton and Chesapeake.

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3:46:08

This will allow us to, we'll provide that tuition and service fees for our students, and so this will certainly give us a lot more students from the local area.

3:46:19

Um, and you know, of course, you know, other universities in the area will have this too, but it certainly will help us, in boosting our enrollment and providing for that financial assistance that many of our students need.

3:46:31

And this is something that's important, though, this is for Pell Eligible students only.

3:46:35

So this will help us to provide assistance for them, and ultimately grow enrollment from that standpoint.

3:46:42

Some additional things, just with overall student enrollment as the integration of our student planner system, and we have been working strategically with academic affairs to implement this program.

3:46:53

This will allow for students to register, and it also kind of helps them and guides them as to what classes they need to take.

3:47:01

And what happens with this is that we preload all the different curriculum requirements and things that students need to know with regard to registration.

3:47:07

So, this, this reduces any error when it comes to registration, and it also kind of compel students to take the classes that they need to take.

3:47:15

Um, and so, this does a couple of things for one.

3:47:20

Um, the process is, is quicker.

3:47:22

It's faster, and we're not relying on our academic advisors to actually have to register students manually.

3:47:29

What that also does, it allows our academic advisors to focus more on advising and mentoring and assisting our students as opposed to worrying about the operational part of enrollment management.

3:47:41

I do believe that this will also help our retention efforts, and just overall, as I mentioned before, with our CRM, just use the technology to communicate its overall registration functions, financial aid functions.

3:47:52

All this, and just having that constant communication with our students, we believe, will help our retention efforts.

3:48:03

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Um, sorry, I jumped ahead here. Um, and some of the things, I've already kind of mentioned this, and I'm going to allow Dr. Brown and Dr. Fulton to chime in, and, we are increasing our digital technology with regard to registration.

3:48:14

That was the system I just mentioned, but some other efforts that we're looking into as a professional advising for our upper division level students. So, juniors and seniors will have professional advisors embedded within the individual colleges to provide academic support for them.

3:48:30

Um, but, other things, too, just looking at our curriculum, you know, determining what is the, the best options for students, but also the expansion of our online academic programs.

3:48:39

And, again, Dr. Fulton will be able to speak specifically, or Dr. Williams, as well, to some of the different initiatives that we have and partnerships that we will have.

3:48:48

And, ultimately, collaborating with Student Affairs and Academic Affairs, for engagement opportunities, mentorship, professional development.

3:48:55

This also includes internships.

3:48:58

Um, things that we're doing now, and currently working with external agencies to provide internships.

3:49:03

Just recently, this year, we did the Commonwealth Data Internship Program with the Virginia Information Technology Agency.

3:49:10

That was a big win for us to be able to provide students to them, to be interns and ultimately this may lead into other professional development opportunities for our students. So these are some of the things that we're doing to increase our retention.

3:49:23

Any questions about that or any questions for Dr. Alexandra, Dr. Fulton or Dr. Brown with regard to retention?

3:49:38

Moving on.

Thank you.

Moving on.

3:49:41

Yep, so, um, I just wanted to give you all a brief snapshot of kind of where we were for (inaudible)... I'm sorry, for fall enrollment. At the end of the semester, we were at 5,457.

3:49:53

Um, and equivalent for FTE was a 4,981 and then you can see here to the left there's just a breakdown of how many freshmen, sophomores, juniors, and seniors and along with degree-seeking and non-degree seeking undergraduate students.

3:50:12

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And then here's a snapshot of our spring. We're currently at 4,858.

3:50:16

A couple of things that happen within what you would typically see between a fall and spring enrollment is a slight drop.

3:50:24

Often, what this is, is that we have students that graduated, of course. And there could be several other things, too, that might contribute to that, might have students that are either taking time off.

3:50:33

And in this instance, we know we still have students, and may have decided to make some other decisions with regard to COVID.

3:50:39

So that's where you would typically see a slight decrease every year. And that's common across higher education.

3:50:49

That's all I have with regard to enrollment management, um, if there are any other questions.

3:50:54

But I will shift to the other presentation for the Faculty Senate if there are no more other, no other questions.

3:51:01

Dr. Moses, got a real quick question for you, it's BK Fulton. Recently in partnership with, with academic partnerships.

3:51:11

When does that activity start to flow into the enrollment numbers?

3:51:20

Um, that's an excellent question. I'm going to defer that to Dr. Fulton and Dr. Williams.

3:51:29

So, um, the Academic Programs Partnership, we are working to get that online and so we don't really anticipate having students in those programs until spring 2022.

3:51:53

Um, and those, and those will be a select number of graduate programs that, we'll, be involved in. And we anticipate that those will also expand over time.

3:52:11

But we're starting with the select number of graduate programs.

3:52:15

Um, and, you know I have had conversations with our partners at the farm- of academic partnerships about, um, when we can anticipate reaching a larger numbers of students.

3:52:32

These things certainly take a time, because part of it is marketing and communication, recruiting students, um, getting, um, increasing the NSU profile for graduate programs for working professionals and at our adult learners throughout the nation.

3:52:53

And so, while we anticipate starting students in those programs in spring '22, the numbers may be not great, but they will grow over time.

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3:53:9

Thank you.

3:53:15

Are we are we ready to move forward?

3:53:19

Yes, move to the next slide.

3:53:21

Thank you.

3:53:22

Well, I'm just going to uh...

3:53:25

Scroll down to the Properties in your presentation.

3:53:54

Dr. Haines.

3:53:56

Good afternoon. Uh, so what I see here is my full report, which is for tomorrow. But I'm happy to do a quick overview of it now.

3:54:08

Um, so, if you could go to the next slide, that would be great.

3:54:14

Um, So I like to start with the positive things. Faculty are really pleased about the resolution of the tenure and promotion decisions.

3:54:23

Um.

3:54:25

We are happy to have the Faculty Senate standing Committees working. Faculty Status and Welfare Committee is working, and, in fact, one of the chair of that Committee has been added to the COVID task force. So, that's a great step.

3:54:41

Teaching faculty Handbook, you know, has been working really hard. We were trying to total up the number of hours that went into that project and just couldn't. There's a lot of man hours a lot of person hours.

3:54:55

Selections and Nominations Committee is working, our elections are in April.

3:54:59

Nominations are open now. Faculty Evaluations Policies and Procedures Committee has been working hard.

3:55:08

I'm actually really excited, personally to see this collaboration between the Provost's Office and this Committee and OIT to work together towards finding, identifying an online portal for the Faculty Evaluation process. I think that's going to alleviate so many issues.

3:55:29

Um, so I'm excited to see how that progresses.

3:55:32

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Um, and then our Constitution and Bylaws Committee is also meeting. Um, we recently started, one of the pieces of feedback we get from faculty is that they would like better communication.
3:55:41

And so we recently started a series of seminars that we're calling, Enhancing Campus Communication.

3:55:48

Dr. Moses actually was one of our first presenters, and then we also had a presenter from the Career Services Center.

3:55:55

Um.

3:55:57

We also had speakers from with speakers from OIT next month, um.

3:56:04

And so I think that's a really great way to help people get to know one another, and the projects that are going on in our different silos, and to help faculty understand how they can interact with the different offices.

3:56:18

Um.

3:56:18

We were really happy to learn about the ability to be flexible around the annual evaluation process in regards to COVID.

3:56:28

There were a lot of concerns about that, and so, that on was eventually communicated to the deans, and so that helps.

3:56:37

Because COVID has had a huge impact on research, on teaching, for so many of our faculty.

3:56:46

Um, and I appreciate learning. I actually learned this from my Chair, that the administration is really communicating to chairs and deans about their responsibility to know, and follow the Handbook, and that clear message coming down from the top, is greatly appreciated.

3:57:08

Areas that we have concern about, are a need for training, for the annual evaluation, and P&T Committees to make sure that policies are followed.

3:57:18

Um, those are things that stress people out a lot, and it just makes sense that we should receive some training to make sure that everyone knows what their responsibilities are. And I think it will make things better for everyone because it can help us to avoid grievances and some of the issues that we've dealt with in the recent past.

3:57:39

Um, people are nervous about upcoming changes evaluation processes. Anytime that we're making changes there people are always nervous.

3:57:48

So we're working hard to make sure of that, we'll have the opportunity, faculty have the opportunity to provide input on what those changes might be, the portal, for example.

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3:57:58

Um, I am happy to have received this past week, the campus announcement about the search firm being hired, being selected to help with hiring for these interim dean positions.

3:58:11

Um.

3:58:12

So that's great news, and so we can kind of move this from this area to the other side, since I submitted these.

3:58:20

Um.

3:58:22

There's still some questions about the implication of the Pass/Fail policy for students long term.

3:58:29

In particular, for programs like nursing and some of the others, where there are accreditation issues.

3:58:36

Faculty are still expressing concern about how that's going to impact them long term.

3:58:40

Um, there are lots of questions about access for access to COVID vaccinations and ensuring campus safety. We've got some more guidance this week from the COVID taskforce to faculty.

3:58:52

And so, that was to address that. So that's great.

3:58:55

We're really seeing responses to these things and I did receive as a member of the COVID taskforce, received an update about vaccinations.

3:59:04

So, I'm looking forward to that coming online at some point.

3:59:08

Overall, as I mentioned, just a need for improved communication. And I think we're getting there.

3:59:15

And finally, a place where we really haven't made any progress yet is in the area of addressing salary disparities. This has been a topic of concern for the Faculty Senate for several years.

3:59:29

There was a report written, a lot of work that went into a report written, I believe, in 2008, um, and so we don't really have a plan for how to proceed, to try and make some steps there.

3:59:43

And so that's an area that I can see that we need to work on.

3:59:51

In terms of really hopeful things that we see, the shared governance workshop that was conducted at the opening session of the semester was great.

4:00:00

And, um, along with that, we, this past week received the lists for the University Wide Committees, which is great, because that's really what we perceive as the primary mechanism for shared governance. And so getting this Committee's activated, it's really hugely important.

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4:00:18

Um, and we just want to keep working with the administration and trying to build bridges between the administration and the Senate and plan for a safe return to campus in the fall.

4:00:30

And with that, I'll take any questions.

4:00:35

Thank you, Dr. Haines.

4:00:38

All right, do we have our student representative here?

4:00:44

I believe Mr. O'Bryant is on the call.

4:00:52

Jeremiah? He's on mute.

4:00:58

Oh, here he is.

4:00:57

Yes. Okay.

4:01:00

Everybody see me?

4:01:01

Yes.

4:01:02

All right.

4:01:03

Good afternoon, everyone. I am Jeremiah O'Bryant, the SGA President here at Norfolk State University.

4:01:11

You can start up the slides.

4:01:20

Dr. Moses, can use zoom in, just a little, please.

4:01:25

Thank you.

4:01:28

Okay.

4:01:33

Okay, so, the first thing SGA, met with Dr. Faith Fitzgerald, Executive Director for Housing and Residence Life on February 16, 2021.

4:01:42

To discuss the campus quarantine concerns.

4:01:45

Some students in quarantine/isolation housing raised concerns about meal choice, meal delivery, and staff contact.

4:01:53

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Housing and Residence Life has worked to allow students to select items they want for meals, and started hotpots to keep meals warm, and hired additional staff to assist with students in quarantine housing.

4:02:05

So, this was a concern that was brought to SGA that students were not feeling like they were taken care of.

4:02:14

Um, during isolation.

4:02:16

They felt like it was a type of a prison type of environment, versus I'm still being considered students here at Norfolk State.

4:02:25

And the meal choice, some students felt like some of the meals were repeated meals from other days. They were not receiving some of the meals that they request.

4:02:37

So just some of those things that we kind of nipped in the bud with, Dr. Fitzgerald. And she's been great with that.

4:02:44

On giving us some clarity on what's going on there.

4:02:48

And then we also, what else.

4:02:52

Oh, we also, when we talked to her about keeping the meals hot for meals being hot because a lot of the students said their meals were cold, when they received them during quarantine, and then we also heard that some students were not eating three meals a day.

4:03:08

So those are some of the issues that we had during the month of February 16.

4:03:20

Okay, so, the next thing, SGA, met with Dr. Leonard Brown, Vice President of Student Affairs, in collaboration with the COVID-19 Task Force to encourage students to double mask, educate students to mask up, and respond to the daily systems tracker.

4:03:34

We also created a double mask campaign video, to encourage students to double mask, which launched March 1, 2021.

4:03:42

So, with the COVID-19 taskforce, when we launched our video, which was amazing. If you all take the chance to go view the video, it is on official NSU, SGA's Instagram page.

4:03:56

And I thank Dr. Brown for, you know, and the dean of students for collaborating with us to create a video to respond to students to mask up each day and also to, the also to fill out their daily wellness tracker each day. So we continue to monitor the COVID-19, 19 awareness here at Norfolk State, and students become more aware of how serious this issue is for our community.

4:04:23

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Okay, the next thing, SGA hosted its first “link up” event for the spring semester on February 16, 2021. Students had an opportunity to ask questions and share comments and concerns regarding various issues.

4:04:35

Um, this past Tuesday, we hosted our third one, and some of the issues we came up with that are high priority to deal with was the Cares Act and in-person graduation, so the Cares Act.

4:04:49

We received no [inaudible] response that they will start to roll out to students, started on Friday if you receive Pell Grants, and then all other students next week by next Friday, and we were encouraging students yesterday, our business manager got on live, and encourage students to fill out the surveys, and gave a sense of clarity of...

4:05:12

If they received a survey, then they had to make sure they filled it out before this deadline.

4:05:17

And the same thing, if they didn't receive a survey, then they will receive their financial funds by this Friday.

4:05:24

Um, and as far as the in person graduation, I know Dr. J. made it still clear that we're still monitor-monitoring how, how are we going to be flexible with that situation, right now.

4:05:37

But, I know that's still a huge concern, even for me as being a senior. So, hopefully you can work some things out to graduate in person.

4:05:47

But, I think that's...oh, I'm sorry, Dr. J.

4:05:52

I was going to say, we should have some good news short-, very soon

4:05:55

Woo

4:05:57

Yeah, I know, on our part, SGA, we've been researching, you know, other state localities.

4:06:03

I know like North Carolina Central, Morehouse, Spelman, North Carolina A&T

4:06:10

So we've been doing some research on our part. We're just like, okay, Norfolk State, let's, let's make sure we're doing our part too.

4:06:17

It's all up to the, to the, a, governor, and I think you're going to be pleased.

4:06:23

Okay, well, that's, that's all I have for updates. We're continuously monitoring students' concerns each and every day.

4:06:32

And posting as many events as possible.

4:06:34

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I know tonight we have the in-person game, which SGA is advocating the student's goal to, to be in support of the men's basketball team.

4:06:43

But besides that, that's all I have, and now will take questions as far as other student concerns.

4:06:49

Or anything else.

4:06:54

Questions for Jeremiah?

4:06:57

Thank you Jeremiah. And Dr. Haines, both of you for those excellent presentations.

4:07:02

Thank you to the staff. A lot of hard work went into the information they provided today.

4:07:07

A special thank you for the changes to the Handbook, which I think the Board will be greatly appreciated by the Board as well.

4:07:16

Are there any questions or concerns that anybody else wishes to share before we have a motion to adjourn?

4:07:25

Hi, Mary.

4:07:27

Yes, I hear you.

4:07:34

[Inaudible]

Can you hear me?

4:07:35

Yes, I can. I can't.

4:07:37

Yeah.

So, just curious under the, the, the model with this Committee and folks at the table, where does Career Services fall in line?

4:07:52

Would that be under, um, Student Affairs?

4:07:55

Because I, I, I heard you know something about the profile of the graduate... [inaudible]... to that.

4:08:08

[Inaudible]...What's going on in that area.

4:08:14

Who should we look to for, [inaudible]

4:08:19

Yeah, I think I caught parts of what, what you're saying.

4:08:24

But career, the Career Development Center does report to Student Affairs, and is connected, obviously, with Academic Affairs and all they do within the major.

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4:08:38

Was there, was there a specific question?

4:08:42

Yeah.

4:08:42

I mean, and we don't have to get into too much of it right now, but just for future meetings. Just better understanding what, what type of activities are coming from the a Career Development Center.

4:08:55

[Inaudible]...that's a pretty important piece to the student experience, as they're preparing to graduate, understanding we're in COVID right now, the protocols that are being um, um, under with regard to the Commonwealth.

4:09:12

But, you know, are there other, you know, virtual career fairs and things of that nature that students are, are participating in.

4:09:21

Just, I think those are good points that we, we should know.

4:09:26

Absolutely.

4:09:27

I'll talk a little bit about that tomorrow, and the full Board meeting, but can make sure as a Committee that, that we bring that to the Committee as an agenda item, specifically in the future.

4:09:43

Okay. Thank you.

4:09:44

Other questions?

4:09:48

All right. Well, I thank you all for your extra 20 minutes that you gave us today. And, I'm sure I will take some lessons from Devon on how to get myself together to run a more efficient meeting, and get us out on time.

4:10:05

This much great information was worth the extra time.

4:10:10

And thank you, everyone for supporting the meeting today. And, can I get a motion to adjourn?

4:10:16

So, moved.

4:10:17

Is there a second?

Second

Second

4:10:19

All in favor? Any opposed?

4:10:23

All right. We are adjourned. I'll see you guys bright and early in the morning.

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4:10:29

All right.

4:10:29

Adios.

Take care, everybody.

GOVERNANCE COMMITTEE

Um, the theme that the good Dr. Dyke has established, which is the kind of the culture of compliance.

4:10:43

So you're going to hear that (Oh, yeah "laughter") consistently, and it's going to be, that'll be the drumbeat of this committee (all right) is a culture of compliance, um, because I think it's so important to show that we, you know, we set the tone, and um, then that will allow for, um, the, the rest of the, Dr. J, and the rest of the university to follow.

4:11:07

So, I'm excited about the role, and look forward to great things coming out of it.

4:11:13

So, we've got a fair amount of items to cover on the agenda today, um, and um, everybody's hopefully had a chance to review the materials in advance, and so we'll kind of start walking through, walking through those. Anybody have any opening questions or comments before we dive in? No.

4:11:33

All right, so let's go. So, the first item on the agenda deals with the discussion of the governance committee draft charter.

4:11:43

And, if we can scroll to the document there, there you go.

4:11:49

So, this is following the format that, um, I guess, the Ad Hoc Committee on Policies is, um, I guess, this is (Devon) Devon's Committee. I guess it.

4:12:00

Yeah, the Bylaws Committee (the Bylaws Committee) is going to pull together.

4:12:03

Yeah, this draft, this format, and so we've with Ericke's help structured it at least a draft that would need to be considered, um, for adoption in the full, full meeting tomorrow. Is that correct? Correct, Ericke?

4:12:20

Um, Mr. Chair, we, we would probably may want to delay that decision until the Standard Operating Procedures are adopted by the Board of Visitors. Okay, fair enough. Fair enough.

4:12:32

So, nonetheless, we've got a document to work with and you guys can review at leisure and if you have any thoughts, comments, please feel free to communicate those back, back to us so we can adjust it. But I think it covers the basis of, um, what we will be responsible for. And, that it also leads to some further discussions that we'll have as the day progresses with some potential conflicts between our charter and the, and the Bylaws and what not that will need to sync up. So, what we'll talk about those as, as we progress.

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4:13:04

So, um, so, if we can move on to the slide deck.

4:13:14

Come on up.

4:13:19

Alright.

4:13:22

Very good. Come on, There we go.

4:13:31

Yeah, so, here we go.

4:13:31

So, this next section is the, the Board's Skills Matrix.

4:13:38

And, you know, we, we, again, a part of our responsibilities will be to ensure that the Board has the skills necessary to support the university in most robust fashion. So, um, let me turn it over to Ericke to take us through this slide. I think you also have on the next slide, as well.

4:13:59

So, Ericke, so it's over to you. Thank you, Mr. Chairman.

4:14:02

And, as the Chairman has said, the intent of this exercise, which was carried out in the latter part of 2020.

4:14:12

And then, it was updated recently to reflect Dr. Best's information, as well.

4:14:18

The intent of this exercise is to, um, not particularly to, evaluate individual Board members, but to get a sense of the full Board's skill sets.

4:14:30

Um, and again, that is part of the Governance Committee's charge to assess the skills of members, so that they can inform the process for Board member selection.

4:14:42

I want to move to the next slide, which really provides the analysis of the information that was provided by individual Board members,

4:14:52

and just a few key takeaways in terms of the, I know, the strengths, so to speak.

4:15:00

Um, we identified a number of areas, and that was certainly the belief in the mission. All of the members of this Board are, are really, um, committed to Norfolk State University.

4:15:11

Um, strong prior Board experience, as well as organizational change management, strategic planning, and um, then overall organizational change management as well.

4:15:23

In terms of, um, areas that were identified as recruitment priorities, that would include financial management, human resources management, and information technology.

4:15:36

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Again, these are, um, matrixes that can be used as the Board continues, considers new member selection.

4:15:45

I think that's, um, I'll say on the two slides, Mr. Chairman.

4:15:51

Good. Good.

4:15:53

Um, any comments or questions on this? I know that the, you know, when you look at the things that are important to provide in good governance, and these items as they laid out, we think are the, are the appropriate measures. Ericke, how does these align with the other universities in the Commonwealth? And do they, do they use a similar, um, scorecard, if you will for evaluation purposes?

4:16:18

Um, what I can say, Mr. Chairman, that this information came from the Association of Governing Boards, so, it is consistent with best practice across higher education in general.

4:16:34

Excellent. Thank you. Thank you.

4:16:37

Any other comments, questions?

4:16:40

No. I just think this is very important, because it's, um, incumbent upon us to identify where we need help and where we need areas,

4:16:48

so we can provide that to the, um, I guess, the committee that the Governor has created to just sort of screen appointees, or what have you. So, tell them what we need. So, I think this is a great step forward to have that information available.

4:17:04

Agree. Agree.

4:17:06

And, I guess as, as, you know, you, the Board members rotate off, voluntarily rotate off, or what have you, you know, as we're seeking additional replacements,

4:17:18

and having this as a baseline to compare and to kind of hone in our search will certainly be helpful.

4:17:30

Yep. Excellent. Okay. All right, next item. Ericke, I think you got that one as well, right?

4:17:36

Um, yes sir.

4:17:37

Again, one of the responsibilities of the Governance Committee is to ensure Board member compliance with the, um, standard conflict of interest requirements, as well as financial disclosures, and also the Board's own code of ethics and mutual expectations, as well as the SCHEV required

4:17:59

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Board member trainings. As you can see from the chart, we do have 100% Board member compliance as it relates to financial disclosures.

4:18:09

12 out of the 13 Board members have completed the required conflict of interest training.

4:18:15

The number that you see here for the agreeing to the Board's code of ethics and mutual expectations, that is now at 100%. And, the last item, the SCHEV Board member training, um, that is a new requirement that became law last year, and a number of our members, perhaps the majority of our members, Board members, will need to complete that training before the end of this year.

4:18:43

The only the other piece, um, as you see on the left hand side of the slide, speaks to Board member performance assessment, and I think this may be an area, Mr. Chairman,

4:18:54

where the Committee may want to have a discussion, because based on the, one of the things that the Committee is charged to do is to conduct an assessment of individual Board members, as well as the Rector.

4:19:10

Based on the research, um, that we have done at the staff level, we did an informal poll of Board professionals at all of the public institutions of higher education here in Virginia, and what we have learned based on the responses that we received with that

4:19:26

we, we have not identified an institution in Virginia that is currently conducting, conducting individual Board member assessments. What all institutions are doing is a self-assessment of the full Board.

4:19:42

Um, I did speak with Elizabeth Alvarado from AGB this morning, and she again confirmed that the national best practices is self-assessment of a full Board. There are some institutions that are doing individual assessments, and she said that she would provide me with a template this Committee could use, but I believe, as I said, this may be one item of that the Committee, wants, wants to have robust discussion around to figure out what an individual Board assessment might look like here at Norfolk State.

4:20:18

That's good. Um, and if in fact that is an evolving best practice that hasn't made its way into the Commonwealth,

4:20:26

if it's, um, an area that we think, um, it, it would serve us well, to go beyond the full Board assessment and down to the individual Board members, um, individually. If, as a Committee, we think that is an appropriate path, then, um, I think you for having staff to continue working with AGB

4:20:49

to get some data that we can consider in terms of an evaluation form or, or mechanisms or tools, I think will be helpful. Any comments, thoughts on that?

4:21:00

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I have a comment.

4:21:03

Go right ahead.

4:21:04

Um, okay. I, as I was looking at the, um, Visitors' experience and the matrix,

4:21:11

and it, before I had scroll down and read about the individual evaluations. It, it, entered into my mind, but um, as a school Board member, one of the parallels we have with this Board of Visitors is that we evaluate the school Board, um, as a whole, as well.

4:21:31

So, I was just curious as to what would be the advantages,

4:21:36

I can think of some, but, but, but, when, um, Mr., Mr. Cage said that there wasn't a model across the state.

4:21:45

So, what kind of, what brought this on? It just came in the air. Like, what, how did we get here?

4:21:54

I'm just curious, kind of curious.

4:21:59

Erick, can you provide some color there?

4:22:02

I think what I can say is that this language for this requirement made its way into the Bylaws as part of the, the comprehensive assessment that the Board engaged in with AGB.

4:22:17

Um, beyond that I think we probably want to take a step back and have a conversation with um, the Rector and others to determine, you know, again, what was really driving this, this language?

4:22:33

Did that language actually make its way into the Bylaws? Refresh my memory? Is that correct, Erick?

4:22:38

It is in the Bylaws. Yes sir. Yeah, yeah.

4:22:41

Okay, if I could chime in here, I think, just having based on past Board experience that I've had, in both private sector and publicly, I think what it comes down to is the, um, one of the responsibilities of the Rector is to, um,

4:22:58

basically keep an eye on the Board, and, to the extent there's um, there are members who are not participating, or who are not engaging in activity, um,

4:23:08

I think it's incumbent upon the Board leadership to reach out and work with individual Board members and talk to them about ways to strengthen their performance, or to get more engaged, and um,

4:23:24

I think it's really kind of hard to define exactly what that is.

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4:23:28

It's almost like that old adage from the law about obscenity, it's hard to describe it, but you know it when you see it (laughter). Yeah.

4:23:36

You know, the leadership, I think has got a responsibility to step in, and that's, that's sort of the way I've seen it conducted, um, in the past.

4:23:44

Yeah. I was just curious. No that's good. It's good conversation. And, I think if you have at least some, some fundamental, um, guidelines, that can be, that you can be measured against, so then it's not like, it's some arbitrary, um,

4:23:59

you know, they're picking on me type of reaction. Right?

4:24:03

So, if you've got something that everybody is, you know, having to be measured against at least.

4:24:08

You have some consistency and it's not, it's not personal, it's the, you know, it's the standard, and it's not, it's not something that's, you know, you're being called out, because you speak of their meetings and you're getting, you're getting pinged. Right? Or, something like that, though. I think that's the benefit, as well.

4:24:25

Oh, yeah. In fact, you're encouraged to speak up and voice your opinion.

4:24:29

We're not supposed to all be speaking with one voice.

4:24:31

That's the whole point of having a Board like this is to get input from different perspectives.

4:24:36

But the one thing I will point out just in the short time that I've been on here, but I think it's worth mentioning for us to look out for, and that is, whatever is said and done in the Board, needs to stay within the Board.

4:24:47

And, one issue that we need to be concerned about is maintaining confidentiality of what happens here.

4:24:53

And, there have been some occasions when that has not happened, and quite honestly, that leaps out to me as the first thing that, um, would question whether or not a person needs to continue to serve on this Board. I'll leave it at that, but, um, I think that gives you an idea.

4:25:09

No, I think that's fair. And, you know, as, you know, as I'm thinking about it, that absolutely would be, you know, one to, kind of question one.

4:25:16

Or, you know, you know, maintains confidentiality of Board matters. Right? Along with, you know, attendance at meetings and participation, so on, and so forth.

4:25:25

So, I think we got a good, good thought. Yes, go ahead.

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4:25:28

Two things.

4:25:29

One of the things I was, um, obviously, I have my hands in two different HBCUs, or two different universities, two different states.

4:25:39

But we did, one of the things we did through governance in Elizabeth City, is, as a part of this process, it was 100% required that everyone had financially supported the university.

4:25:52

And um, what we did is, you know, everyone, you know, without getting into anybody's personal, um,

4:25:59

business. We didn't say everybody had to give a certain amount, but we said everybody has to be responsible for a certain amount coming to the university.

4:26:10

So, you know, that way, because we had people, you know, of different, you know, in North Carolina, it's a lot different structure, but that made sure that everybody was committed to the fiscal support of the university.

4:26:23

The other thing that we did that The Honorable James Dyke just reminded me of, and, and, that's why I was getting ready to say the same thing.

4:26:32

Um, it's not enough to just talk about confidentiality, but the Governance Committee put a process in place that was accountable.

4:26:43

So, for your first offense, this is what the Board Chair or Rector did. For your second offense, this is what happened, and your third offense there was a letter written to the state saying we needed a replacement for a Board position.

4:26:58

And, that was based upon, you know, not hearsay, you know, and I'll give you a real good example.

4:27:04

There was, we, we know this was really at the hospital at Chesapeake Regional.

4:27:09

Somebody went to the Rotary meeting and they congratulated someone. So they weren't, they weren't even thinking through the lens of trying to breach confidentiality. We're just voted to hire somebody, but it was not public record.

4:27:23

And, just in their conversation, they said congratulations.

4:27:28

Well, you know, obviously, you breached confidentiality then.

4:27:33

And so, what we did was basically the first offense

4:27:37

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you got a verbal reprimand. A second offense, you got something formally in writing, because what we started to see was it was always somebody saying I was unaware,

4:27:49

or it wasn't me. And, what happened in that case is there was another Board member that was present

4:27:56

that heard the Board member at the hospital congratulate the person,

4:28:01

and so, you know, it's not just hearsay, but we might want to consider something in the future with it being a little bit more, um, definitive,

4:28:11

how are we going to address it. Right? You know, because that kind of gives the Rector or the Board leadership a little bit more teeth.

4:28:17

Now, I don't know how that lines up with what the state allows, you know, in state institutions and things like that.

4:28:25

Yeah. Great input. I appreciate that, and so, Ericke, I think (thank you), um, we'll take that under advisement and factor that into the research that we do to come up with some recommended approaches. So excellent feedback. I appreciate it.

4:28:41

All right.

4:28:44

Next item on the agenda deals with, um, a discussion regarding conflicts in the Bylaws language.

4:28:52

Like I mentioned this slightly a minute ago, but um, currently the way that the Bylaws are structured, um,

4:29:00

the, um, yeah, it charges the Governance Committee with developing a slate of officers to present to the full Board, um, but they also established a Nominating Committee, um,

4:29:14

that is charged with offering a nominee for each Board, for each Board position.

4:29:18

So, I think Ericke from, from your perspective here, um, the, the, I guess the way that the Bylaws were originally constructed

4:29:28

the Rector had the responsibility for, um, um, establishing the Nominating Committee, and um, and, and then that established, that would do the nominating. Is that correct?

4:29:42

That is correct.

4:29:44

Okay, so, I've had discussion with, with the Rector on this topic and she absolutely sees that as a going forward responsibility of the Governance Committee. Yeah.

4:29:57

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Though, to the extent that the Bylaws need to be amended, I think, from a legal perspective, there was still a pending question as to the mechanics for doing that and whether or not, that was something that could be treated as an administrative modification or not.

4:30:15

And um, I don't know whether or not we've got a ruling on that, or where that stands. Any, any insights there, either Pam, or Ron, or, or Ericke?

4:30:28

I believe Ron is on, is o the call. So, Ron.

4:30:31

Okay, got it. Here it is. I'm off mute.

4:30:35

Um, sorry, I'm late. I was in on a discussion, as a matter of fact with myself, Ron, Deb Love and James Robinson (laughter).

4:30:43

So, we were all trying to get straight for the Title IX matter that's in the next workshop session (laughter).

4:30:52

And, (thank you for doing that) (laughter). And, I heard my name and so I thought I better jump in and defend myself (laughter). So, in the meanwhile, I said, oh good, the time is perfect.

4:31:02

So, uh, yes, I'm in the, um, um, The Honorable Dyke,

4:31:05

I, um,

4:31:07

I, um, I just want you to know that you and Jean Cunningham did a great job on the Bylaws Committee, and I just don't think any of us recognized that with the Governance Committee that

4:31:18

there might possibly, you know, be um, a conflict, because of that one line saying that yeah, this committee, would, would be in charge of the slate.

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So, we did, um, we, we, Ron Forehand and I got together and we sent in a resolution, because the way it works is you're going to have to suspend the Bylaws. The Bylaws typically say 30 days in advance,

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but if, the full Board goes ahead and, um, does a suspension, it will be to replace the Nominating Committee. There's um, there's um, I did submit. Did you have it?

4:31:52

A proposed resolution.

4:31:54

Yes, I do. Yes. Right. Right.

4:31:59

So that you, um, officially, the Governance Committee would officially be responsible to handle what the Nominating Committee would do. It is because it's a duplication. The Nominating Committee would not be doing the same thing that

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4:32:13

you're going to be doing. It is just the difference of what, who you call is the title.

4:32:17

So, there is a, um, statement in there, and I don't see it.

4:32:26

Um, I know I sent it to April.

4:32:29

Yeah, so I think, at, at least. Yeah. Go ahead. Pam, that resolution is in the package for the full Board tomorrow. Oh, okay. All right. So, if it in that package, then um, let me flip over to it, because I have a book here. And, I think I got the clip of it, so I can read it from, from what, from what I have here. Okay, that'd be great. I think that would be good. Yes. Yeah. I thought they had sent it to you though. Yeah. So, it says slate of nominees, so it says the Governance Committee develops a slate of officers to present to the full Board for consideration at the annual meeting of the Board in an odd number years, odd numbered years.

4:33:08

The Committee is to offer one nominee for each office, nominations of the committee or trans, transmitted to Board members, along with other advanced meeting materials prior to the annual meeting.

4:33:19

So that's labelled the slate of nominees, and that definitively states that the Governance Committee develops the slate.

4:33:26

Right, and if you, if you don't mind, the resolution will be stated like this, whereas the Norfolk State Board of Visitors amended its Bylaws on (it has the date that we did the amendment) to provide that the newly created Board of Visitors Governance Committee was tasked with the responsibility of nominating a slate of officers for

4:33:48

the Board's biennial, biennial, officer election; and whereas the amended Board of Visitors Bylaws also provided for a Nominating Committee of the Board to solicit, and offer one nominee for each office, which would be transmitted to Board members along with other advanced meeting materials prior to the BOV annual meeting;

4:34:13

and whereas the Nominating Committee's responsibilities would be a duplication of a responsibility and task already assigned to the newly created Board of Visitors Governance Committee.

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Therefore, it is resolved that the Board of Visitors adopts this resolution to avoid said duplication.

4:34:34

And, and it gives you, it spells it out. You know, I won't read you all of that,

4:34:38

but basically, it's telling you that you got to suspend the, um, the um, Bylaws, um, and that in place of it, it tells you what would be substituted in place of the Nominating Committee.

4:34:52

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Instead, there will be slate of nominees, and it provides the same information basically that the Nomination Committee was going to do.

4:35:01

And, if I could speak to that from the, um, as the, um, co-chair of the Bylaws Committee, we, we probably just missed that

4:35:09

duplication in the process, so I apologize for that, but I think that's the way it was clearly intent to shift that responsibility to the Governance Committee. Yep. Perfect.

4:35:20

So, how does that,

4:35:22

how does that impact tomorrow at 3:05? As far as the Nominating Committee Agenda? So, we don't do that tomorrow then?

4:35:32

Yeah, because I think they had already included that in the agenda that went out before this topic, before this issue, and this conflict came up.

4:35:40

I think that's the case. Is that not correct Ericke?

4:35:48

Um. The Board can make the motion at any time. Somebody can make the motion at any time.

4:35:51

Yes, so what I'm saying, we won't have a Nominating Committee meeting need tomorrow.

4:35:57

Yes. My understanding was that the resolution would be offered at that point and time the Nominating Committee appears on the agenda.

4:36:09

Okay. Yeah. Then, then what we will, what we will need to do as a Committee is to, um, caucus and, um, come up with a slate of nominees to present to the full Board at the May meeting. Correct?

4:36:22

Right? It's April.

4:36:25

The April, is it the April or. Um, April. I'm sorry, the April meeting. The meeting in April is when? April 30th, is that it?

4:36:33

Yeah, I think that it is at the end of the month, or something like around that.

4:36:38

Okay. So, we will have to meet between now, and then as a Committee to come up. Right. Okay, correct. Now, um, Pam, let me ask you this, as a committee and

4:36:48

the whole, you know, three people is, got to be publicly notified and all that jazz?

4:36:55

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Um, how can we, do we need, will we need to do that, to announce the meeting of the Governance Committee, if we so choose, and have to go through that public announcement and all that.

4:37:06

Right. You have to go through that. Aren't you all already? Why don't you announced already? Yeah, the Governance Committee report?

4:37:15

I'm sorry (several voices inaudible).

4:37:17

For your next meeting?

4:37:19

Yeah. Right. Yes, yes. Yes, it would have to be noticed

4:37:22

just like anything else if there's three of you. And so, it would, it would be noticed. Let April know the date that you pick, she post it in advance, and that's, that's the main thing is that the public wants to know that you're having a meeting.

4:37:36

Now, how much time do we need an advance? Three days prior to. Okay. At least three days prior to. Okay.

4:37:45

All right, and here's the other challenge team, is that, in order to support the posting of documentations, documentation in the, in the in Board books, I think the suspense for that is what, two weeks prior to the Board meeting or something like that, two weeks or 10 days or something like that?

4:38:05

And so, I think it's something like, the middle of April is when we would need to have landed on, um, the information that would need to be included in the, in the Board books posting.

4:38:15

I believe. Is that correct Pam. I have to look at Ericke for that,

4:38:19

because I'm not sure what you all have put on yourself sometimes (inaudible). Right. Ericke, what is the timeframe that they now have in place for when, when the Board wants things to be submitted? Um, well, I did check with April on this matter

4:38:35

yesterday, and Mr. Chairman, the Committee would need to have met and provided its recommendation no later than April 16th, because that's when the Board book has to be published. Okay. So, we got, we got some short, a short fuse here. So, um, what I'll commit to do is look at my calendar. I'll float some potential dates to you guys here the next day or so, and we'll try to lock it down and, and go from there.

4:39:12

Okay, sounds like a plan. Okay, good. Yes. All right, any other discussion on this topic?

4:39:20

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Um, I guess just that we probably ought to, you might want to mention that tomorrow to the Board, because, so we can maybe find out if their Board members who are interested in being considered for any of these positions? Is that good? Yeah, that's good point.

4:39:37

Yeah. I'll throw that in during our brief of the Committee.

4:39:40

Hey Dwayne? On a quick, on a quick, separate note.

4:39:44

I didn't get to meet Dr. Terri Best. So welcome

4:39:47

first of all, but, um, I did Google her after coming here today (laughter).

4:39:53

And, I just want to say, as a 1984 grad of Norfolk State, the Board is starting to get a lot of pirates up here. I don't want to have to mention anything to the Governor about that, but it's like (laughter). But welcome. I'm just joking. Thank you. Thank you so very much and just consider that one of your many blessings (laughter). That sounds something like my daughter-in-law, who was a Hampton grad. She would have said that same thing (laughter). My family, my family is so much better off now that there's a pirate in the family (laughter). It's a blessing, but, thank you. Well stated. Well stated. Exactly.

4:40:35

Exactly. All right, um, let's see.

4:40:39

Next item is the, um, the Ad Hoc Committee.

4:40:46

I think there's another twist to expanding and ensuring that we've got, um, you know, I guess, formal responsibilities pinned down. So, I was, as I was looking at the listing of committees, where we're trying to fill the slots of individuals to these committees,

4:41:04

and I saw the Ad Hoc Policies Committee, and Jim has done a fantastic job of leading that committee, um,

4:41:13

but then I started thinking I said, well geez, you know, there's a fairly, a fair amount of governance responsibility that, that seems to trigger, and then, um, you know, kind of overseeing the policy, the policies from, from a governance perspective.

4:41:29

So, it kind of makes sense to have that, those responsibilities ultimately roll up under the Governance Committee.

4:41:36

And so, um, that is, I had a conversation with the Rector about that as well, um and, you know, I guess we just wanted to make sure that you guys, you know, one thought that that made sense and two, you know, just solicit any thoughts or concerns that you might have if we proceed down that path.

4:41:58

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Well, I just think, um, it's a good idea to have it under the Governance Committee to quite frankly, in fact, I don't even know if we need to have it,

4:42:06

A separate Ad Hoc Committee. I think we had went to the Ad Hoc route, because we had a time crunch, and we needed to review those policies, so that we can adopt at this meeting.

4:42:15

And so, we had to move quickly to get that done, so, but I have no problem with having it folded, under, under the Governance Committee. In fact, we would certainly recommend that if you need something formal.

4:42:27

Oh, good.

4:42:29

Yeah, I think logistically, Ericke, help me out here.

4:42:31

I think logistically given the work that, that policy has done, the meeting that we have this afternoon following this meeting, will, in essence, close that item out and have the appropriate quorum there to accommodate and to accomplish that. Right?

4:42:47

And so, then going forward, those responsibilities will get folded up under the Governance Committee.

4:42:53

Yes, I will clearly relinquish my leadership to you, Mr. Chairman (laughter).

4:42:59

But look, but trust and believe (laughter) I'm going to be lending on you going forward, sir (laughter).

4:43:08

All right, good. Any other comments on that topic?

4:43:13

Very good.

4:43:16

All right.

4:43:16

And let's see, the next item is House Bill 2120, and, I think, Ericke, you've got some, some information to share with us on that?

4:43:29

Yes, thank you so much.

4:43:31

Again, HB 2120 is a bill that was advanced by Delegate Mark Keam, who represents part of Fairfax County, and he also serves as the, um, chair of the House Education Subcommittee on Post-Secondary and Higher Education.

4:43:48

Um, the intent of the bill is to advance or enhance transparency and accountability amongst Virginia's public higher education governing boards.

4:43:58

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And, it requires that institutions place a number of things on their,

4:44:04

on their website, the Board website. For example, listing all Board members and including the name of the Governor who made the appointment of a Board member, a listing of all committees, created by the Board, the membership of each committee,

4:44:20

the schedule of upcoming meetings of the full Board and subcommittee with instructions on

4:44:25

how to access those meetings, an archive of agendas, and supporting materials for each meeting of the governing Board and its committees, e-mail addresses, or an e-mail address that allows Board members to receive public communications pertaining to Board business.

4:44:41

The bill also requires the Board to solicit input from representatives of the institution's faculty on issues of relevance to the faculty

4:44:50

at least twice a year, and it also requires the Board to solicit insight from the feedback from the faculty as it relates to the selection of the university's president.

4:45:02

And finally, the bill directs the State Council of Higher Education for Virginia to establish, um, an uniform process for governing boards as it relates to electronic access to meetings.

4:45:19

Um, my take away from this is, and I should say that I just checked on the Legislative Information System prior to this meeting. The bill did pass. The Governor has yet to act. He has until March 31st.

4:45:33

Um, at this point, I have no reason to believe that he would not act favorably on the bill. Therefore, it would become effective

4:45:42

on July 1 of this year. Um, what I will say is that, you know, there are a number, couple of items here which will require, um, you, the university to do some work, and staff to do some work. By enlarge Norfolk State University is already in compliance

4:46:00

with a vast majority of these. And, I think the impact on the university will be pretty minimal.

4:46:08

Very good.

4:46:09

Very good.

4:46:10

Um, one question. I'm sorry. Go ahead.

4:46:14

One question I had Ericke, is, we don't, we don't, release e-mail addresses for Board members, do we?

4:46:22

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Um, no, Madam President, I, we do not release e-mail addresses. Okay. People seem to get them, but we don't release them. Okay (laughter). So, I guess saying. Somebody is releasing them (laughter). So that changing the model won't hurt us at all. Well, if I may say, many of the universities established e-mail addresses at the university.

4:46:48

And, that was my question. Yeah. That, because I was wondering if we would have a Norfolk State e-mail, um. You certainly could have one. We could, we could establish that for the Board, if the Board would like that.

4:47:01

You know, that sounds like a good idea.

4:47:03

That way, you know, we can, it's not necessarily getting inundated in our personal e-mails, and

4:47:09

then you could also have someone designated amongst the staff to monitor those e-mails so that, you know, because it certainly shouldn't be anything personal coming into it. It will only be Norfolk State business.

4:47:22

But, that's just the thought that, you know, without it. It also helps you with FOIA, because then you have all the university e-mails eight there. I say. Yes, yes. Yeah. Yeah. Yep.

4:47:36

Yeah. Okay.

4:47:41

So, hopefully that won't be a big, not a big cost item to accommodate establishment of e-mail addresses for BOV members.

4:47:50

I don't think there's an, I can imagine that there'd be cost associated.

4:47:55

Yeah. I'll make sure on that.

4:47:57

Yeah, I would think not. Maybe we can make a pitch to the Governor that we need to be reimbursed for the cost of establishing (laughter). I agree.

4:48:08

Yeah, people don't seem to have a problem reaching us, I can assure you. I can too.

4:48:17

That, that was my point. It's like they somehow find you all. Yeah, in this day and age if you want to find someone you can.

4:48:25

Yeah, well, they usually find me through church members. Right. Yes, yes, yes (laughter). You try, you try to go out to some funds, Jim, treat this as some old classic unfunded mandate argument (laughter). All right.

4:48:40

Good.

4:48:42

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Okay. All right, I think that is all we have on the formal agenda. Um, April, are there any members of the public

4:48:51

that wished to make a comment?

4:48:55

No sir. No one signed up for public comment.

4:49:00

Okay. Excellent, excellent. All right. Any go backs, any other items for anyone?

4:49:08

No, my only question is since I've got two of my committee members on here and we are scheduled to start at what 4:15?

4:49:15

Yes. I'm amenable to starting as soon as possible, Jim. So am I.

4:49:20

Only, only, problem is we don't have Joan (laughter)

4:49:24

and Mary. Um, I don't know if, April is anyway we, will, we've run into a problem if we started earlier? I guess.

4:49:38

Um, in North Carolina, you cannot, if, it's been publicly announced.

4:49:41

Yeah. Yeah, I would think, yeah. Yes.

4:49:45

Well, let me just leave the two Committee, Committee members who will be here that

4:49:49

I'll just point out to you that since we're going to start at 4:15, as Ericke reminded me, we are the last thing on the agenda, so, I, um, it's last thing standing between me and my rum and coke. So, I will be moving quickly as we go through this meeting (laughter). Buckle up folks, we are moving through (laughter) (inaudible).

4:50:14

And Dr. J. has an important moment tonight, too.

4:50:19

Yes and I don't want to be late. I've got to get to Bloomington. So, yes, we need to fly through this week that 4:15. What's going on tonight? Do we need to know about this? We have the (there's a little game, basketball game tonight). NCAA game – 8:40. Yeah. Oh, yeah.

4:50:35

I see. Hey, that's right. We're sort of on a roll here. We, this this our year to be the George Mason and make it to the final four, right? Wouldn't that be awesome? Great. Great. They are ready. Yeah. That was, that was a wonderful time. It did wonders for George Mason.

4:50:51

I can assure you. Just, just, just, it's amazing

4:50:54

Having, having some athletic accomplishments like that really is, is a real plus for a university. So, um,

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4:51:03

good stuff. Bring us, bring us back a victory Dr. J in case, and by the way, did you see that the viral video of McCall over at the, um. Yes, I did see, and yeah, I'll have to figure out an answer to that. We, we need. And, I think the Bishop had an idea about that. You can't use Dr. J, I'm the Dr. J (laughter). So, we are going to have to figure that one out (laughter). I will make a covenant to keep (inaudible) we might want to call it.

4:51:34

I'm sorry. I didn't get hear the last thing you said Bishop. I promise to keep it a secret from my Virginia State wife.

4:51:41

(laughter) Oh Lord.

4:51:47

Well, look guys, I appreciate everybody's efforts, um, I think it was good productive meeting. We're off to a good start. So, I'll get back to you guys with a couple of dates for us to consider the slate of candidates and shoot an e-mail out to you guys in the next day or so, and let's pin that down, and I have, um, met my commitment to give you guys some time back on your calendars. So, um, mission accomplished. Thank you very much Mr. Chairman. Thank you.

4:52:14

Jim, I would, if I had a different occupational profession since this is my last moment I would go get that rum and coke started for you (laughter) but you are own your own (laughter). Well, I appreciate the thought. I appreciate the thought (laughter). Did you already, already send it to me? I see you all in the morning. Okay, bye. Jim, I will see you at 4:15, 4:15. All right. Take care, everybody.

4:52:46

Wait a minute. Wait a minute. Hold on one second. Let me pull it up.

AD-HOC BOARD POLICIES COMMITTEE

4:52:51

Yes. You want me to call the roll?

4:52:53

Um, well, has Joan been on all day, or have, who else, who else are we missing here?

4:53:00

We're just missing her, but we will have a quorum without her. Do you want to start?

4:53:07

Let's see, who else?

4:53:09

Um, Joan, we've got five, right?

4:53:12

Yeah, you got it covered. Who are we missing?

4:53:16

We've got everybody except her, right? Yep. Yes. Oh, okay. Let's go. Call the roll.

4:53:22

Mr. Dyke –

4:53:23

Here.

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4:53:25

Dr. Best –

4:53:26

Present.

4:53:28

Mr. Blake –

4:53:29

Here. Ms. Blunt – Here. Joan is absent.

4:53:34

We have a quorum. Okay, all right. Mary, I didn't, you didn't, didn't see you on the screen. Welcome. I know you had a pretty full day already. Oh, my God. My head hurts (laughter). Well, you weren't on the last meeting that the 3 of, 3 of us were on. And, I'll repeat we are the last thing standing between me, and a rum and coke. So, we're going to be moving quickly. Okay. (inaudible) Rum and coke (laughter). All right. Well, we've got to two big items to discuss.

4:54:08

One has to do with just a general review of the policies.

4:54:13

And, then we also have an additional, a policy that we're going to address, which is policy number 39.

4:54:19

Um, hopefully everybody has seen, I did send around a, what I refer to as my cheat sheet, lifting some of the key policies, um, that we are supposed to review.

4:54:31

And, as I indicated, most of the changes were technical in nature, and the ones that I've put on this list weren't really major changes, but would just given the title of the policy, I thought it was worth mentioning.

4:54:45

So, you would have an opportunity to, um, to see what we were talking about, but I'll only focused on a few of those.

4:54:52

One is, just for purposes of making sure everybody's comfortable is policy one about creating and maintaining policies.

4:55:00

Um, Ericke, did you want to speak to that, because we are talking about reducing the comment period from 30 days to 10 days.

4:55:09

And, I understand that there might have been some, um,

4:55:12

there was some angst, some people have raised. Can you just address that briefly for us?

4:55:16

Yes, thank you, Secretary Dyke.

4:55:20

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Um, we are, the administration is advancing the request to reduce the comment period from 30 days to 10 business days for those policies, those, um, existing policies that are, um, being, um, advanced for, for amendment.

4:55:39

And, the rationale for this is that, before BOV policy number one was revised, um, about a year or so ago, maybe a year and a half now.

4:55:49

There was a provision in the policy, which allows for minor revisions.

4:55:55

So, for example, if we had a staff, um, staff change, or if we needed, to, to adjust some dates, then we can make those changes without having to run the policy through the entire cycle.

4:56:10

When the policy was updated, um, again, a year and a half ago, that language was removed.

4:56:15

So, we currently have no mechanism to make minor revisions or minor changes to the policy.

4:56:22

So, as kind of a middle ground, what we came up with was this suggestion, that if you have an existing policy, you're updating the policy, and a good example would be, we had, we've been going through an exercise of updating all of our policies to include education and compliance section, which is required by BOV policy number one.

4:56:45

Even though we're just adding a small education and compliance section, all of those policies has got to go through the entire 30 day public comment period.

4:56:54

Um, again, it, it is not as efficient as we, we would hope it would be.

4:57:00

So, again, we're asking that, again, for those existing policies where there are just small changes, and that would just be a 10 business day posting. Okay.

4:57:13

Very good. Any questions or comments?

4:57:17

Okay, um, the ones that I think, unless I hear otherwise, the ones that I will focus on would be number five dealing with Title IX, number 15 dealing with the presidential evaluation, number 18 where we have a technical amendment that we want to make.

4:57:34

So, um, looking at those three, why don't we start with, with 18, because that's, that's a pretty simple one. Ron, are you on?

4:57:46

I'm here. Okay.

4:57:49

Ron or Pam, whoever is going to speak to that technical amendment for 18 relating to participation in BOV meetings. Right, um, in number 18, I left out a fairly significant word of "not" within the, um, within the policy. If you give me just one second, I'm trying to pull it up in this.

4:58:16

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And, Madam Rector. You'll supposed to be on this meeting.

4:58:28

Oh. Okay. I'll speak to April so that you can do that. Okay, thank you. Bye. Bye.

4:58:35

Okay, okay, in policy (I apologize that was the Rector. She cannot get on the link, so, April, if you could send her another link, that'd be great).

4:58:47

Okay, I'm sorry. Go ahead Ron. Yeah. Good. In policy number 18, it regulates the participation of Board of Visitors members in BOV meetings in the event of an emergency, personal matter, etcetera.

4:59:00

And just to accommodate, the, um, current situation of COVID, um, we put a provision in there saying that this is the regular policy, and this policy is effective during ordinary times and may not apply to Governor's declared an emergency.

4:59:18

Um, um,

4:59:20

as it has, as he has right now doing COVID. And, what is the policy

4:59:26

as you have it says the policy shall be effective during ordinary times, during which the Governor has declared an emergency,

4:59:36

and that should be during ordinary times when the governor has not declared an emergency.

4:59:43

And Ericke, if you're following along, that's in roman numeral, in, in letter "H," excuse me

4:59:50

section I. Okay. Yes.

4:59:56

Okay, so, we will treat that as a, as a friendly technical amendment, if somebody would move, that, we make that change.

5:00:05

So, moved.

5:00:07

All right.

5:00:08

Second. All in favor, say aye.

5:00:11

Aye, Aye. Aye.

5:00:12

Opposed?

5:00:13

Okay, um, why don't we then move to policy number 15 having to do with presidential evaluation.

5:00:23

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Um, and I think you've gotten the latest amendment which tries to reflect the fact that this process will be done by a committee appointed by the Rector. In this case, Mary Blunt is heading up that effort.

5:00:40

And, Mary, I just want to make sure you're comfortable with the wording of the amendment, because I know you did have some concern about the timing, and if you wanted to speak to that now would be the time to do that.

5:00:51

All right, let me see if I can explain this at this late hour.

5:00:55

And so, please help me if I, um, stumble.

5:01:00

Um, the way the policy reads is that the evaluation will be done no later than December of the calendar year.

5:01:09

So, the question comes when we do the evaluation, let's say we do the evaluation in October, what timeframe are we evaluating for?

5:01:22

I would read it to be the time, the timeframe of the, I assume the preceding academic year, which I think is, gets at what you want. In other words, from September to, um, to, um, May.

5:01:37

Because the president's goals and expectations for the academic year as opposed to half a year, correct?

5:01:47

Um, yes, and so, well, they typically haven't,

5:01:51

it hasn't been stated whether it's an academic year or a calendar year. That really is not, nothing has been stipulated. So, let's use an example.

5:02:00

In August, we move into the 21-22, um, academic year.

5:02:10

Okay. In February, we finished the evaluation for the prior year, which was 20, 20-21.

5:02:22

So, if we don't have a prior year, at this point, to evaluate. We have to evaluate for August to May of next year. At least in my head, that's what I'm thinking, because the goals that were set that the president was evaluated on are done.

5:02:50

Correct?

5:02:52

Is that correct? And President Adams, please chime in, because I'm, I could be like so confused here.

5:02:58

So, what I think our biggest thing is, um, timing of the last review for reasons of COVID.

5:03:09

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And so, typically, um, the, the standard process nationally, is to evaluate on the academic year.

5:03:19

And usually, you can do that up to the end of December, because of when Board meetings are, etcetera.

5:03:27

Um, you have the evaluation, but the evaluation should be, um,

5:03:31

August, for example. This coming

5:03:34

year would be August of 21 through June of 22.

5:03:42

Okay, so, in December, only half of the academic year is over.

5:03:48

So, what are we? Well,

5:03:50

but you would be, you would be doing December of 2022 based on the 21-22 academic year. All right, so, then, in December of this year, what do we evaluating? So, that's why I'm saying we're off,

5:04:04

but by COVID, because we did a little beyond the, um, academic year, last year. Okay, so, well, it means. Mary, we were late

5:04:20

in getting that evaluation done. If you remember, we kept pushing for delivery earlier on in the year, so we could meet the calendar, and we were off.

5:04:30

So, we have to adjust right now.

5:04:33

All right, so what are we going to do this year?

5:04:36

Because when we're doing the goals, and um, we're going to have some metrics,

5:04:41

the metrics would be based on the academic year.

5:04:45

So, I just, if December works, that's fine. I just don't want to, um, harm the president doing an evaluation with metrics that she hasn't had time to complete.

5:05:00

Could I, could I make couldn't make a suggestion (inaudible)? Could the, that last sentence, which is the evaluation process shall be completed – what if we said the evaluation process for the preceding academic year shall be completed

5:05:12

no later than December 31 of each calendar year. Would that capture what you're getting at.

Um, it will, it's just, it will just mean we're basically repeating the evaluation we just did,

5:05:27

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because we will be doing the preceding academic year. But that would be fine with me, because then we could get it, get it set straight. Yeah. Yeah. That's the main point of doing it.

5:05:38

Right. Yeah going forward. Yeah that's fine with me.

5:05:41

All right.

5:05:41

Okay, well, if somebody would make a motion that we would just insert for the preceding academic year after process.

5:05:51

So moved. Second? Second. It has been moved and seconded.

5:05:54

Any discussion?

5:05:55

All in favor, say aye? Aye. Aye. Aye. Aye. Opposed?

5:06:00

Abstain? Okay, all right. Well, we've amended it to address that. Thank you. And thank you, Mary. Any, anything else on, on policy 15?

5:06:13

Okay, hearing no other questions

5:06:16

let's move to policy number five having to do with Title IX, which is obviously a very, very important title and um, we, we will be hearing from Mr. Robinson to kind of walk us through that.

5:06:27

And in the context of Title IX took some beating during the last administration under that person.

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And, it is going to hopefully be revisited during this administration, so this is a fluid, um, policy, but why don't you walk us through what we have now.

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And, we do have resolution that we need to adopt as far as the effectiveness of

5:06:52

this particular policy. So, I'll turn it over to Ericke and Mr. Robinson to walk us through.

5:06:59

Mr. Robinson. Secretary Dyke, um, one of the things that I would like to say is that, um, I appreciate being a part of this, this afternoon.

5:07:09

Um, unfortunately, we are the last, but hopefully you'll still have some senses about yourself because it's working, but that's okay.

5:07:21

Yes, I gave you a brief overview of, um, the changes that has happened, um, with the new policy and, um, what the Board of, Board of Education on May 6th came out with their regulations, and

5:07:38

what we needed to do is take a look at the BOV policy number five Title IX gender based harassment and other forms of interpersonal harassment.

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And, um, one of the things that I see that, um, basically, look, that we had to put our, just wrap our hands around, or heads around is the, how they define sexual harassment.

5:08:04

And before, it was that, um, that all of which jeopardizes equal access to education Title IX is designed to protect.

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In the instance of quid pro quo, harassment by a school's employee, any unwelcomed conduct and the reasonable person would be fined

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for severe, pervasive, and objectively offensive, that it denies a personally equal educational access.

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And, the third is any instance of sexual assault as defined in the Cleary Act – dating violence, domestic violence, or stalking.

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And what, one of the things that really stood out to us, as we went through and went through some changes, some training,

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and we looked at this definition, it is more around the pervasive, severe pervasive, and objectively offensive.

5:09:00

And, what they're saying now is that the word "and," it's currently in the new revision and before it was "or."

5:09:12

So, what they're saying is that all three has to be, um, part of the decision making, whether or not, the decision will be the situation came up to being a sexual harassment case. So, in essence, it did not fit any one of those severe or pervasive, or objectively offensive, and um,

5:09:36

and it can be basically dismissed because of that.

5:09:42

Um, one of the discussions that we had was that, um, is that all of those terms are so subjective, that, um, it puts the elements on the agencies, and on diversity to basically try to figure out how best to, um, wrap their hands around it and deal with it as it happens.

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So, that was a huge change within the policy itself.

5:10:10

The other is, there was no mention of sexual orientation, um, or, um, consideration of ways of gender equity intersects with the bases of inequality, race, class, sexuality, and so forth.

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And, now that the Biden administration is in, um

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I think it's been, I think they basically looked at, um, adding, I think it was an executive order, that was, that was developed

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Recently talking about the equity, and then, including, I think, was the Equity Act or something like that, or similar to that,

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and they included gender equity in that.

5:10:54

So, but this policy that we currently have, we definitely included, um,

5:11:01

sexual orientation as a part of our basis looking at claims of sexual assault and sexual harassment.

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The other, one of the things that we looked at is basically the rights of the parents and guardians, um, the parties.

5:11:21

Um, they basically now can't basically submit a complaint of harassment, or sexual harassment themselves regarding their, their, um, regarding the student.

5:11:35

And, before it was change, because it would have to be coming from the complaint, which was the, the person, who, um, the survivor, or the victim.

5:11:47

Now, the parent of that person can do that, as well.

5:11:51

Can submit that, um, that claim to the office, and we have to take it as such.

5:11:59

The other change that we made was, um, looking at the advisor, you know, the terminology before was that the advisor, as we stated and within our policy, that they basically did not have a speaking role within the policy itself. In the new policy, they do.

5:12:22

And, they basically can cross-examine witnesses within a hearing.

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So, um, so yeah, and that's a, that's a really, really big, um, change within the process within itself, and we have basically implemented that within the policy to ensure that we have that, that covered.

5:12:49

The other part of the hearing that, um, we, the process that we basically find that it's very, um, different, is the fact that there has to be the Title IX person is

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more of a, just an administrator of the process, and they have no, um, basically decision making process within, um, other than making sure that everything in the process stays on track, and, um, everything is followed, the procedures are followed.

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Um, so, within the case itself, the, there is a new person that they introduced called the decision maker within the process. We added that within our policy.

5:13:40

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A person will be, once the investigation happens, um, turn it over to the decision maker, and decision maker, and the Title IX person were basically together, and,

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and kind of make sure that, we have our process. There's no questions.

5:14:00

And, from that point on, a hearing will be called. A hearing will be called to basically, um, for both sides to present their case

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to this one individual.

5:14:14

And, this one individual basically, um, upon hearing all the evidence, and will make a determination, or ruling based on all the evidence that was supplied, which also is a major, major difference in what we've had in the past.

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And, um, so the pages that we have had some, some significant amount of changes, um,

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basically the, um, pages within the, um, I think it's 5.2.3, the hearing procedures itself.

5:14:50

Whereas, you see that all of the changes there, um, it's something that we felt as though that to, to basically look at all the requirements from the Department of Ed then making sure that Norfolk State is onboard and that we have all the processes in place.

5:15:11

That does not mean that we still have work to do, because now that, once this policy is up and approved, um,

5:15:24

there still has to be a training process that goes along with that, of all the people that are involved in the new policy, and, um, as we've talked to, um, Mr. Forehand and Ms. Boston,

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over the last week, it is evident that a lot of universities are doing it differently.

5:15:48

And, there really isn't a clear cut, um, way of making sure your policy fits what the DOE had in mind, but, um, but the key there is that everyone is doing their due diligence, and basically trying to ensure that the rights of the, the complaint and the rights of the respondent are

5:16:13

both, um, were given the same rights, and everybody was fair, put through a fair process.

5:16:20

One of the other things that I think that is, is, is very interesting within this whole policy, is that we used the preponderance of evidence standard, which was part of our last policy, and we kept that.

5:16:34

We also made, um, that all staff and faculty are mandatory reporters of sexual assault and violence.

5:16:44

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Um, and, unless you are, um, somehow, your viewed as a confidential resource, um, for the university, like, basically, counselors, and if there are any, like doctors or nurses and so forth.

5:17:04

Um, but when it comes down to all the other faculty and staff, um, they, everyone is considered a mandatory reporter.

5:17:15

Within, within the policy, there was a tremendous amount of, of terminology change from interim measures.

5:17:24

Which means that, um, we are looking at when someone has, based on, based on a claim, looking to put some distance between them and the respondent, they'll basically need some sort of, need for the university to step in and provide some sort of service for them.

5:17:46

So, now, the, um, new regs talk about the FICA that now is called, is called supportive measures.

5:17:56

So, and that's something that we have to go in and change within our policy as well.

5:18:01

So, um, so yeah, so there was a lot of, um, changes, but um, as we go through it, we hope that we captured, um, 95% of what was, um, what was needed. And I leave that 5% more,

5:18:21

so from the standpoint of, as soon as I said, 100% and changed again. So, so yeah, so it's, it's a matter of ensuring that we have, we've put forth a good, a

5:18:35

good faith forward in doing the right thing, but ultimately, um, it's still may be up to question what that right thing is, because every case is different.

5:18:49

So, um, with that being said, if there are any questions, I look to entertain those.

5:18:56

This is Mary. I have a couple.

5:18:58

Yes. The sections you said, one section switched from language of "or" to "and." Um, hmm. Was it and, or and now it switches to and? Yes. So, does that mean,

5:19:13

that means all three of those things have to have occurred to meet the burden of

5:19:20

being sexual harassment?

5:19:23

Yes. Okay.

5:19:26

All right.

5:19:27

And then, you said they introduced a new individual decision maker. Yes.

5:19:34

Did they define who the decision maker had to be?

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5:19:38

Nope. It's up to the universities to make that determination.

5:19:43

Um, and, um, that's very subjective as well.

5:19:46

It can't, what they told us it can't be the Title IX person, or any designee from the Title IX office.

5:19:52

It cannot be the investigator.

5:19:55

And, it can, they also said that the preference would be someone outside of the university.

5:20:05

Oh.

5:20:07

So, it could be a student.

5:20:09

Well, they don't know. They don't want students. They just want someone who is, who's been basically, actually, to be honest with you. They want a lawyer, or ex-lawyer, or a

5:20:18

retired judge, or someone (Oh, I see) to sit in to be a decision maker. Someone who has that kind of experience and that background. Okay.

5:20:30

And, how do the students find out about these changes?

5:20:34

That's what we have to train to. Oh.

5:20:37

Once we get to the policy approved, we have to go through and train not only the entire enterprise of university of the new policy, because there are a lot of people there who do not know that they are mandatory reporters.

5:20:55

So, we actually have to ensure that, um, everyone is on board with that as well.

5:21:02

Yeah.

5:21:02

Pam and Ron? What, where are we now at this point? Do we just have to approve this and then ask if we're confident that it needs legal muster as to what's currently required?

5:21:18

So, at this point, um, we've worked hand in hand with James.

5:21:22

Um, we've been talking, as he's indicated the last couple of days. Um, you know, the recommendation of all of us is that what he has, what he has prepared is sufficient for the Board to approve.

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But, we would also, and we're all in agreement, he, Ron and I, and also Deb Love, who we pulled into it at last minute to get some extra little special nuance.

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5:21:48

We all feel that, um, it would be good to get somebody who specializes in this area to go back and just make sure that we have every, um, every area of compliance that we need to make sure we have in place. And so, um, we have also talked to Dr. J about that, she's receptive to that idea.

5:22:10

So, if we can make sure that the policy that we have is as complete and, um, defensible as possible, knowing full well that down the road, we'll be doing this again, whenever the Biden administration looks to make some additional changes to the policy. But, as it stands right now, what he, Dr., James Robertson has prepared is what is, um, necessary for your consideration. A motion, which was sent to everyone that we would hope would be presented to the Board

5:22:49

recommending the policy and, um, explaining as to how we think it should work in regards to what we call the old policy and the new policy.

5:23:00

Um, the new policy is the one that meets all the criteria that was just explained to you by James Robinson, our Title IX Coordinator.

5:23:09

So, I'm hoping that, that's something, you have it in front of you. April can put it on the screen for any of the Committee members that aren't able to see it.

5:23:18

But I, you were sent a copy, and so was, um, Ericke and James. Um, and I think that's all explains it. I'll be glad to answer any of your questions also.

5:23:31

Okay. All right, so um, what we're, basically. There it is. Okay?

5:23:37

So, that's the suggested motion that will basically have a plan in place, but that we will do some further looking to confirm the legal compliant with the current DOE policy, but then we also will be monitoring what we anticipate will be some changes coming under the new administration, basically, is it.

5:24:02

Yes.

5:24:03

So, even though we may have, um, some of us may have some heartburn about some of the things that are in there,

5:24:11

Um, it's the law at this point that we have to comply with, and if, if we are found not to be in compliance, then that, that, we run the risk of facing some funding problems. Is that current?

5:24:25

That's correct.

5:24:28

Okay, um, Madam President. Did you have anything you wanted to say on it before we move, move forward?

5:24:33

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No, I think they have handle, handled it as best possible. There are some things that can be heartburn, um,

5:24:39

but because we're trans, transitioning from one, um, administration, which was on one end of the spectrum to another, it's very difficult at this time, and hopefully, we'll get some really good guidance from the federal government.

5:24:58

Okay. Um, well is there any discussion? Further discussion among Committee members about this?

5:25:07

If not, um, would someone like to move that

5:25:10

we adopt the motion that is before you, um, as the committee's position, and then the suggested motion that we make to the full Board tomorrow to move forward with this policy, and to monitor the situation?

5:25:25

So moved. Second. It's been moved and seconded.

5:25:29

Any further discussion? Hearing none, all those in favor signify by saying aye? Aye, Aye, Ayes.

5:25:34

Opposed?

5:25:38

Abstain? Okay.

5:25:43

Um, well, I think we've covered all of the, the 38 that we were to look at, initially.

5:25:51

So unless, there's some question anybody has about any of those, we can move on to policy number 39, which is a new one, having to do with the fundraising. So, who, Ericke, are you going to walk us through that, or who's going to talk about that?

5:26:07

So, am I muted? Okay, yes, Secretary Dyke. In fact, I apologize, I had some technical issues at my desk, but I am here.

5:26:18

Um, April, is it possible for us to pull up 39?

5:26:22

April is going to attempt to pull it up, but I'll just speak to it, um, quickly.

5:26:28

Again, BOV policy number 39 is being, was developed and created in advance to satisfy the requirements of Code of Virginia 23.1-1304, which deals with the acceptance, terms and conditions of gifts.

5:26:47

Um, essentially what, um, the Code requires is that when the university, or a university receives a gift, which seeks to direct academic decision making at the university, or a gift of one million dollars or more, that imposes an obligation on the university, beyond scholarships,

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or Financial Aid for students requires that the, an approval process be established for the acceptance of the gift. Essentially,

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you want to make sure that there's some level of a vetting of it goes into place when those type of gifts come in to make sure that the university is not being, um, improperly influenced or bound by, by a private gift.

5:27:36

And, I will note that the university did have, or currently has a policy which deals with the acceptance of gifts. It is an administrative policy.

5:27:48

Um, so, essentially, what we've done is, we have gone in and updated that administrative policy, we've transitioned it, or re, re, reframed it as a Board policy because the Code requires that the Board adopt the policy.

5:28:03

So, we have restyled this is a Board policy. We updated to include the process, which requires the vice president for advancement to review any gifts.

5:28:15

Um, again, that seeks to direct academic decision making or a million dollar gift that seeks to impose an obligation beyond, again, scholarships or financial aid. That information has been added at the end of the policy.

5:28:29

I think it's page seven, just a very short narrative.

5:28:32

The only other thing that changed is that there was some updates to reflect, um, some of the new operating structure within University Advancement.

5:28:45

So that's. So, I, I had a question on this one.

5:28:48

Yes, ma'am.

5:28:50

Um, particularly, because we just received a very large gift, which we were bound not to disclose until that the individual disclosed it, and um, with this would not meet the standard for receiving that gift, or, for some of the \$2 million gifts that we've received. So, I'm trying to understand this, and, um, um, I understand the intent.

5:29:16

I just am not sure that I understand how we would actually do this.

5:29:23

And, is this in the best interest of the institution? I know where we're trying to go, I get it.

5:29:29

Yes, Madam President.

5:29:33

Um, again, it is as specific statutory requirement, which imposes these obligations upon the university.

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5:29:42

Again, I think.

5:29:44

So, can you go over the requirement a little bit, for me? Just so that I understand it.

5:29:49

Absolutely. So, there are two requirements?

5:29:50

One is, any, really any gift that seeks to direct academic decision making. And, I'm sure, I don't think any of the gifts that you, that you mentioned would fall into that category. Okay. And, the second one would be one million, a gift of one million dollars or more, um,

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that imposes an obligation on the university beyond, um, you know, of the students scholarships or other types of student financial aid.

5:30:19

And.

5:30:20

And so, if it's a gift that is, um, and what do we call that, um, that has no known (unrestricted) unrestricted. Thank you. Thank you. It's been a long day. Unrestricted gift that is not a problem, if it's if it's over a million dollars. Yes, you're correct, Madam President. Okay. I just want to be clear. If I could interject. I think, correct me if I'm wrong, Ericke.

5:30:45

Didn't this grew out of the problem that developed at George Mason, where a fairly conservative group made a significant contribution, but tied to the contribution was the requirement that, the, that they be involved in the selection process for faculty members, or things of that nature.

5:31:02

And, we're really trying to avoid a situation where, in addition to giving you the money that they then come in and try to impact how we decide to make what are, in essence, academic programmatic decisions.

5:31:16

Yes, you're absolutely right, Secretary Dyke. This does stem out of the, the George Mason situation.

5:31:23

So, somebody gave you a million, gave a million dollars and said it was designated for an endowed chair of something.

5:31:34

Does that fit?

5:31:37

Does that create a problem, or is that not a problem?

5:31:42

Well, I would. Go ahead, Ericke.

5:31:45

Well, again, I would say, you know, based on, um, the Code section, I don't, I don't think that there is a prohibition against receiving those types of gifts.

5:31:56

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There just has to be a process in place for those, um, um, contributions to be reviewed before they are accepted by the university. I see. Okay.

5:32:08

Yeah, and, as I said it grows specifically out of the Mason situation, where they gave the money, but then they wanted to have a say as to who was hired on the faculty. And, in essence, what they were saying and teaching,

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basically. So, unless, unless we fall in that category, I don't think we have a problem with going forward.

5:32:28

And, I think, Madam President that occurred, that started before you came on board,

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so, you might not have been familiar with the, with that situation, but there was some litigation over that and a lot of consternation about that.

5:32:42

So, I guess that, the only other part of this, I'm asking Ericke is, how, how does this, how did these pieces sync with, um, with the university's procedures and the Board's?

5:32:58

Um, um, the, this, um, the BOV policy.

5:33:06

Um, well. I though you said we had some procedures. Right?

5:33:11

Yes. Well, this policy, we have a, we currently do have an administrative policy, which speaks to the acceptance of gifts.

5:33:19

And actually, the document that we're looking at now, um, mirrors the administrative policy with the exception of the addition of that new language.

5:33:28

Again, we're presenting it as a Board policy, because the Code requires that the Board adopt the policy, so we're transitioning it from administrative to Board.

5:33:38

Um, um, I believe that, that this language is not inconsistent with, with our current administrative policy. Okay, thank you.

5:33:48

And, it, it feels like, this, this is my observation. It feels like it's serving as a cross-check to ensure that, on the one hand, if there's a big gift is coming in, either through the Board, or some of their contacts, that the administration is aware that there could be some constraints, and you can see it before making the commitment and accepting it. Um, is that the fair read of it Ericke?

5:34:11

Yes. Mr. Blake. Okay.

5:34:12

Okay. Any further questions or discussion on this?

5:34:19

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Well, hearing none, um, is there a motion that we approve this this policy going forward as an additional one.

5:34:28

So moved.

5:34:29

All right. Second. And second, second. Um, any further discussion? Hearing none, all those in favor signify by saying aye. Aye, Aye, Aye. Opposed? Abstain?

5:34:42

Okay, um, I think that covers all the policies we had before us. Um, well, did anybody sign up for any public comment, um, Ericke or April?

5:34:54

No.

5:34:55

No.

5:34:56

Um, I have a question, Dr. Dyke. Yes ma'am. Do we need a motion to approve all of the policies?

5:35:04

Yea, you, you're, you're correct, we need to, um, basically, is there a motion to approve all the policies, as we've amended them, and consider them here today, and present them to the full Board tomorrow. So moved.

5:35:17

Second. Okay, so. it's been moved and seconded that we approve those policies as amended, and that we pass them onto the full Board for consideration tomorrow, and April and Ericke, you will make sure that the changes that we made today are incorporated into what's presented to the Board tomorrow, correct?

5:35:37

Yes, sir.

5:35:37

Secretary Dyke. This, this is Deb Love speaking. I'm so sorry to interrupt. It's good to see you all today. Good to be with you. I'll be with you all again tomorrow. Thanks for being here. We appreciate it.

5:35:48

Well, I don't know if you'll be glad, after I have finished speaking.

5:35:52

But um, there's um, you know, with these special rules we've got now for electronic meetings during a time of pandemic.

5:36:01

One of the aspects of, um, that they've, um, added, one of the obligations they've added to these electronic meetings is that

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all votes be by Roll Call.

5:36:12

Okay, so you want us to go back and take a Roll Call on our last motion then.

5:36:18

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Yeah, I don't know how many votes, um, I was, I was not paying close enough attention. I apologize for that. How many votes have you've had today?

5:36:25

But certainly, um, we would need to, um, um,

5:36:31

make sure that, how many votes have you had?

5:36:36

Um, we had a couple and

5:36:38

I think there's been. I think we had. Three. I think we had three. Three.

5:36:44

We had, what about the other meetings, where we had them? We didn't do.

5:36:49

Yeah, I don't think we did a Roll Call there. Well,

5:36:51

at the moment, I think we can fix what's before us now. Right? And, whether we go back and do those Roll Calls, those votes by Roll Call.

5:36:59

Um, and we'll just remember going forward now that, that is something we need to do.

5:37:04

Okay, well, do I hear a motion that we have a Roll Call vote, a block Roll call vote on the three matters that we approved by a voice vote during the meeting.

5:37:17

So moved.

5:37:19

Second. It's been moved and seconded. April, will you call the roll?

5:37:22

And you will be voting in a block. Now, if there's some motion that you particularly disagree with, now is the time to pull it out, otherwise, we'll vote on it in the block.

5:37:35

Okay, hearing none. April, call the roll, please.

5:37:39

Mr. Dyke –

5:37:39

Yes. Dr. Best –

5:37:42

Yes.

5:37:44

Mr. Blake – Yes.

5:37:46

Ms. Blunt – Yes. Ms.

5:37:49

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Wilmer – Yes. Okay, well, thank you very much, and I appreciate that, you're pointing that out to us. So, I don't know how, um, but I'll leave it to the Rector to figure out what we need to do for the other Committees. I'm not sure what,

5:38:03

what votes in the other committees, but we might want to have to Madam Rector address that tomorrow. But I'll leave you to talk to Counsel about that.

5:38:15

Deb, I've already sent you a text offline, so I'll talk to you. Thanks, Jim. Thank you.

5:38:21

Um, hum. Okay. Well, is there anything else to come before this Committee?

5:38:26

Hearing nothing, I assume then that, um, somebody's going to make a non-debatable motion that we adjourn.

5:38:35

So moved (laughter) second. It has been moved and seconded that we adjourn this meeting, and then move to whatever beverage of, of compliance, um, keeping in the spirit of the meeting (laughter) (inaudible). It's been a full great day, and I think we've had a lot of fun, and I look forward to starting it again in the morning. So, thank you, everybody for your cooperation. I appreciate it.