

Transcript
Board of Visitors Electronic Board Meeting
June 12, 2020

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Welcome to Board Meeting for June twelveth, twenty twenty at this time I would like to have a calling of the roll. Let's change the agenda, just just a bit of call the roll and then an invocation by Mr. Rodney, Rodney hall.

Good morning. Everyone morning. Can you hear me? Yes, yes. Very, very good.

Alright, I shall call the roll.

Mr. Winstead. Here

Ms. Crittenden, here.

Ms. Currey. Ms. Currey here. Thank you. Let's see.

That is the Flemming. Hello? I know he is on his way.

Ms. Hunter

Mr. Richardson. I know he's on his way.

Mr. Sessoms. Here.

Mr. Stegmaier. Here.

Mr. Turnage.

Mr. Whirley, Mr. Whirley.

He's here. I'm not sure where he went, but he's been on since almost seeing that

Dr. Spencer. She's here

Mr. Gray.

Thank you. This is Xavier. I'm here. I, I didn't understand you when you called out my name. Okay. Thank you.

Thank you. Madam Secretary.

Mr. Hall. Would you, would you lead us in an invocation?

Yes, heavenly father Thank you on behalf of all who have gathered here today Thank you for your many blessings. Thank you for life itself. For

the measure of health. We need to fulfill our callings for provision and for friendship. Thank you for the ability to be involved and useful work and the honor of being approached it appreciative of our responsibilities in our hearts. We plan our course, but we pray that you establish our steps. I pray that we seek you for advice. Show us how to get from where we are to, where we need to be please guide us. Lord, we place this meeting in your hands, we place our hearts in our minds in your hands so that you may direct us. Amen. Amen.

Thank you. I'll accept a motion to approve the agenda as revised. So moved from Pam.

Is there a second? Second, Valerie, thank you. Are you ready for the question? All those in favor of approval of the agenda? Say.

Opposed? okay, thank you

In the board book, There was a, the minutes from our previous meeting.. our May twenty first meeting. I'll move for approval of the minutes.

Mr. Chair can you hear me now?

Yes, Mr. Whirley.

I apologize. I was trying to dial in because you couldn't hear me. So I redial in.

Are We about to approve the minutes.

Yes, sir.

I, I don't know was I supposed to register my comments now or after you have in the second on the motion. Okay, was there it was there a motion to approve the minutes? So moved, Pam.

A second Xavier. Thank you. Questions. Mr. Whirley yes, thank you. Mr. Mr. chairman.

And I on the Diligent on page eight, it referred to approval as a budget is granted. With the understanding that committee will meet regularly throughout the fall. I believe I made that comment and it was to be the budget was granted on the approval subject to there being a monthly meeting through January I believe, I said January twenty, twenty one.

I believe you accepted that recommendation, you accepted that recommendation on page ten of the minutes, where you say the Rector accepted the recommendation that the, that the Finance Committee meet monthly with CFO and team. But it doesn't say the finance committee would meet monthly so I was a little confused. The intent of the most of my, my comment was that the Finance Committee would meet monthly through January to review the budget because of the changing conditions that we would be facing.

Is that what's reflected in a minute? That was that was the intent. That was my understanding as well Mr. Whirley.

It was not word. Is that what? Okay and what was what was what was the contradiction?

The first part on page eight, it says that the budget is granted with the understanding that the committee will meet regularly not monthly regularly throughout the fall. The comment was that we would populate through January twenty, twenty one, right?

So, they, the, the change is from regularly to monthly.

Yes, and grow January twenty, twenty one.

Okay,

I think I, I think that the the resolution had the language of a monthly through twenty twenty to January twenty, twenty one to minutes reflect. There's something a little different, but the, the resolution as well as is monthly through January twenty, twenty one. But that's noted. And we'll modify the minutes accordingly.

Chairman. There was one one other another comment. I would like to have in the minutes. Or it was discussed about the major risk that it was in the internal audit section, and we talked about the major risk. I think the order to indicated that for the accounts receivable. There was eleven million dollar risk. That was not identified in the in the minutes.

And also on the nipper that the, the audio reference, eight point three million, I would like that included in the appropriate place, or and during the audit is that part of minutes that references the auditors a presentation. So. Presentation okay. Mr. chairman there's one this is my final comments.

There are, there are a number of things that were worded in the in the minutes that.

I I think there were ultimately word it and I didn't quite agree with or understand. That's a rather than trying to go through each one of those to identify those. I would recommend and ask for your acceptance at the transcript are recordings of the minute that you can throw it on approval of these minutes. We prepared that material for later reference. If needed Greg your phone, your phone transmission went out say that again please.

Oh, wow. Can you hear me? Yes I mean, it it was just a clip out I heard I hear you and so

Mr. Rector and board, I have to inform you that the link that's being is not working and if it's not working, we're gonna have a problem with this

being a valid virtual meeting. So, can we get someone on it on getting the link backup? At this point?

I would recommend that you guys not have any further discussion until we can confirm that link is operating appropriately Ramona QB.

I'm actually watching the live stream and everything was working. So I'm not sure where you're watching it from. No, no, I'm actually getting it from other people who are outside of the university telling me it.

Okay. Are you looking at it from the live events? I don't know where they're looking at from. I just got a call with not work instructions that I can't. I, I don't see anything virtual. I see names that I don't see any faces.

And it doesn't allow me to do the video. Okay.

What are you looking at? So I'm cutting it so that the livestream is actually broadcasting. Okay. What what did you say on Mr Harris?

Yes, there is this,

this is no, Spencer, I'm also getting emails from people who are trying to access the link from the announcement and they're saying that the link that is posted on the announcement is not working and they're asking for an alternative and they're saying that it says paid page cannot be down.

Okay, again, if everyone could go to vs dot edu and in the middle of the paid, it's live events click there and you will see the broadcast for this event.

It is streaming on live strictly currently. Right now, is that is that the link that was put in the legal notice? I don't know, but I know that I'm watching it right now. Okay.

Well, there's a problem if that's not the links that was put in the legal notice. So, I think because of technology, we give them the proper link to tie into.

We may be able to cure the issue on on the link, not being the right link for them to watch on the outside. So, can you give it a way to communicate that?

I mean, you're telling me is fine, because I'm listening on the phone, but for them, I, we need to be able to communicate to them. What the actual link is. Can you give us a link to send them then versus step? Yes, I will.

I will post it in in the chat and then you can distribute it to to whoever but it is all available. All of our live stream events are available on the website.

Well, because the notice had a different link than what we're talking about, or could've possibly had that we need to make sure this link is out before we proceed. So we're in compliance with the virtual meeting room.

Once again, thank you. Can you change the link and you change the link that's on the legal notice.

Legal notice is supposed to give them prior notice of the meeting. That's a problem. We can we can make the argument that technology dictate it. You technically are not supposed to change the link. So I don't know what link was given, because I'm used to it.

I was given a different given and different notice it is something that went out in the newspaper was posted on the website. We potentially could while y'all are dealing with the link.

I've got a loop for an answer to see if we can even continue. Hold on. Please. Mr. Harris. This is Jay. Can you hear me? Okay so you said to try.

Yes, I just put it in the, in the chat. Okay.

Well, I, I did try that link just got a curiosity if it would work and I am getting a message that, so I just too long to respond and we cannot reach this page.

Okay, I, I don't know how to demonstrate that it is working other than it's. I am speaking with a Webmaster right now. Who is that?

The link that is an announcement is the correct one. Okay. So give us a few minutes. Please doctor Redd.

Okay, I am for those that are in the site if you could click one on the link that in the chat window.

It will launch it, but I am and watching it as well online right now. Okay. So those persons, Ramona and Mr. please ask those.

Spencer please ask those persons to try. Again. I just spoke with the webmaster has been refreshed.

My person just said is working now, thank you so much. Thank you. Doctor Redd.

And now that the technical issues are cured, I think you can proceeds.

Thank you so I missed the world, the, the, the third, the third modification to the minutes.

It wasn't necessarily a modification I said, because some of the things that I felt were, we're actually, I'm not certain that I thoroughly agree with.

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Or that was my recollect.

So, I was asking that the recording and transcript from a prior meeting, not be reset even after we have approved the minutes request.

So, the first modification was the, the amendment from regular to monthly in the minutes, and the addition of the artist comments, the, the risk and accounts receivable risk.

Yes, sir eleven million for the eleven million for for the indefinitely and verify that. I think. Yes, that's what that's what we'll do.

We'll make the modification as they as they were presented. So.

So, is there a motion to accept the minutes as modified as suggested by Mr. Whirley. So moved, Pam. Is there a second, second? This is Greg.

Thank you.

Are you ready for the question all those in favor? Say aye, aye. How's it opposed? Madam Secretary take the roll.

Mr. Winstead, yes.

Dr. Brown yes, yes. Yeah. Okay.

Mr. Hill, Yes.

This is Ms. Hunter? Yes. Good.

Mr. Richardson?

I'm not, I'm not hearing you.

Mr. Stegmaier, yes.

Mr. Turnage, yes

Mr. Whirley, yes.

Yes, this.

Thank you Madam secretary.

Alright, I just have a few remarks this week as we get started. I want to thank you all for, for joining this in the meeting. The purpose of this meeting is to receive an update on the on the on the fall survey. So, we'll hear from the president and senior staff as we move to the discussion. Secondly, on May may twenty fifth. We, we witnessed the the eight minutes and forty six, second murder of a strained African American citizen, Mister, George Harry Floyd, junior by a uniformed police officer. This event has ignited a fire that is transforming race

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relations, the nations landscape and the world. Just to state that this board stands in support of our president president and his leadership and statements through this transformation. And personally, my from my colleagues are in dialogue and discussion with our clients and stakeholders as we as we navigate through this new, new reality. And we do to the board members, I would urge that each of you do the same if your respective stations.

And if those conversations are not being initiated, then that you consider initiating those. At at this time, though, I'd like to take a moment of silence for Mr. George Henry Floyd and Miss Brianna Taylor.

Thank you the second comment that I have is that each of you received an announcements that the, that the governor has made appointments to the issue, you board of visitors, and we have a returning for their second terms, Ms Pam curry and Mr. James Stegmaier.

Well, we have,we have three new board members, a dynamic new board members, and MSC listing M Darden out of Hampton, Virginia, researcher and senior staff at at NASA Ms. Shavonne Gordon, vice president of diversity, recruitment and talent acquisition of capital one and Mr. Bill Murray,vice president, corporate affairs, at dominion energy so we welcome our three new board members. And as we stated, and our May,twenty first meeting, we,we,we want to our board members,Jennifer Hunter and Jennifer Hunter and Daryl Dance for the there are two terms of service,thank for your gifts,your talents and your treasure and wish you god speed in your in your future endeavors.

So, at this point, I'll turn it over to the doctor Abdullah. Very much with your permission. I'd like to first echo the last comments, welcoming our board members back who have gotten have the terms renewed and and again wishing those who are now, maybe serving in their last meeting that we appreciate the work that they've done.

I would also like to echo your your first comments. Wow. If the university has been deeply touched by the,the movements and the protest that center on the death of George Floyd and Brianna Taylor not necessarily just just that we have been impacted at Virginia State University.

So, many of our faculty and students are actively engaged and involved in trying to create a better world and we are proud of them and we support all of them. And I think that it continues to echo that Virginia State University is a place of hope. And it is a place of change, and it is very important. It is as important today as it was in eighty and eighty two. And so with that, we want to make sure that we continue to move forward and and are able to provide the full before Virginia state, a university experience. And we were made very hopeful that we will be back to back to regular in the spring semester. We want everyone to to be back and to be a part of.

What happens here at Virginia State University but having said that we do know that the covet nineteen is still here and so we are developing plans

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to reopen in the fall that that mirror the challenges that we have in our day we're trying to open in a way that that mitigates our risk in the liability while understanding of course, that, and they will always be risk as it relates this public health crisis, and therefore, liability concerns.

We also want to make sure that we we temper expectations that we work with our entire campus community, as we begin to learn the best ways to as an culture, Virginia State University culture that has depended so much on proximity, which was something that would be limited in the fall to be patient with us, as we learned better how to impose our culture in this new world and so we are excited to present these plans.

The, there are approximately seven or eight slides and there are about five presenters. So, there's no more than two slides per presenter.

We highly encourage for people to ask questions in the middle of the presentation. Most of our presenters only have one slide. We have included on the slide, not just the work, but also the budget implications of all of the different proposals. And then Mr. Davenport who will come in last. We'll kind of discuss what that means. For Virginia State University, and so with that first, I'll start with a couple of slides the governor presented yesterday the Virginia plan to reopen higher education.

Next slide Please. Virginia's plans to open higher education and essentially concentrated on four points. There's four necessary conditions. One of them, that's controlled by us and three, of course, that are outside of our, a possibility one is the first one is positive trades and public data. A second is search healthcare capacity.

The third is climate adherence to sound public health principles and then the last one is the campus preparedness point that they announced yesterday That will be due that we will be turning in plans.

I have a meeting next Wednesday to discuss what those plans need to look like in detail, but we will turn those plans into SCHEV and make sure that those are available to you.

It's important to note that everything is moving in changing and so the plan that we present today is based on our in this case and our most knowledge that we have today, we understand that.

That can certainly change either way if, if social distancing requirements are lessened towards the end of August.

That would, of course mean that the, the work that we do, we wouldn't have to maintain the level of distance that we're proposing in this presentation. But also, if because of trends and public data that the governor.

Moves to quarantine Virginia that can also have a great impact on this plan. So it's important to note that this plan is a working document and we'll continue to be working as we move forward next.

So, Adam's needed in the plan is for specific areas that we need to address for the plan for the common.

Well, that is the population of campus, the monitoring and of health conditions to detect infection containment to prevent spread and shut down considerations.

If we need to shut down, so basically opening campus understanding what level of risk we have, and where people are with health, how to contain it. And then, of course, how to ship it as we continue to move.

So, I'm...this completes my part of the presentation and next will be Nurse Johnson-Oliver, we'll talk very specifically about what she needs in order to move forward.

If there's a question I'm open for any questions that's another. Thank you president Abdullah.

Good morning, student, health and wellness continue to be prioritized and health and safety for the campus community. What?

The additional staffing, we'll be able to charge patients, provide routine care and facilitate screening and testing for COVID-19. Student health and wellness will continue to collaborate with residential life to provide safe and confidential housing for a positive COVID-19. Student...We have an established partnership with the Virginia Department of Health, in regards to contact tracing and regional medical center should a student compensate and need a higher level of care.

The common what? Virginia has secured the contract with LabCorp to provide FDA approved COVID-19 testing. We have been in close contact with our LabCorp representative regarding specimen collection procedures and other resources.

Students will self isolate until results are confirmed typically within seventy two hours. Student health and wellness medical directors, providing guidance and is aware, and abreast of the universities planning for fall 2020, 2021. Our team is working to develop safe daily clinic workflows in order to continue to care for and educate our students and the climate of the new normal.

We are waiting a formula from the Virginia Department of Health, and the Virginia colleges and university medical directors on how to define an outbreak in order to change to remote instruction.

The proposed budget, our estimates of the clinics, clinics anticipated means the additional staffing for the normal clinic operations can fluctuate based on acuity of appointments and the student populations

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names who are carefully monitor, covet nineteen and the seasonal influence statistics.

We are waiting the commonwealth policies and procedures regarding the universities liability. What's after hours care or covet Nineteen positive students based on best practice testing will be allocated for symptomatic and positive exposure to a covid nineteen contact. Again. We are waiting guidance from the commonwealth.

The miscellaneous expenses include over the counter medications, treatments and daily and demand clinics supplies. Thank you. And are there any questions?

Yes, I have a question and that is how many how many students is all of this based on one.

This is based on seventeen hundred students.

Okay, thank you. Yes.

Seventeen hundred students on campus? Yes, sir. Thank you.

I have a question. Yes, ma'am. Hi. Good morning. Is this only the medical side Or is this also taken into consideration our mental health? Our mental health counseling center.

Can you give me a little bit more doctor Spencer? I'm sorry I'm just asking. Is this just strictly the center itself or are these numbers and this additional staffing, including our counseling center staffing?

This is for the student health center. This would be a medical assistant, a registered nurse and a nurse practitioner or physician assistant just depending on the contract. Yes, ma'am.

Thank you. Yes.

Is this Jennifer should we hold all budget questions until the end?

I think so, but but if we, but if there's something specific about this piece and It's it's okay to bring it up. But if we budget, if it's budget the, the universal budget, then yes, we can hold until until Mr. Davenport's report. Thank you.

Rector Winstead. I have one more question. Please yes doctors here.

Thank you is there a contact tracing plan? Do we have a contact tracing plan in place or are we in development?

Yes, Dr Spenser. So we are in development. We do have technology with our I. T. Department to do contact tracing and we are also working very closely with our local health department.

As you've probably seen on TV, they're hiring over one thousand contact tracers as of yesterday they are in training.

So we will have access to a contact tracer specifically assigned to and the, and the community.

So, with yes, man, so with any positive case, that is a reportable result to the health department.

Okay, thank you. Yes, ma'am.

So thank you all if there are no further questions I would like to present the next presenter.

Okay, so next is miss Jane Harris, she is the VP of facilities and capital outlay and she will be discussing reopening plans for facilities. Thank you so much.

Good morning Thank you for talking with us. This morning. I'd like to talk a little bit about facilities plan for reopening campus.

Our plan will focus on social distancing measures, enhanced cleaning Personal protective equipment or PPE and supplies all buildings will be to conform to social distancing protocols.

All social distancing protocols will be adhered to the extent possible, including maintaining a safe distance apart.

Usually, six feet and maintaining the practice of good personal hygiene, self monitoring of symptoms hand washing, etc.

This will require the purchase and installation of campus wide signage to delineate safe spaces, hygiene precautions and traffic control in common area, such as elevators.

Corridors and stairwells assembly areas. Will be restricted, such that informal gathering that don't follow social distancing protocols are not possible.

We install high volume hand sanitizer stations and entrances and the high touch areas. Because the classrooms will be dedensified to conform to social distancing protocols, be available.

Classroom seats will be reduced to thirty five to fifty percent of their existing capacity therefore will be equipping approximately thirty five thousand square feet of nontraditional spaces, such as the banquet rooms.

And our dining halls, and these spaces will be needed for instruction to contain the spread. Each classroom will be equipped with hand sanitizer stations and disinfectant wipes dispensers. This will allow students and faculty to clean as they go by wiping down the desk and workspaces before.

And after each use additional measures in classrooms will include providing sneeze guards and instructor desk and podium custodians will perform enhanced screening twice per day in the instructional spaces in accordance with the plan schedules.

We anticipate professionally cleaning and disinfecting classrooms at mid day And at the end of the instructional day, so that they're prepared for morning classes, all horizontal and vertical surfaces, especially high touch areas will be wiped and just infected continuously through throughout the day using products approved by the CDC.

Residence halls will be equipped with only one student program the historic residence halls with community bathrooms will assign times for their usage. So that there are surges and usage that do not conform to social distancing protocols or common areas, such as lobbies, laundry facilities, and community rest rooms will be equipped with hand sanitizer stations and disinfectant wipes dispensers for clean As you go After each use.

All students will receive a welcome back kit that contains a class master gator, disposable mask hand sanitizer and safe touch tools that allow students to divorce and push buttons without touching. Custodians will perform enhanced cleaning twice per day in the common areas And once per day, in staff offices, hi touch areas, such as shared restrooms, elevators, Carters, laundry rooms and vending machines will be white and that to continuously throughout the day using products approved by the CDC.

Student health clinic and counseling center at Memorial hall will require not only enhance screening and disinfecting services, but also custodians that provide continuous cleaning of exam rooms and counseling spaces while medical staff attends to patients dedicated cleaners that we'll stay in that area Throughout the day. We expect these social distancing measures, the enhanced cleaning protocols, personal, protective equipment and supplies will result in an annual cost of to make it ours.

We expect to offset some of these costs by continuing to work from home for many departments. Employees needed for the success of in person construction, and those performing essential functions will return to campus. This would allow the s.U manage the necessary cleaning and safety supply cost. Plus we can Institute energy management measures in those occupied spaces.

In addition, some of our facilities resources will be reallocated to provide the additional cleaning and disinfecting. So, with that, if there are any questions, please let me know.

Thank you. Ms. Harris. Thank you. And with that, I would like to introduce Dr Paul provost advice for success and engagement.

This is Greg Whirley. I, I write my electronic hand. Okay. Sorry. I, I do have a question yes, on the I'm sorry on the two million dollar cost. You, you reference that there will be single and the residents

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there will be single rooms. And that's two million dollars and cost. Does that reflect if potential loss of revenue related to not being able to house as many students on campus? Will that number be in a different presentation?

That number will be in a different presentation. This is just the expense side.

One final question, and maybe this should have been asked on the other side and maybe I just missed it. Will there be any monitoring of temperatures as people come into these different classrooms or building.

I'm going to defer to Dr Johnson.

For that sure. Yes, sir. So we're gonna be asking that students be accountable and do a self-check. There is a self-check on the CDC website of their symptoms. The recommendation and best practice is, at this time, is to not take temperatures with respect to HIPPA students, maybe on medications that can definitely increase their Tim or have medical conditions where they have a low, have a low threshold and may have a underlying condition that their temperature maybe a low grade temperature, low grade fever, so with respect to HIPPA, we will not be taking temperatures with the. I believe people are now using the infrared contact list devices. So the recommendations that we not.

So, I'm I'm sorry, so you will not be using even the infrared devices we were using them and the student health center, the R. A. and the residence hall will have them in case of any emergency.

But the recommendation is to not take temperatures as people enter classrooms or meetings, et cetera.

Thank you yes, sir. Thank against the world. Mr. Rector, this is Jennifer. I have a question. Yes. A comment on the PPE.

I know one of the masks in particular. I know one of the things that has come up is concerns, especially in the black community about having a mask. I was recently made aware that there are clear masks that are available.

Our sales organization is going to actually produce those for some of our diverse sales representatives that are out in the field, and we're concerned about their safety. So I just want to get that if that's something that procurement perspective want to look into. So that that is one barrier to wearing it is more expensive, but I just wanted to make sure you were aware is director restrictive.

Yep, yes, I want to take this opportunity to say that we're especially sensitive to how we police if you will social distancing and mandatory mask wearing as it is mandated by the government.

And so one of the things that will be particularly important at Virginia state, we will not be using security and police To deal with social

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distancing and masks, glaring challenges and so we have our plan what we will do, but one of the things that I want to make sure that we're not turning that into the exacerbating the problems that we already have in our world.

So, we are sensitive to that. We're thinking about that and thank you for bringing that up because I think that could really help us move forward. Thank you. Dual.

And no other questions, Dr Paul.

If you're talking, we can, can you hear me now?

Hello can everybody hear me? Yes, thank you so much. Good morning. Mr. Rector and what visitors I want to talk to you about right now is really done with student housing, just in general before covid or Pre covid, Virginia State University has a maximum accuracy limit about twenty, two, twenty, eight hundred seats rooms are within probably twenty, eight hundred.

What we did was we took an inventory of student housing with the intention of adhering to social distancing and guidelines and provide a safe environment for our students in residence. And we've identified a maximum of about seventeen forty that is the number that miss Johnson Oliver as well as MS. Harris have been talking about with regards to our occupancy on campus.

What I would tell you is that there's a few challenges with this. And I think MS Harris also talked a little bit about it. One of them is that we have community bathrooms, which are actually listed on the top above the actual dark line I'll accept.

And I'll tell you about wedding in a second, these particular residence halls, have community bathrooms, which again, we're gonna have to reduce the number of students on the floor. The number. You see, I have occupancy are the number of students that we will have on the floor. That far to your right column. We also we're gonna have to schedule usage of bathrooms for those residents in those particular dorms, and on those particular floors. And also we're gonna have to have multiple cleanings throughout the day for those particular bathrooms and for the community use bathrooms.

One thing I want to talk about is also wedding in, which we're gonna leverage wedding on the third floor as the quarantine space for students. You may need to be quarantine with regards to symptoms of CO, nineteen in addition.

We're gonna look at, probably about a hundred and forty thousand dollars in training our students and staff and educating those particular students with regards to covet coping, nineteen best practices, safe and being basically clean with regards to making sure that we're not spreading of that particular virus.

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And those different things aren't happening and again we're looking at making sure that our staff are also train the housing staff to also be able to make sure that they are aware of all the various best practices, dealing with covet nineteen.

And so again, we're looking at about seventeen, forty for our students and resident housing and of course, some of the challenges, of course, some of those community bathrooms In which we are going to have to do scheduled cleanings as well as students are gonna have to schedule the use those particular bathrooms to make sure that we are making sure that we are practicing social, dismissing and safe practices.

Are there any questions with regards to student housing in general and again and again?

I want to thank again, the task force for these particular reports that we basically took the recommendations from the task force, including Jane Harris as well as Nurse Johnson-Oliver. in the next slide is actually going to be dealing with instruction and of course, many of the recommendations coming from our academic task force. We're actually incorporate into how we're going to open up in the fall. So, just in general, we're going to have on time start, August seventeenth, twenty, twenty, we will have reduced campus community as we discussed earlier in the slides before and previous this particular slide about seventeen forty number of students on campus.

At least as far as instruction goes, we're looking at a population to really achieve instruction for all of our students were looking at, of course, on site as well as all in a remote instruction.

So, again, the onsite Will be with those students that's seventeen forty that we're looking at, and we're looking at really introducing a hybrid instruction model that hybrid instruction model would be for students. That may be of a class of fifty.

Twenty five of those students will probably meet face to face on one day while the other twenty five students would be, maybe in their dorm room with a remote synchronous platform and then on Wednesday those, and go back and forth with one another.

And, of course, we're looking at online remote instruction for the rest of the student body. That will not be able to be here on campus. What I would tell you is that we have a number of challenges with that. Of course, we understand that.

We're gonna have to increase the number of adjuncts to assist us with some of the particular a increase in splitting of the classes.

We're also going to have to really make sure that all of our faculty are trained and really go through faculty development with online instruction. So that additional cost that you see the two point, two million annual cost includes faculty overloads adjuncts as well as online training for faculty.

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It is my intention to have all of our faculty training to teach online. As we move forward, a lot of progress is being made this summer with about sixty right now. Being trained throughout the fall and spring. We would like to make sure we reach a maximum number of our faculty being trained.

That particular cost is also will be offset with looking at title three money and other types of funding to really address that. We're also looking at block scheduling. I think we have a question if not to Dr Spencer and MS. Hunter. Sure.

My question, my question Dr Palm went back to the last slide. And that was you said, you were reserving the third floor of waiting for Covid quarantine are there still going to be students on the first and second floor of lighting and what is the patient?

What is the medical implication of that of not isolating the people who may test positive from the rest of the healthy campus community and then my second question is, can I need for you if you could to better explain that split population and, like, what that what that campus.

Okay, I'm gonna do a deferred and there's Christie with regards to the quarantine piece of data from that dispenser. So it's gonna be dependent again on contact to see if there are two students on a floor that are covet nineteen positive. We will probably quarantine everybody where they are in their assigned room. It just depends on content tracing the situation but we also needed a backup plan.

If this is an isolated event that we quarantine that particular student in lighting hall. Okay, and so is there was a second part of your question?

Yes, my second, the second part of the question was doctor problem when you were talking about a split population or the students who were not on campus, the hybrid can you, can you explain what that looks like more thoroughly.

Please. Yeah. So so, for example, if we have, when we talk about a split population, we can, you know, we're looking at approximately seven, hundred and forty students being on campus. We have approximately three thousand, five hundred to four thousand students. Well, the rest of students have to be have to receive instruction. Those those students who will not be on campus will receive remote or online instruction for those particular majors or what have you when we talk about face to face or online, or actually on site in some cases, whenever we can, if we consider the technology and again this is all fluid right now we want to make sure we set up the technology with synchronous construction where we may have a faculty member of our class that has fifty students in that particular class as Jane has gone through and did an inventory on the spacing of all the classrooms, some cases that classroom will only be able to fit fifteen to twenty five students of that fifty student limit.

Well, those fifty students, the twenty five students who will not be on Monday, who will not be in class face to face, can be back in their dorm room on their computer, receiving the same instruction. At the same time that those other students are receiving it. And then on Wednesday, they'll split, they'll flip or on Wednesday, those students who were in their dorm room, and There'll be in class now with the faculty member. And so that is that right now we are working through that as we speak again, we do not have all the answers, but that is the intention as we move forward.

Thank you. Thank you. Thank you. Miss Hunter did you have a, did you have a question? I do not. Thank you. Mr. Mr. Richardson you're recognize.

Can you hear me now? We have you sir yes. Okay. I accidentally finally found the speaker, but obviously is hopefully. We'll get back to something mentioned earlier. That is not taking students temperatures.

It seems to be something that's widespread. Looking for is taking a particularly a widespread occurrence. We consider that. If we find that there are incidents of Covid nineteen campuses, it seem to be something that's widespread in a lot of organizations understand the reluctance,

but apparently in this Covid nineteen environment, they relax some laws and loans. And what I understand is that if you do it privately, and if there's cause to be some widespread occurrence that we can, I'm just wondering if we're going to reconsider it if we find ourselves in that situation.

Yes, sir so we are staying abreast of the CDC and Virginia Department of health and the colleges and universities medical association. So we are keeping abreast of the changes.

We also in student health have the, thermometers that we give to students, especially during flu season. So, they can monitor their temperatures. However, we also know that You can be totally asymptomatic and be a carrier of the virus.

We're just being mindful, because we would hate for a student to be asked not to attend classes and they may have an underlying medical condition. And respecting HIPPA and their privacy so, yes, we will definitely stay abreast of that. And any changes we can implement with student health and the other questions. Thank you for that. Relative to the PPE, I love the plan. We, I didn't you may have said,

421

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I've been having technical difficulties. Are we ordering the supplies for PPE in advance or even now because there is severely shortages of PPE. Some of them are extremely expensive. I wondered if we've already got so

I can speak to student help and Ms. Harris can definitely chime in our P.P.E. was delivered last week that we are, I'm gonna stockpile our

inventory and we will be taken inventory actually on Tuesday. So our for student health has been delivered. Yes. Okay. I just yeah, I'm sorry.

This is Jane Harris. Kevin ask for me from my area to see to that for the entire campus, we sent an order form if you will some time ago to all of the different departments, and we're getting that all the time. So, yes, and in fact, my office, our conference room, everyone's office in my building is full of very good. Yeah.

And we haven't heard from everyone. We assume that will just continue to order now that we're a little clearer on reopening. Okay.

The questions Mr. Richardson? Yes. How do I get my hand down? Because I don't want is stuff out. I'll call that a permanent fixture. I will react to it. Thank you.

I will recognize. Mr. Whirley. Right. Once going twice Mr. I just wanted to follow up with that.

The richest and I know we are doing mass temperature screening for employees, you know, and district government, and we do this under the. Understanding that restrictions don't apply to that information to, to the, to that activity.

I'm not sure if if the same. Same the same license has given to a university, but clearly we've looked at the law and, you know lawyers help determine that a gentleman should not apply two scenarios where a, an entity and employee is taken vital signs or using other hands on screening message to ensure the safety of its workforce yeah, we are an employer and I'm not sure what the relationship between university and student wouldn't be disparate.

I think it would be a, if the opportunity is there to do it. I think it would be unwise if the university did not have something in place. That allows them to spot checks on tip on temperatures.

Got it is director Thank you. Mr. hang on. Hang on. I've got one before you. Dr Brown. Thank you.

My question is back to the seventeen, forty students on campus is that substantially lower than what our normal student population on campus is and if that is the case how we determining the seventeen void that will be on campus I mean, is it a first come first? Serve, I mean, how how are we making that distinction?

So, I'll take a stab at that as well. Thank you. Visitor brown. So, first of all, we're still it's still up in the air with regards to how we're going to determine what students will be on campus. So, we have a lot of work to do again.

This is somewhat fluid, but just in general, our maximum occupancy is about twenty eight hundred as far as living on campus, but also we have about four hundred over it after it gets.

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Well, the university apartments that Patrick as well, so, again, it's a robust population that is on campus. So that that is significantly reduced from what we usually have on campus. That's seventeen, fourteen determinants.

Seventeen, forty again. We are working through that now, as we, as we go through this exercise and we will identify and determine how that will actually play out.

Thank you, Dr Brown Mr. Hill. Mr. Rector

I to have a concern about not taking the temperature it falls more neatly in under this fiduciary responsibility and I understand the rationale for not doing it. The flip side though is that unless the governor's office, a share of someone else has made it clear that we should should not we're okay Not to do it.

My suggestion is to get some protection for the University, if we go forward without taking temperatures to be sure that we don't walk into something that we wish we would have taken the appropriate action as, you know, we're somewhat here and my house so involved with real life healthcare.

And we have to be responsible for our employees as well as guests as well as patients. And one of the things that has been very clear to us is that we are better served. And the patients are better served.

And the visitors are better served by us. Taking their temperature, so I would ask in the spirit of Mr. Richardson's comment. Mr. Turnage's comment. I would ask that. We go back and we look at that issue very closely.

And if we choose to follow the path described, then please make sure that the governor's office. And XIV, all okay with that and that, and make sure our attorneys are aware of that so that we can protect the university in addition to protect the other students who come into contact with, with folks who may be asymptomatic.

I can, Charlie. Mr. Chairman. This is, this is Greg Whirley. I had some phone problems again. Okay.

When you call but my question was for doctor Dr Paul and the one thousand, seven hundred and forty students on campus. I'm just trying to make sure that I understand this correctly.

Well, there the, the students who are housed on campus are the only ones who can attend face to face class classes is that correct? Mr. Whirley We were actually taking a look at that as well.

We know that there are students that are off campus that they've close in the surrounding areas. We're trying to take a look on how we will monitor those students as they come on campus.

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It has guests come on campus to make sure that, you know, that they're not impact in our students as well, but also will depend on. Also, the population of students that we have on campus, whether or not the type of instruction, we will be giving them.

For example, if we, if we have only seniors on campus, you know, those freshmen and sophomores, and juniors may not need to be on campus at that time. So we're working through all those different scenarios as we speak right now, to make sure that we, first of all provide a safe campus, but also make sure that all the students have, the, the maximum opportunity to be on campus as well as the to receive that face to face instruction as they so much wish to do.

Graduate students also try to address that as well. We have graduate students as well that live off campus as well. So, take a look at all those different scenarios. And and and maybe this would be covered in another area, but if we are not allowing face to face instructions for a good portion of our students.

What the impact if it does that have on on our revenue right? And I think maybe Mr Davenport we'll probably address that as we move forward. But again that is going to be a very important impact on our revenue.

My, my, my next question Dr pound, if you talked about online teaching yeah. So do we have contracts.

You know, for companies to be able to do that online, we're gonna be relying upon the same instructors who may even have a heavier load, because the splitting of classes. Right?

So so, one of the things that we're doing, just just in general, we are ramping up of course, training our faculty and also providing training during the fall for our faculty.

What we want to do is we want to make sure that we're our faculty are operating at the highest capacity. They can do an online and remote instruction. So we want to use our faculty.

And so, the other thing is, as we're looking at the enhanced number of, oh, I guess teaching though, as as we want to call it, we're looking at other opportunities to try to reduce it just for example, the hybrid instruction where again a fact member will have to teach the class twice to one full class and so again, looking at those opportunities to leverage our own faculty to make sure that we are not outsourcing the, the, the actual instruction itself.

But but we also have agile that we will also use. Also, we want to make sure that the adjuncts also have the, the training that they need in order to deliver online remote instruction as well.

Yep, so we will not be outsourcing the instructions, but we may be bringing in more faculty bringing more agile in yeah, yeah yeah. Yeah.

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Bringing more agents in. We want to make sure that we leverage our faculty that we have here.

Okay, thank you. Thank you. Mr. Whirley. Dr Brown. Did you have a question?

I got mine answer Thank you.

Thank you very much. Dr, Spencer.

Thank you Rector Winstead. Dr. Palm on the two point two million additional cost, do you have a breakdown for that? And I know that you're talking about adjuncts and that's absolutely necessary. So, do you have an actual breakdown on how much faculty, How much we can depend on what the cost of the providing the training is going to be and that two point two, is there a breakdown of of where that money is going to be allocated? And if that money also includes increasing our bandwidth and our infrastructure to be able to accommodate the, the hybrid and remote instruction. So, I'm just looking at...I would like to know what that breakdown of that two point two million dollars is.

Yeah. Thank you. Dr. Spencer. Can you hear me? Yeah, thank you. Dr Spencer. So, a couple of things. One is that just in general?

About one point one million is going to be. Let me let me back up. We're looking at probably about maybe close to five hundred thousand dollars With regards to the online training, what have you for our, for our faculty and staff. So so the rest of that will actually go to the actual remote. Excuse me, will go to adjuncts and teaching overloads for faculty As we move forward. Alright. So that's basic breakdown, but I can get to more detail. I can get them more detail from you. Offline. Okay.

Last question. So, and I think Mr. Whirley asked the question for the online training and that's half a million dollars for the online training, which would leave What about a one point seven allocations for faculty? Or are we going to be doing online training in house? Or are we going to be using a contractor to provide that one line train it?

We're gonna be doing both. We are going to actually we have. There's a, there's a company called quality matters. Some of the the actual cost of that costed out was actually, from the quality matters. But also, we know that we have faculty in house that can actually assistance as well. We're also looking to invest in our distance education with actually hire an instructional designer to actually help in house to develop our online presence as well.

So we know that we have some great faculty, and we call them teaching ambassadors that we want to also, which is, including the cost also to actually hire to help our faculty actually transition their classes on a one on one basis to the online platform. And so I think it's a great opportunity to actually leverage our expertise within our faculty.

When you say instructional designers, because of course, for Faculty Senate instruction and curriculum development is kind of the same thing as instructional designers. So, what do you mean by instructional designers and so well, I mean, I'm not asking, but that will also run past the Senate before we engage that, correct?

Yeah. So, let me just say in general, if you have your particular course, and you have your syllabus, and you have your learning outcomes and that is your course. You can hand it to the instructional design and they can help you place that course online for you to deliver that course. Many of our faculty don't, does not have or really don't have that expertise to do that. That instructional designer will allow and then really help the faculty member take what they do face to face and now take it to an online platform with making sure that that core shell, or what have you has everything that they need...not taking away from the faculty freedom to deliver that course how they want to once.

They haven't done that in that particular platform, but to help them transition to online platform. So nothing will be taken away from the, the faculty's academic freedom of how they present it. But the bottom line is that they will sit down with the faculty. They'll go through, it will actually come to a particular consensus on how to actually present that. And again, we want to make sure that we provide that that that type of opportunity for our faculty to, to use those services in house. Thank you.

Thank you, Dr. Spencer. Mr. Richard.

We don't have that same problem still trying to put my hand up. Okay. Thank you.

Any more questions there I will, I'll go ahead and continue. This is Greg Whirley. I do have one other question, this plan that we have, and particularly the academic instruction plans. Do we have the buy in from all of our professors but in terms of the, the plan that you're laying out, Dr. Palm.

So, what I would tell you is that the the actual this actually came from our task or academic task force team, and what I would tell you is that, for the most part they did a great job of surveying the faculty as well as the various academic units to get the buy in, on, on actually providing suggestions on how to move forward with reopening for the fall.

And so, as we take a look at that. And then when I get to this next part, again, obviously going a little bit more detail where there's, maybe some, we can provide some flexibility on how we do this block scheduling. But for the most part, we went through our task force to get recommendations and of course, the self-committed task force received their through their survey the recommendation from the faculty.

Thank you. Thank you. Yeah, I guess having I guess I'm having the same issue as Mr. Richardson but I do have a question, man. Yes. For Dr. Palm. of the So, the, the students you have selected that, I mean, one

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thousand, seven hundred and forty students that you're trying to determine who's going to be selected to come on campus. I was just wondering if you have a date certain when that selection process will be made, and, you know, to give the students and everyone actually time to get in place to start on time.

Yeah. Thank you. Thank you. So you are truly recognizing some of our issues that we are dealing with and so, as we are looking at the inventory of class offerings, and also, even looking at some of this next section that I'm gonna go through. We will actually take a look at what would be the best and most efficient approach for us to move forward with identifying the population. And then the, the students who will be on campus and so we do have, we do have a heavy lift with that. I'm hopeful that by mid, next week on the next two weeks that we should have a way to actually communicate who that population will be.

What that poverty would look like because again we do have then the challenge is making sure that the class is going to be offered on face to face and on site versus online as well. So, there are a number of moving parts that we are juggling in at this particular time. But I'm confident that we will get to a place where we can. And we can actually communicate that to the, to the, our, our, our stakeholders, as far as how we're gonna move forward, you can imagine there's gonna be, whoever doesn't get selected to come on campus.

And they probably be pretty upset, but, you know, unfortunately, we're on the covet nineteen in addressing that. Thank you written doc to Spencer.

The Wednesday, I just had a technical, a technical issue that I would ask that you and visitor Crittenden address Mr. Kameron Gray Who is our new president? He has taken over for Joshua Hines. He is trying to get on the line. I'm trying to get him to come on the line and I wanted to know as a, as the new one of the new appointees, if he would be able to address this question and participate directly in board meeting.

So Dr. Redd and Hubie, can you can you get Mr. Gray access?.

Yes, sir, thank you very much.

Okay and then I'll defer to him when he joins, he had a question, but I'll defer to him and allow him to ask his own question. Thank you. Thank you. Dr Spencer. We appreciate that.

Dr. Paul. Yeah, we're, we're on block schedule of our schedule. So again, this was another recommendation that came from our academic task force in this block scheduling again just to explain it real quick. Usually we have a fifteen week semester. We're looking at breaking that fifteen week semester up into two, seven and a half blocks and doing a little research and dealing with the Department of Education. We've realized, and we found that we have to offer both the fifteen week semester, along with the two, seven and a half we block schedule semesters at the same time in order to receive the financial aid as well.

So, we're looking at running those particular, the scheduling of the fall simultaneously with fifteen week semester as well as those areas that can do seven and a half blocks. Do those simultaneous. We are truly right now in the middle, we sit down in a survey and to get input from our chairs and various departments to actually address how we move forward into a seventeen a half we block schedule instruction. So they're taking a look at their particular classes as we speak right now. Now, one of the things that I would tell you is that it also creates some issues, because many students have already preregistered for their classes. And so, especially those upper classman students, they, it may be difficult to actually move forward with some of the half week block schedule, or change from a fifteen to seven, half week for the upper level classes.

But we're looking through that, as we speak right now and so again, it is our our plan to actually have both those particular fifteen week in the two half week blocks run in simultaneous in certain majors. That may not be the opportunity to do that. We also know that we have internships. So we're really getting the input from the chairs and faculty to really understand that piece of it. And we'll be able to make those adjustments as we move forward and looking at the, the one of the other reasons why we wanted to sort of half blocks is that we can maybe be able to start face to face in the first seven and a half week, and if there's a spike in covid nineteen, it'll be an easy transition into the online and remote instruction and so looking at that as a safety issue as well, as we move forward.

As we take a look at the fall, there will be no fall break. We're looking past the Thanksgiving holiday that once Thanksgiving gets here that we will shut the campus down and actually all finals will be done remotely. And again, just to anticipate a possible spike in the covet nineteen, and so we are planning accordingly as we, as we are actually having this meeting as well.

That is my presentation with regards to the student housing as well as academic instruction. Or are there any more questions for me? And I'll, I'll entertain Mr. Kameron Gray. When he comes on if he has any questions for me as well.

Right. Thank you. Dr Palm, any other questions for Dr. Palm?

Alright, well, I'm gonna introduce Mr. Harris, the Chief of staff and the CIO, and also he wears multiple other hats and to actually bring the next part of the presentation.

After well, still morning, okay, what you see in front of your screen is the president asked for us to take a look at an end user cloud computing solution. And so we did that. What you don't know is that we have fiber lines throughout the campus that runs at about ten gigabits per second. So, to fully maximize that, we're looking also to lease a ten Gigabit circuit, going from our data center out to the Internet. And so you have the cost for that in front of you we also looked at deploying present asset. We look at a student and faculty deployment Chromebooks to student and faculty. And you have the one-time cost of what that looks like.

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And then also, what the recurring charges on a monthly basis would be. So, the tablets gets becomes the estimate and word for the students, and the fact that getting that to to the Internet.

But now we also have to have a facility to run those applications that they would normally use on campus in a classroom to be able to put that out via, via a, via the Internet. And so we basically have looked at using Amazon Web services. We did do this.

Give me one second. Okay, Kameron is joining us now. So we did look at doing that as well using Amazon Web services. We did do this for the March timeframe, March, April, and early May timeframe for certain courses in engineering and computer sciences. And now we're looking at basically virtualizing those desktops for, for every discipline that we have on campus. So, essentially everything that we have running in our data center, we're going to forklift move that to the cloud to be able to service. So, students and faculty from whether they're here on campus, or if they are elsewhere.

Okay. And so we're gonna have to be able to do all of that simultaneously. For example, if Dr Spencer is teaching her class, she had certain students that are physically with her and then the others are either in their dorm room, or they are our remote. We have to be able to do all of that at the same time. So, we feel that this solution that we have in front of you will allow that to occur because it is a lot of moving parts that we have. We're having to bring in some IT contingent labor to help us get all of this ready. And so, with that, I'll open up for questions. The one thing I didn't say is one the monthly costs for students for PC deployment. We also looked at that certain students, depending upon where they live, did not have access to the Internet. And so we have also looked at being able to provide that Internet solution to them as well as the device.

Any questions okay. Probably not clear. Probably. Okay.

This is Greg Whirley. I raised my hand for questions. Mr. Whirley, sir you are recognize.

I think the cost has been identified. Is this. Are all these costs mandatory when the upcoming year or We must be in place in order for us to be successful?

This is the solution. What we found coming out of the March timeframe is a, when we went remote certain disciplines did not have a way to to continue to teach. For example, we have one thousand, three hundred and eighty computers that comprise our computer labs across the campus. Those computer set idle. And so what we're doing is rather than continue to rely on physical devices to be able to service community, we're looking to be able to provide that same experience using virtual connections to, to those.

So so the answer to the question is, yes, you need another five point, nine million dollars, or for this upcoming year that that is what we're

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asking the administration to provide. That is correct and that is pretty much mandatory. Not discretionary is what? I was her. Well, there are ways to do things, both that this is the best solution.

Okay, and do we have enough lead time to put these, these items in place before August seventh?

That is the purpose of us leveraging IT contingent labor services, rather than try to do it all ourselves where we're, at actually gonna have to get additional hands in place to be able to do it.

Will any of this cost the five point nine million displace? Any of the existing costs that we already have in the budget, was all of this new.

This is what, This is all new. Okay.

This is all. Okay this is all new cost but it's also things that have been identified that we have been coming to the board with when we say, virtualized desktop. We've been talking about that for the last, several years.

And so, because of the current pandemic, we're having to accelerate building this infrastructure out to be able to do it. The good thing about Amazon Web services. It's always up, it's always available. So this is going to allow us to have a high availability thing, because as students our displays for those that depend upon synchronous instruction, they are going to have to have that experience.

But for those where the fact that they've chosen to provide asynchronous instruction, the environment always has to be available for whenever the student is available to attend the class. So we think this is the best way to do it. Thank you. Mr. Whirley.

Questions for Mr. Harris.

I had one, Huron. We'll get how many how many laptops?

Okay the laptops for the student is we're basing on two thousand and for the faculty and staff, we're talking about a thousand and they'll be the same like an Apple. They will be a a Chrome book.

That'd be tuition a new part tuition? Everyone will have one?

I don't follow the question.

For this year, The new devices won't be a part of tuition and fees. It might be something that we bring back from next year as an ongoing thing is to look at upgrading our technology fee to include devices on campus. But it it is not we are not asking for a change in fees for this year.

Okay, alright, thank you.

Thank you. Mr. Mr. Sessoms.

Mr. Richardson?

Again, my hand is up for wrong reason that I'll take it down. I know how to get it down. Thank you. I promise no more problems. Thank you sir.

Any other questions from Mr. Harris? Yes. Dr Brown, the laptops for the students. They, there's permanently.

I just heard about raising the technology field. Is it permanently theirs to use just for the semester and then they charge them? That's my first question.

Right so the devices that we're looking at ma'am is designed to be able to stay with that student for the entire time that they're here at VSU. So, if you anticipate that the bulk of our students are gone by six years, the economic value of that device is pretty much, fully depreciated. So, it becomes their device. Okay.

Alright. So we'd be looking at. Okay, so next year we're looking at potentially raising technology fee to include that cost and we cross that bridge when we get to it...is what I just kinda heard. Correct? Okay. Second question is, I'm looking at the footnote at the bottom of it is really refers to the five point nine, which I see in your matrix. But then I see the note that says, but it does not include three point five in the license. And so we're really looking at nine million.

No, that three point five million, ma'am, is what we currently spend on academic licensing anyway, and that's already in the budget.

That's already in the budget. And what we highlighted is that we're transferring the software that three point five million dollars in software being on physical devices in VSU's campus to placing that in the cloud to be able to get to that same software.

Okay, thank you. Okay. Thank you.

That concludes my presentation. Sir. Thank you. Thank you. Mr. Harris. Mr. Winstead, Mr. Dr. Abdullah, yes.

I think Mr. Mr. Gray is here. It might be best to to get his question. I think at this time. Mr.Gray.

657

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Good morning morning, sir, I'm Kameron Gray. I serve as the newly elected president, and my question is, how are we going calculate for the greater financial aid need and appeals for our students. That's what has not updated for the current situation where we are, and and students may not have the merit because of the financial situation we are in covid nineteen.

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Thank you very much. I'll take that one. We are in constant conversations. Myself and the president of Norfolk State met with any number of members of the general assembly this week and last week as well as pushing for upgraded Pell grant from the federal government and we said exactly what you said...is that in this very particular time for all students, whether they are Virginia state, Norfolk state, or any institution that for students who have particular financial needs, that need will be exacerbated this year coming up and that FAFSA hasn't been updated yet.

And so people's financial condition isn't even accurately reflected on the FAFSA and so what we asked the general assembly to do is to put their thumb on the scale for financial aid. So that a generation of students isn't lost. Your message is exactly the same as is my message. I will continue to say that privately. I may ask you to come a better than I do, but we are greatly concerned about trying to make sure that we increase the amount of financial aid that we have to be able to support our students. But more importantly to increase the financial to not lose an entire generation, you know. For us, thank you. Mr. Gray.

Is there a second part to your question? Sir?

That was all I had the only question I had.

Thank you. And welcome. Glad you were able to join us.

Dr Spencer. Rector Winstead, I had a question about the, about budget I'm looking, and I'm calculating as we're moving along and it looks like we're probably at about close to nine million dollars in new revenue or new expenditures and I'll probably just reserve my question for Mr. Davenport, but the Senate's large concern is making sure that we're able to not only survive covet nineteen, but we're able to make sure that we sustain Virginia State University and grow Virginia State University.

And especially at this juncture, one of the primary concerns that I have is making sure that the, the cost of having Virginia state to survive at this moment does not impact both faculty and staff who work on the front lines and who are absolutely essential to making this university, but to restore itself. So I am wondering, you know, where we're looking at a decline in enrollment, we're looking at a decline in the amount of students who are going to be on campus. We are looking at possible reductions in state funding and then I'm looking at all of these new costs that are going to be necessary. And I'm trying to figure out where that money is gonna come from. And I am prayerful. That the board will be absolutely supportive and making sure that and President Abdullah, I know you're, you're already on top of this, but I just have to say, for my constituents that the board will be will be on top of making sure that we don't have to incur any cuts or furloughs. That are going to damage our ability, not only to survive, but to recover Virginia state post covid. So, this is to say that and I guess I'll reserve my question for Mr. Davenport.

Dr. Spencer, thank you very much. We, we, we hear you and I understand your concern and are there any other questions for Mr. Harris as we move into the budget discussion with Mr. Davenport.

I did have one more slide us to present, Mr. Rector. Okay. So I will smooth this. Thank you. That's okay. So coming out of the the pandemic, we're gonna have to be basically begin right now working on a new website. Everyone coming out of covid Nineteen is going to be trying to recruit the same students and the same donors. So we need to start today to work on our new website to begin to have that in place in in about twelve weeks. So, we've also taken a look at what will it take to enhance our website experience and it will be a one-time costs of, about three hundred and forty six thousand, and then monthly hosting charges because we would basically move that to Amazon Web services as well. So, that it's always available and that's about two thousand per month. Okay. But this is going to be necessary for us to reach the hearts and minds of students and prospective students to be able to communicate information to both groups. So, that the, and it reflects on what the university is going to look like without students, being able to physically come to campus without all of them being able to come the website is going to be our principle vehicle for being able to reach their hearts, And minds, Thank you.

Any questions regarding the, the, the development and launching of a new fee issue website?

Thank you. Mr. Harris

Good morning. Can you hear me? I'm a little choppy on my side.

I can hear you. Mr. Davenport, hear me can you hear? Alright. Alright. Good morning. I think you've heard from the team on our plan for opening for the fall semester and to do so in a very safe way. And what I'm gonna walk you through is the, the plan on on, or the impact on the entire budget, there was a slide for this. But just briefly over, we're looking at about eleven million dollars in cost. That's when you add up, every from all of the different presentations, and, you know, each person generally kinda walked through the different expenditures. Are they looking in the area we're looking at about eleven million dollars?

What I'm going to present here in terms of the total budget impact I'm gonna go through a portion of it from a revenue standpoint as well as the additional expenditures that we're putting on the table because of it. So this is the top half of the impact sheet. This most part builds upon what we talked about at the last meeting. If you recall, we ended up approving a budget for a ten percent enrollment reduction. The president, and I still believe that's where we need to be. We think that there's although enrollment numbers and the numbers we look at on the basis are pretty good. We still think there's a lot of uncertainty out there, and we want to keep that on the table was presented as the budget.

And if you recall, I did a couple of scenarios one scenario was what if the enrollment was a little bit more than the ten percent and I think we

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folded in some state reductions as well. And that came to about twenty six million. And we looked at, you know, well, what, if we just didn't open up at all on campus operations and if we just want to a completely online form that we were looking at a revenue head of about fifty million dollars. So this is, where are we at now? I wanna advise everyone or caution everyone I think Dr. Abdullah talked about a little bit and some others talked about it. This thing is very fluid. I mean, we're finding that the information changes almost daily, so we're continuing to work through it. But at this particular point, this is the best snapshot of what we think it's gonna look like.

So this time sheet. You dropped down to line eleven you can see that we will be taking a hit of about three point eight million in terms of reduced tuition. That is directly attributable to that projected percent decline and enrollment. Also Total revenue loss and ten percent on the side, the education general so I would be four point one million dollars.

If you look right below that I will walk through the libraries in detail, but you can see the impact on the Auxiliary. Revenues are pretty substantial. That's primarily driven by having fewer students on campus, not to talk about the twenty eight hundred, and we're bringing it down to the seventeen forty, Residence life staff went through all of the spaces and determined that That was really the kinda safe number for us, in terms of getting that social distancing and spreading people out. And so, when you look at the total revenue loss from our current plans, right now, we're looking at about fifteen million. But again, we're still looking there other revenue categories. And particularly on the Auxiliary side, you'll see we're still looking at them.

We think there's gonna be more of a hit, but for the purposes are where we're at today, at least this fifteen million in revenue would be be short because of the covid. And if you drop down to the expenditure side, you can see the expenditures. If you look at Forty three. That is the eleven million that I talked about again when you sum up, everybody's plans and come up to that, that eleven million dollars. Now, some of them, some of those eleven million dollar charges on the auxiliary side, and some of them on the E&G side.

My staff is really still kinda clear that up, so there may be some movements between it, but to the best of what we've been able to figure out this far on that eleven million, we're looking at about nine point nine million of it being on the E&G about one point, one million on the Auxiliary side so you can see what's highlight Yellow is the, the, the additional expenditures on the Angie site and additional expenditures on Auxiliary side is right below that.

And then if you looked down at the bottom, the total expenses, eleven million, you add that fifteen million that we talked about from enrollment. So, with all of this, everything that you heard today, we're looking at a a budgetary, total budgetary impact of about twenty six million. And that's a pretty, pretty, pretty big number for this institution. You can see total expenditures with sponsored programs and other things are hundred and seventy three.

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So it's a pretty big chunk of, of our total operations for the purposes of this form. You know, I don't want to alarm anyone. I just want we just want on and just spread that nine point Nine million on the E&G side proportionately to each one of those categories. Not that we would do it proportionately to each category. The president still has the same, you know, he's still protecting classroom instruction, you know, we're trying to as much as possible and administrative side.

So hope that five million is again, we're just showing this to spread cause, but the nine point nine is again, looks like real costs there could be some opportunities for reducing those. I think Jane may have talked about some of those in her presentation, particularly with cleaning facilities, where President, like, to move move forward with the detailed working plan. And and if we can have a lot of people tell her working, and not on campus, particularly on the administrative side, you know, our thought is kinda cleaning efforts elsewhere. So that is again in summary on this twenty six million on.

You've got the revenue loss of four point one and you got about nine point nine million that was of additional expenses. That's the total on the Angie side about fourteen million on the auxiliary side if you recall, and he's scrolling up that eleven million, that's on the line nineteen revenue impact from. And if you no additional expenditures for Auxiliary, they are there on line thirty eight to one sixty one. So that's about a total about twelve million on the I'm going to re, sign about forty male agents. Can you? I'll come back to this schedule. You flip to Hillary, I'll kind of go through that first.

You know, where those reductions would have to come from again, talking about, about a total of twelve million about a million dollars for the expenses and about, you know, eleven million or ten million for lost revenue. The first line or line eight up, there is a residence life that is directly attributable to having a few students on campus. The budgetary for that would be five point eight million the comprehensive fee just to remind you that is a fee that supports a number of student services. I athletic student health student activities. A number of different things that would take a, and that's mainly because of the ten percent reduction would take a reduce revenue by one point one million and then below that we have food service again. What?

Having fewer students on on campus, we have fewer students on a meal plan that revenue impact would be roughly about three point nine. And then if you call, we've got the but the campus improvement fee that's small. What would be impacted by having fewer students to. So, you'll see that going down ten percent. So when you add up all of the revenue on that side, it comes to that eleven million.

And if you drop down, I'm showing where the extender just would have to be drop key. Scroll down. It'll be. So Here's where the, for, if you look down at that total line, forty three, that's the eleven million. And that's a detail of each one of the areas we'll be taking a cut and

approximately, you know, what that cut will be or the reduction, and started with food service that three point nine.

We are fairly good with the food on the food service part. I think you all know we have a, a contract with Thompson, that contract, and it has a sliding scale, and where, you know, the low way below the sliding scale. But again, we've been able to work with our contractor and we believe we can make itself sufficient. Some of that is, you know, Dr Palm talked about some of the decisions made and that's having a positive impact on food service.

As an example with the students being the last day right Before Thanksgiving, and even not coming back. We get to save, you know, all of that in terms of food service with them not coming back and eating those meals. Also Part of this proposal is we're having fewer students on campus. We'd be looking to close down Gateway for students, something We did a few years ago.

Jones hall would be open and we would leave Foster hall open because the subway, and the Chik-filet are very, very popular thing with the students. So those will stay open. But that three point nine reductions in food service should be fine. If you drop down and well, let me back up on the next one up. No, you're good line. Can you move up a little bit? Alright right there yeah. Line. Sight is getting really bad. Not below twenty seven. I'll come back to twenty seven. That's whereas residence life. Well, how do I do it now?

Well, I'll come back and that's whereas residence life below residence is all. If you sum up the six starting with athletics and six hundred and twenty thousand, all way down to the bottom, that's all comp fees. So those all reductions are being reduced because of the ten percent enrollment reduction on the comp fee. For most of those areas that are highlighted, we are looking to take the reductions and most of them not all of them. Athletics we're looking to take the reduction there. Student activities were still being a little little sensitive to it. Dr. Palm and his staff are still working it out. Certainly, you know, an area like student health services. We're not willing to take any reductions in student health services. I think you saw the presentation.

So, we're still working them out, but that's based on a comp fee allocation about what each area would have to contribute to total reductions. These areas and most people have been notified of it and they've been working on a reduction strategies and we move back up the most challenging thing Here for...the oh, no, no. So we're still right to line when it's twenty seven. K twenty seven. A five point, eight million dollars of residence life if you looked at that relative to the total budget the only budgeted of eight point eight million. So, that huge impact over and above, obviously, without the resident life staff walking through it. We didn't think it was a very good idea to lay off an entire residence life and we're still going to have these seventeen hundred students here. We still want to make sure that we have a safe environment for those students.

So this is really gonna be a challenge. part of the reason why this is a huge challenge in such a large portion of the budget. If you drop down, drop down a little bit. Is right here line Forty six that's debt service. That's the debt on our residence hall facilities. That's the annual debt service payments. Those must be paid. There is no way out of those debt service payments. Of course, we've been talking to state. We're looking at other options, but they have to be service so that revenue part and this came up when we did the room and board refunds too. We pulled that off the top before we calculated what the refunds are that has to be service.

And because of that, that entire amount of reduction is really falling on residence life. So this is an area that where we quite possibly, or, in all likelihood, will have to use up some of our reserves to be able to continue to make that debt service payment. Because that five million dollars, if you go back up five million dollars, that type of cut, that will not occur. We will not be able to cut residence life staff a five million having seventeen hundred students on campus. Any questions about that I think that's a really important point before I move on that piece.

Kevin, this is Jay. Can you hear me? Yes, I can. Is there any possibility at all That not just Virginia state, but some of the other schools could get together and petition the commonwealth to look at a restructuring Of student housing debt? Because I would guess that other institutions would be in a similar problem. Restructure debt and maybe get a debt holiday. Interest rates are are super low You know. What are the chances of getting something like that accomplished?

Probably really tough, I think, getting that, that there's a possibility, you know, working with the state. One of the things, so, debt markets, as the debt markets are in a disarray. I mean, there's been a lot of people have not been able to issue debt and there's a huge backlog and it's just a lot of disruption and being in this state, the state contacted us and advised everyone who has an issue that that has occurred and some of the, the, the dates where they were posted...

Kevin, Kevin your here communication is blinking.

Yes. Can you hear me?

You're breaking you're breaking up. Okay.

All right, I can try to move to another area when we try that.

No, I, I, I, let's see if it'll it'll catch up directly.

Almost right through direct answer your question, Jay no, I don't think it'd be easy, but I think in getting relief, that's certainly something we all been talking about. And I think the president may want to weigh in on it.

Yeah, I do, thank you that has been something that's come up at the Council of presidents meetings with the presidents together and it is a

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strategy that that we are taking a look at. So it is an active conversation about a form of debt relief.

Thank you, Dr. Abdullah. Alright.

Proceed Kevin and you can hear.

Yep, alright is there anything else on the Auxiliary.

I, I do have a question I have before.

Mr. Whirley yes, Kevin I, I, I don't have the Schedule in front of me, I mean, I so I haven't had a chance to, you know, instead of this stuff, because wasn't provided in advance. But could you go back to that line where you're talking? Five thousand, five million one eighty nine.

I don't hear anything.

I think it was line yeah. Line. It was in the Auxiliary reserve and it was a five million I I really can't hear at all. Alright. I have no idea what the question is. Okay. Hang on. Hang on. Hang on.

I can log on and try to log back and then the different spot in the house. Or or others having connectivity problem here.

Mr. Rector, I can hear and I might be able to answer this question. Okay. It might be if we wanna try. Okay.

So, like, what what I was trying to understand is what is the five million, eight, nineteen, seven, eight and now, are you showing it as a reduction and expenditures? I, I can't see the column. G. so, I'm assuming the column g is the budget that we approved in May and I'm assuming that column I is the revised budget after taking into consideration the reductions that we just talked about.

I'm sorry, so what my question is, what is the five million Eight one nine.

Five nine reduction is a reduction. Facilities go ahead Mr. Davenport, they can hear you. I can hear, you. Where you can hear me.

Okay. Alright. Yeah. The, the five point eight million dollar reduction is the amount of expenses that we would have to reduce in residence facilities if We have fewer students on campus. The seventeen, what are the students has compared to, you know, our capacity, which is more like, twenty eight hundred. So that is we have less revenue. We have to put out expenses on a residence beside a five point eight million. I was just showing that Some of the those, the reason why it is proportionately larger is because of the debt.

Okay, that's that's the part that I didn't understand. I knew your revenue was going down because of one thousand, seven hundred and four it you are converting your your dorm rooms to be one student in a dorm

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versus two. That doesn't mean that your cost is going to go down five million, eight hundred and ninety thousand dollars. It means that your revenue is going down, but you still have to operate that facility. So I was confused.

I'm just showing this. This is, can you scroll down here? I'm just showing this is the total budgetary. You see, online fifty two, the total budgetary impact on the side is twelve million.

So so so, let me take my question a different way. Revenue is going to be down in housing, because we're putting less students... we're able to do less students on campus a room that could hold. Well, now I'll really hear clearly.

Just the world hang on a second, take it. I can take this. I can take this question as best. I can can you scroll up a little bit?

So Mr. President let me let me ask the question again. Yes. If we have one thousand, seven hundred, forty students on campus, and that's largely because we have converting a dorm room from that would normally accommodate two into one person per room. I get that that means that there will be a reduction in our revenue, because we're housing less students on campus. I get that, but we still have to operate the dorm and I don't see how five million, eight hundred and nineteen thousand dollars left in revenue convert. And to reducing the expenditures, the whole dorm still has to be maintained.

Yes, sir. Yeah, that makes yes so you first you are absolutely correct. So you're absolutely correct. And I, I don't and and while this the schedule may not reflect that. That's also what, Kevin is trying to say and so I believe what he was doing here, is try to show the eleven million dollar revenue lost and show what what would happen If we try to do an eleven million dollar expenditure reduction and dividing it up in a different areas. And for some of the areas that is entirely possible and it gives them a good target to look at in terms of coming up with some expenditure reduction plans.

In other areas, specifically, and student health, and in residence life, it's certainly not going to be possible because we need to upgrade student health as we just talked about. And because we know that not only do, we have to have the regular expenditures from staffing and from activities. But we also have a debt service payment that would not be covered if we reduce the budget in residence life to three million dollars. And so, this was what so, he's, he's saying exactly what you're saying is that in some areas, we will be able to make these reductions and people are planning on, in other areas. We're not going to be able to make the revenue reductions and that some of those firms will have to come from our reserves. So, he's, he's saying the exact same thing with this slide does this slide reflects what if it was possible to do the eleven million dollar cut. This is what it would look like, but we also recognize it is not possible to do eleven million dollar, particularly a six million dollar in residence life. I hope I've answered the question.

So, so Mr. President what you're amazing and I don't, and I can't control this schedule in front of me, but the bottom line is our deficit is gonna be more like thirty one million not the twenty six as recorded on the bottom line. So, we're looking more like like, thirty one million, because this five million dollar we'll have to come from somewhere. Now, the budget did not show where this money was coming from reserve.

Right. It does not show that the budget, these budgets are not showing of one time costs. That we have that. We can apply towards things. For instance, we've got some monies inside of three. There's equipment, trust fund and there's reserves. We're still trying to figure out. Exactly. How much would come from reserves, but Kevin did articulate that in order to particularly because of residence life that we would need to possibly go inter reserves to meet that obligation. And particularly that service while also reflecting the idea that we are trying to, to go to the state for some relief on that, and some relief on some other things as well.

And so that the, I guess what I'm, what I'm trying to explain is that you're right, but, no, then it wouldn't change the total deficit number of twenty six million. It's just the idea that we might apply money from the reserves to cover some of that twenty six million dollars.

I will back off the discussion right now is just that I, I, I'm not accustomed to presenting numbers that way, but, you know, you try to get a handle on what your total deficit may be. And then you try to determine where you would get your what, other bucket, if you would go to, to try to fund that deficit. So, I, I will, I will back off at this point. But let me ask this other question.

What how much reserve that we have that we can tap into to address this potential twenty six million dollar deficit or thirty one billion dollars that's just depends on who who's correct.

I think our total amount in reserves... It's twenty six. I'm sorry. Okay. Twenty six million, total amount of reserves we'd like to keep. If you recall, we had a methodology we'd like to keep to twenty one million, we've been on track. We've generally run a little bit higher than that.

Twenty one, if you recall, we did have some excess reserves, but we have used some of those reserves for the Harris Hall project. But to answer your question, roughly about twenty one million reserve funds.

And let me answer the other question we do not anticipate, nor are we planning or asking the board to use the entirety of our reserves to be moved forward.

There'll be some money that comes from reserves or other one time areas, including federal stimulus dollars that we would use. And then, of course, we have to do some expenditure reduction. And so Mr. Davenport is it's kind of walking through some of that now.

Mr. Chairman. I do have another question that that question related to the online the tuition, and I asked Dr Palm this question and he ask that

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we defer it until we got to Mr. Davenport's report or Presentation. Yeah. Will There be a difference and in our online tuition versus face to face tuition, because we, you know, your, your schedule predict a downfall of ten percent and enrollment. It did not addressed whether or not the tuition rates would change based upon online or face to face.

We, we were not asking the board for change in tuition interference.

So, the answer to the question is that those who have to attend the classes via online, will pay the same tuition, right as those that are going to the face to face class.

Yes, sir. Mr. Chairman.

Did Ms. Hunter need to sign off? I do need to sign off like, I know I'm still here, but twelve fifteen I, I won't be one.

Did you do you have a question with regards to the budget budget component?

I do not. Okay.

At that point, if you can hear well, you wanted to go back to the other sheet yeah. To the G part and then same kinda methodology as well.

If you look at that bottom line again, that's the total impact. And I'm just the top path is the lost revenue. The bottom half is the additional expenditures, adding the two together and showing the total budgetary impact. That's what that's on Auxiliary schedule as well. It went out.

Did it go out or can you all see it? I don't see. There is no longer on my screen. I don't see it. Alright.

So, on the side, if you recall on a revenues, I showed where that ten percent reduction is resolved and less revenues, a four point one million and you can see on the expenditure line thirty five, those additional E&G expenditures for covid Nineteen. If you add that in that point than a shortfall for the expenditures, revenue or fall, that's above. You don't need to scroll up, though that's above a four million.

That's a total of about a fourteen million dollar reduction and celebrate. So, to summarize that twenty six million we need fourteen million reduction from, say, the wrong number for four million from and from it's gonna raise another twelve million. That's how you breakout that up. Twenty six million. On a part, I can tell you that's a pretty substantial amount, but we do have some monies. I think you all know we have the minority serving institution money that we anticipate to come in. Now, these other sources we're not trying to apply these other sources immediately. The president really wants to be conservative, wants to hold those funds as as as much as possible.

So he's passed each one of our areas to really try to come up with the appropriate level of reductions to reduce our expenditures without the

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stimulus funds. But, in all likelihood, we probably need a little bit of stimulus funds to fill that gap. Of that fourteen million, You know, we feel pretty good taken or we're looking at reductions. We think we need about five million or so, but we're looking at doing the same things that are continuing the same. I think you all know we've hired an... The other thing is we have FA contracts.

We've taken a really hard look at our FA contracts. Some of those contracts. We're just not going to be able to renew. We're going to need to take it for the budget reduction. Some of those contracts, we need to move to a month to month and we're going to have to be really careful with them. They can see we've been working with vacancies over the last couple of months as people have kind of been at home. You know, we've held these vacancies where we think we can get tremendous savings that way with reallocating staff time.

You know, in an appropriate way to address some of those vacancies. Also to president, the provost would like to work with the deans, particularly with the term faculty. We believe we've identified some some areas there that could be trimmed back. Also temps. We're looking at temps. You know, across the board, particularly on the administrative side. I have several different temps, looking at, not re, reassigning those, but taking existing, classified employees that we feel like, may have a little gap in productivity and assigning those responsibilities several steps.

And then, finally, you know, one of the things that the president wants to look at and other institutions have been doing this. And we think is reasonable is certainly looking at pay and particularly executive pay, and maybe trying to roll some of that back as well too, and with all of that we can get a pretty good chunk of the of the reductions that we would need. On the non personnel services side, we're looking at continuing our same practices again. We have a freeze there and we're looking at entering into this year.

There will be a freeze on hiring in or freeze on thing for the entire year and we're still gonna enter into the year with the same premise that only half of the budget will be loaded. So, again, we're gonna reduce the budget by ten percent to account for enrollment. The anticipated enrollment decline and then we're only going to load half the budget. We think we need to continue with those type of practices and we think by doing.

So, we're going to get some tremendous savings on a non personnel services side. Certainly discretionary spending travel. We're not envisioning that people would be going to a lot of conferences, and all of the discretionary spending. Like I said, we're cutting all that out. You may recall the multi-purpose center that's an area I have basically initiated all three phases of their lay off or furlough and so I'm looking to drop back on a multi-purpose center. There will really be no big major events.

You recall, we were losing a lot of money, it was kind of reducing expenses, hope to get some savings and kinda just use the multi-purpose

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center for the university to make sure that the university can use the multi-purpose to help with the social distancing. And then there's a whole category we've identified. Various things that we kinda consider, I think Dr. Abdullah alluded to it, like temporary expectations, or like to call them, like, comfort items or reductions that we believe that we can take that just may be a little bit more inconvenient service levels may change a little bit. Some examples of those on on a printing side. I actually think I can print we have a contract with a printer.

I think I can remove a lot of printers out of the offices, but that will recall different office and including myself, and probably include the president to have to walk to the copier and that's gonna be, you know, all throughout the institution setting temperature controls. You know, we go through a lot with making people comfortable and where you call where you raise it up and lower it and we're looking at just setting a standard temperature. And I believe probably we'll feel a certain level of discomfort, because that temperature gauge will be set. We think the savings on that can be pretty substantial. And that's why we're putting that on the table is another area.

I mean, we, we're still very proud of our grounds, so we don't want to tear down, but certainly the grass might be a little bit longer. Probably the plants and flowers and things like that will be trimming back. So, we're looking at a lot of areas like that, in terms of gonna take the reduction that matter. So, trying to protect, particularly the instruction in the classroom is as much as possible but obviously you see what the level...that's not gonna be just not touching it all.

Dr. Spencer, did you have a question?

Thank you Rector Winstead. Yes, I did. The first thing is, I wanted to go back on the tuition and president Abdullah. You said that there will be no tuition changes. How are we going to rationalize that for our students? Both are in state and how the state students, when we determine that they're gonna be seventeen hundred and forty students on campus which would leave a, according to the numbers that you all are are talking about, which would lead roughly two thousand students who are not on campus, and who are now being pretty much forced to do online, both in stay and out of state.

So one the question is, how are we going to justify that the students and the parents that the students who are being forced to do online classes, or remote instruction both in state and out of state are going to have to pay in state and how the state tuition versus the students who are on campus that's my first question and I have, I have about, I have two others so that was my first question.

Let me start with where we really want to do is to find a way to reduce the net cost event, state, tuition by continuing to fight for more financially trying to raise more money to do that. I think it is gonna be a challenge. I do understand that. That there are those who will who will feel as if they're not getting the experience that they want from Virginia and therefore don't necessarily want to pay the money for the

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issue one. We are still very, very, very affordable as it relates to the work of Virginia, and trying to get more financial aid for the we can lower the net cost and provide more financial aid to students is the direction that we're trying to go.

For out of state, that is a very interesting question. I'm not sure that we've come up with a good solution for that question, particularly as it relates to out of State students. We do know that. We will have it. We do know that students will. There will be students who will back up a bit or more than a bit for paying out of state tuition when they're in fact, not in Virginia. That is a question that I know is coming. We do not have a good answer for that now. And so I won't attempt to provide a good explanation for because I don't have an answer.

So, that would then impact if if Kevin is is looking at a ten percent reduction if you're looking at, not switching or not changing or altering the tuition rates for instate. And obviously, students who are going to be forced to do remote instruction, then that ten percent enrollment reduction seems to be a little nice. I mean, we will lose students.

I mean, why would a student for out of state tuition comes to come to Virginia State and have to do remote when they could go to a local institution and either do face to face or online instruction for less. So wouldn't that impact the, the ten percent that Mr. Davenport was talking about? And and then how much of an impact would that be? Because that seems like, I mean, ten percent seems like that would probably increase that enrollment number significantly. So have we considered that?

Definitely, definitely. So I think that that is. That's really the, that's the revenue question in a nutshell that if we charge regular tuition and we may have fewer students, if we charge less tuition, we may have more students and less revenue. So no matter how it breaks out. It's kind of this revenue challenge. That's sitting on the one of the, if there is a silver lining and having fewer students in the residence, all it is that we, we are more financial aid for students who are on campus because we have fewer students that we're trying to meet a twenty thousand dollars threshold if you will right for tuition and financial tuition and room and board, and we have, which is what we're trying to meet a ten thousand dollar threshold talking about particularly in state students.

And so that is a benefit that can also help drive students to remain if we could provide additional financial aid. No, that is a, that is a very difficult question. I don't pretend to have an easy easy answer for. I will tell you this, though, right now, our freshman enrollment numbers are actually up over last year. And so, as the numbers that we're looking at, actually don't show a ten percent reduction and enrollment. We've kind of factor that in because we know that our numbers at this point and so, since we're in the kind of environment. So I, I don't know if I'm answering your question to give you the all of the level of detail that you want. I think that is the question. And we are trying to do our best

to try to answer and to bring the revenue and to do the things that we need to do and Virginia State University.

So, it's that that is the, thank you president Abdullah, my next question and the most important question is for you. Mr. Davenport because you kind of ran through it. I had to zero in, and that's on. I heard you say about furloughs and I heard you talk about reductions in the FA positions and then possible reductions in faculty. So I'm going to go back and I'm gonna say this, respectfully to the board of visitors. I love you guys, but I think in this critical juncture, it has to be said.

A couple of years ago, when I first came on the board, one of the concerns that I raised in board meeting, was that we were and I don't wanna use the word like. I forgot that the app do the, what? The where it was, but I don't want to use the word that we had a reduction in faculty. But one of the issues that the Senate was concerned about was back then the number of faculty who were transitioning out and not being replaced and so, there, I raised the issue that there were departments who I'm going to just use the word, have faculty shortages and so now you're, you're talking about and also not just in faculty, but also staff departments and so Dr. Palm just said that we're going to invest one point seven million and hiring new loyalty to be able to accommodate the, the covid crisis and the, the need for social distance, but now I hear that not only are faculty Perhaps you're looking at different departments. Not only our faculty going to term faculty, adjunct faculty, gonna be looked at for potential cuts, but also within our staff departments.

And some of our staff departments are also not up to par. And so if we're talking about shaving on the back, then that's why I was talking about before if we're talking about shaving on the backs of the front line workers, who are essential to this reciprocal relationship of recruitment enrollment, persistence and that's not just teaching and learning environment, but that's all the front line staff who funnel the students through be it recruitment, be it the registrar's office all of the front line staff workers who are funneling these through if we're talking about either forloughing them or putting them on month to month based on these new numbers, then how, how are we going to restore because covid is going to pass how are we going to restore Virginia State University and I'm really, really, I'm really really concerned about that. I'm concerned about where you are our plan and to save that money from to accommodate is I'm very concerned about that. Yeah, so here.

In response to that question.

I don't know. I thought she was just expressing her concerns, you know, I haven't trimmed off the fourteen million, you know, I mean, we're doing the best that we can. I mean, obviously a lot of the points that you made, I think we all think a really good point, and they're very difficult struggling with but it is in a real real sense. You know, that twenty six million we're gonna need to address that. And and that cannot just be done without, you know, having some type of impact on faculty instruction. It's a pretty large. But I can just say that they've done.

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I mean, we've been talking in the before plans that we feel like, would really mitigate, you know, as much as possible any type of disruption that we have on campus.

What I would like to, I would like to offer because I don't want to come out and give my concerns without an offering, because both the Faculty Senate and a small informal task group have put together some alternative scenarios. And we haven't had a chance to sit down with you in with administration as far as looking at where the money is gonna be shaved, because that's not really our purview. However, we do have some recommendations of where the fat can be shaped before You actually get to the bone and how would like, to be able to because there are several things that we have we have come up with that would take off, at least three point five million dollars. And that's just on our basic level. And so we would definitely want to be able to sit with.

Yeah, if you could talk, talked about Dr. Palm and is Dr. Palm still on the phone. Are you still on? Oh, I'm still on and I heard you to Dr. Spencer. So again, well, we will have that conversation.

Thank you. Thank you. Dr. Spencer. Mr. Turnage.

Mr. Turnage, did you have a question. Thanks. So if I did, it was unintentional moment. That was the finger. That was the thing raised. Okay. Thank you. I'll switch devices. I left my computer other phone, so I hope I hope I didn't do something that I was not supposed to. No, no, we're okay.

Dr Brown. Mr. Davenport, you know, first of all, let me just say we know the challenge that you have trying to make numbers work. I mean, I think all of us recognize that you've gotta moving target and these times, and it's difficult to give us the numbers that are gonna be hard that we can hold you accountable to. But I share. Mr. we're always concerns duck to spend all of us, I think, on the right page in terms of all of our questions and comments and concerns about the budget. But most particularly struggling.

Right now, I guess, is the comment about what you've presented to us, is what we should do or what we need to do based on the reduction and the tuition, not necessarily what we are going to do. So, as you know, as board of visitors, when we're being presented a budget, you know, something to approve or something to look forward to, it's hard to say we agree with what you're presenting when you're already acknowledging that may not be what you're going to do, especially, you know, on the instructional line, that's the biggest chunk that five million. And so I, I guess my concern or my question is going forward Are you looking at the numbers you're already telling us that's really not gonna be able to compare actual going forward to these numbers because this is not necessarily the aim or the number that you're trying to reach. In other words, the biggest number, if you follow what I'm saying we know.

Okay. So I don't know what I'm looking at. I mean, I think I need a really clarify I need to really I need to really clarify something.

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This is not a budget. This is not a budget that I'm asking for approval. I'm showing the budgetary impact from different categories. This is like a working. It's not a budget and, I mean, it's it's not that document and this is not being approval. This thing is just moving so much. I can't say this is exactly it. I mean, something can change tomorrow; the governor just made some new announcements, but based on the information that we have here, based on the plans that were presented, this is my way to try to show the trustees where these reductions would have to come from.

There's twenty six million that needs to be reduced from the budget; fourteen million needs to come from E&G, and twelve needs to come from Auxiliary. The expenditure section of Auxiliary, that's where those thoughts will have to come from. However, as I've communicated, we fully understand that Residence Life We cannot cut out, you know, five million dollars. So we, I'm just showing where those cuts based on the revenues would be coming from.

Mr. Davenport, this is what I agree with you totally. But it's showing us that you also saying to us that if you do not. We had to come up with twenty six million as a board and you're already telling me we only got twenty one million and reserves. So we're saying back to you, we hear you loud and clear. So you have to make some hard decisions. And they've gotta be made because otherwise we're gonna be sitting in our next meeting where actual numbers are coming in and revenue is down and you haven't made the hard cut And we're in trouble. So that's why I'm saying I understand right now it's a moving target, but I also think all the answers we've been given today had been back and forth. I think it does Dr Spencer a disservice to say to her we're not going to furlough or lay off faculty when the largest chunk instructions. That's five million. You cannot make that statement to her. I mean, to me, you can't because I know what the board I'm gonna tell you I'm voting for. We gotta record that now, whether it's furlough, whether it's whatever, but something's gotta come off if that's the biggest chunk.

So, all we're saying is please, don't make statements promising people stuff is not going to get cut when you've presented something to us. That say is, this is where things should be, and that's just to get us to a twenty six million dollar impact. So, if we're not even going to do these, that our impact has even larger. So we got I think everybody is hearing everybody. I think we just don't have answers. I understand that, but I want everybody to hear We got problems and we have large dollar reserves, and we're going to have to come up with or have answers to where they're gonna come from or we're going to have to make the hard choices. I mean, I just think that's what this whole meeting was about.

And I don't want us to get lost in one statement that says we're not going to furlough one statement that says, well, we might do this and that because you gave us a lot of different scenarios, but no definitive. And that's my concern. I think all these suggestions are good, can we quantify them and say this is where we're gonna make the cut and that's my concern right now floating around where we know there are some areas that we just gotta be definitive because otherwise that bottom line

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numbers is going to get bigger and bigger and bigger and we don't have the dollars to cover it. That's my concern.

Thank Dr. Brown. I understood. Yes, thank you. Dr Brown. Exactly. Mr. Davenport. I think it would be good for them to understand because again, I think we're, you know, kinda stand here. And I think it is a level of depth that you have gone to. There's still a level of uncertainty, but there's a level of depth that you have gone to that, I think is important for the board to understand and note. And so when we talk about energy and I believe that, that differences what, fourteen million dollars.

Yes, yes, the team has identified expenditure reductions to be moved on very soon. How much have we identify to be able to move on Mr. Davenport?

Roughly about eight million.

Thank you, okay with that eight million and on campus, in terms of one time money that we have title three money. Not counting the cares money right now accounting the title three money, counting equipment, trust fund a ballpark of three million. And then how much do we have from the CARES fund? The, you're talking about the or the minority servicing piece roughly ten to maybe ten. Yeah. So, ten. So we have the fourth, but like, like I said, we're trying to trying to hold them as much as possible.

Not trying to put all of this just to do all the stimulus money to that. This problem. I understand. Because we're still we still have unknowns going forward. Right now Dr Brown, We have identified eight million dollars on and we will reduce our budget of that Fourteen. Which has been identified, we are now checking over and making sure we get the numbers. Right?

And then we, and and that we can, there's rules and regulations of some of it, but we anticipate moving on that next week or the week after. We also want to get the proposal from the faculty senate before we move. But we have done that work on the Auxiliary side with is how much is the results at that point?

Twelve million, how much how much have we identified in terms of expenditure reductions on your ready to move on?

Yeah, we've identified all of those categories that have been identified as reductions with the exception of Residence Life and of course, student health. You said one or two million dollar.

Yeah, I mean, we've already identified how we need to move to contract down to take care of the depth of food service already taken care of all of the categories. With the exception.

Okay, and I think was three remember you were talking at the top.

Yours is breaking up. I can't hear you. Dr. It's really choppy. I got it. Okay. Okay. With samples. So, Dr. Brown on the Auxiliary side we've identified some of the expenditure reductions probably approximately

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four million dollars on the Auxiliary side the balance. So that we know we're gonna have to use a level of reserves.

Our reserves are in and specifically used for those debts or disservice. Payment was not a million dollars. That's part of why we weren't able to get it down farther than that. And so, we'll have to use a portion of our reserves to open our facilities. We'll have to use a portion of the HBCU CARES money on the E&G side. And we're still trying to cut below that because we know that again, things are very fluid and and fluid in both ways.

I mean, we can legitimately in two weeks, come back and say, and we're not gonna have any revenue on campus, because it's not appropriate to have any students. Okay. Conversely, we can come back in two weeks and say that the social distancing guidelines have changed and we're gonna have full occupancy in the residence.

And so I hope that gives it the, I think what you're trying to ask him have we been making the difficult decisions. And are we ready to execute the answers to that question...Is yes...yes.

Miss Currey.

Thank you just real quick sort of going back to the question if any tuition differentiation. For the work I do, I've been keeping up with all the other institutions in Virginia, and also some nationally and there really aren't differentiating as, as we've reiterated a bunch of times because things are so fluid. I haven't seen any institution in Virginia that's going to differentiate for those students who are being served on campus and those who have to do all or part of their studies online. So, I think, you know, I just don't think that's the way people are handling this. So I think that'd be in keeping with Dr. Abdullah's statement that we weren't asking. We weren't being asked to look at any tuition differential.

Okay, Dr. Spencer.

Oh, oh, I saw I saw it Mr. Hill's hand pop up. I'll defer to him and I'll just go after him. Thank you. Mr. Hill. Thank you. Dr. Spencer. And thank you. Mr. Rector. I have been quiet because I think all of you know, I've had concerns about our financial situation before covid. I have become increasingly more concerned in listening to conversations today. I think Dr. Brown's right on point in terms of we understand that tough decisions may have to be made. I think we should not ignore feedback from all of the critical stakeholders in arriving at those decisions. And I don't think we should ignore or do a disservice to anyone involved in this process. And I would simply ask my colleagues and all others to understand that that we can resolve this matter or these matters well, if we recognize appreciate and involved all of the stakeholders who may bring things to the table that we haven't considered, and I would simply ask that we have the patience and the sensitivities to do exactly that it's all I have and I'm, I'm not gonna say anymore. I think I've said enough over the last couple of years and this is the same thing that

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concerns me and I hope this time we have the courage to do the right thing the right way.

Thank you, sir. Thank you. Dr. Spencer.

I just wanted to I just wanted to reiterate to when we're looking at possible transitions or well, first I'm, I'm just arguing and I'm asking both my administration, president Abdullah, Kevin Davenport and the board to to put the taking of term faculty if it can be taken off it needs to be placed at the bottom and if the implication is to replace term faculty with adjuncts, I want to advise the board that that there are SACS implications to that and then there's also going to be the reciprocal implication of the quality of instruction that's going to drive our recovery. So I think that and Dr. Abdullah, maybe you could clarify that too, but I think that we need to remember that there are SACS guidelines about the numbers of adjuncts at a university and so that could possibly impact Virginia State long term, and I'm also when you're talking about the quality of instruction, and if the goal is to recover making that cut and making that move would definitely, definitely impact the quality of instruction, which would definitely have a long term impact, a definite long term impact on Virginia State's recovery in the future. That's it.

Hey, thank you. Thank you. Dr. Spencer. I'll go ahead and clarify in terms of our percentage of full time, faculty across departments, and across the University. We are well in compliance and so I wouldn't anticipate us moving outside of compliance in that way. But, on the other point, that she said, we do understand having a department that has more adjuncts. Generally full time Faculty are more conducive to an overall quality because of the ability to attend meetings and anticipate another things. And so, as we start to move in some areas to more adjuncts, we'll have to do some things to make sure that we, we can keep our quality. That is a very legitimate concern that we're gonna have.

Any any other comments from visitors?

Mr. Chairman, I've had my hand up for a while.

This is Greg Whirley, I won't repeat everything that's been said, but I, I do support what Ms. Brown said, Dr Brown said about getting into the specifics. I think this is a new, normal and particular new, normal as the finance committees meet, because we're gonna have to have much more detailed, trying to figure out the financial issues that we have in front of us and the solutions. And I think we're gonna need to start the meeting in June as as we agreed to. But, as we talked about these other revenues and opportunities, I'm also reminded of the last meeting that we have other challenges that we even we didn't even talk about today. And that is, we know we have these, these questionable costs from NIFA that will have to be repaid. The CFO indicated at the last meeting that he didn't know where are these funds would come from, you know, that it shouldn't be paid on the backs of the students. We, we have these costs that we know that can be due pretty quickly. So, that could be another challenge that we will have to deal with. So I, I think there there are a number of issues, and I think that the quicker that we can get back to a

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meeting with the Finance Committee meeting and looking at these details, that a better off that we will take a look at it. So that that concludes my comment Thank you.

Mr. Stegmaier. Thank you Mr. Rector first of all.

I want to say, I appreciate the opportunity to have staff kind of introduce us, so a little bit more detail. I think we all knew this was coming. It's certainly difficult times for for everyone. And and I think that's as a, as the Rector, as you said, at the beginning of the program today, there's a lot more going on that's weighing us besides just these financial problems. And it because of all of that, I, I really wanted to take the opportunity to thank the staff for their efforts. I understand there's still a lot of unknowns. We all have a lot of work to do, but I also want to say, I appreciate the opportunity to be here and and to be with you all for another term of the board.

And it's, it's really, really important to me that we keep in mind the value of what we're doing. Yes it's, it's going to be hard. Yes, we do have to address the financial issues. We have to figure out a way to balance the budget and try to preserve services for students. Most of us are old enough. We've lived through some tough times before, and we know we can get through it. The mission of Virginia State has has always been important to to our society, our nation, but I, I don't think it's ever been more important than it is today and I think it's incumbent on us as board members As we go through the struggle, we, we realized that life isn't easy.

It isn't always fair to us. But what we're doing is really, really important. And I, and I think that ought to give us a little bit of hope and it ought to give us a little bit of optimism. Because no matter how tough this task is gonna be what we're doing is so important. We don't have a choice, but to succeed at it. And to and be at least a little bit optimistic that what we're doing is so important that we can be confident in our success. And we've got some really, really good people working on this. I hope at the end of the day with, you know, this, this is hard news, but I hope at the end of the day, we'll all stop and and take a minute to just think about the value of what we're trying to do, and to think about some of the good things that are being accomplished and, and the positive impacts that we're gonna have on students' lives this year, even as we have to struggle with all of these things that are facing us.

Thank you, Jay, well said. So Dr. Abdullah, can you bring us to kind of a close on the next steps and where we are, and the schedule for the university and some of these harder decisions. Okay, thank you. And I like to, I think all the board for your for your patience in this. I think one of the things that we we realized pretty early, is that there's no really no easy, easy decisions that this road forward is gonna be a challenging one. So, thank you for understanding. Our next steps, we have identified expenditure reductions that we will begin to implement next week.

We wanna first get the, in fact, we sent it has said that they've got some, some proposals. We'd like to get those proposals first, but after we get those proposals, then we will start the motions to, to make those reductions starting next week. We will continue to kind of monitor. One of the things that we we try to do today to be extremely realistic is all of the we tried not to sugarcoat any of the numbers, but there are opportunities for savings, whether it's in testing or whether it's in in the cleaning on campus. All of our professionals are doing everything that they can to see what we can do a covid related infrastructure to make it so that it can become more manageable. They will continue to do that work to attempt to lower those costs partially because we know we want to save that money and partially because we don't know what additional costs may come. And so we will begin to make the difficult decisions next week. If there's a significant change in how the state is moving forward we will, of course, come back with another budget update.

Well, if we see numbers particular as relates to enrollment, to start to look different, we'll come back. In about two weeks, one of the big questions that was before the decisions question of course, was the, how are we going to prioritize life in the residence halls? We will finalize that early next week and get it out to the students late next week and then deal with the challenges we have over sixteen hundred students who've already paid deposits and so deal with that challenge of deposits and roommates and walk through that. And so, the next two weeks, we will begin to do those things in terms of the, the expenditures that you see that you saw that we've decided that are important for us to move forward. We will begin to make those purchases already. Again.

We've done a lot with the PPE, but in terms of face guards and face shields, for classrooms, in terms of additional cleaning supplies, in terms of turning the rooms, we've gotta move some beds out of some rooms. So that there's only one bed in the room in terms of going through through that the, the putting the purchase orders in for the Chromebooks that would all happen. So that all of the expenditures that you saw are expenditures that we are moving forward with simultaneously while we try to bring the cost down. On those expenditures, so we are moving. Now we expect to have a lot happened in the next two weeks, a web page will go live either today. I wanted to go live today at the latest will be Monday.

That will summarize a lot of what we've talked about, flesh out some of the, the presentation. So that students, faculty staff alums can view that on the website and the website will be updated. I have a meeting on Wednesday to talk about the plan that we have to submit to share what the details of that plan will be. Well, they get to working to develop that plan. I believe the plan will be due probably early July. I think they'll give us two or three weeks to do that. So we'll also begin to work on that plan to make sure we answer any questions also that are in. And so there's a, there's a lot in front of us. A lot of it. That is unknown, but I would concur with with Jay. I think that the, the challenges that exist in our country have made me understand even more that Virginia State University is the solution. Virginia State University is necessary.

We can do everything we can to make sure that the Virginia State University is here and vibrant. Thank you.

Yes, Ms. Crittenden.

Yes, and I would just like to add that we've been discussing the the need for the committee of the finance committee to get together with individuals from the university and we've talked about it, but it is June. So, no, however, it needs to be arranged and setup. So, that that can go or move forward I think it needs to be done.

Yes, ma'am. Thank you very much. Okay.

With that, I don't have anything more. This was an information session. We have the uncertainty of the situation. You uncertainty is clear and so we expect an update to keep us posted. I'll take in motion to adjourn.

So moved, Mr. Rector.

Thank you. Mr. Vice Rector. Second. Thank you. We are adjourned.