

Please stand by for realtime captions.

We are's darting 1:00 because we have a full afternoon. So come with no ado, I will start our roll call. Tom Mason?

Here.

David alders will arrive late for today's meeting. Robert Flores?

Here.

Bridget Henderson?

Here.

Judy Olson?

Laura welcome Walt?

Here.

Scott Gordon?

Here.

Gina Ogle speak?

Here.

Michelle Emily Fields?

Brandon Fry?

Graham Gardner? Jill still?

's Charlotte Sullivan? And with that, we have several reports from the cabinet this afternoon. Dr. Gordon?

Yes. As you know, over the last few meetings, we have heard a lot about budget and rightly so. So today, we thought we would talk a little bit about some of the other areas, the other divisions within the University. We will have five different presentations. We will go with our chief marketing and communications officer, Graham Gardner, followed by the CEO, Anthony Espinoza, athletic director, Ryan Ivey, chief Diversity, Equity and Inclusion officer and in that order and each will present about 10 or 15 minutes and we will have a little bit of time for questions for each of those individuals. With that, I will turn it over for division of marketing and communications.

Good afternoon. I'm happy to be here. It has not yet been a year. There were people who said I've been here year. I think I have six weeks maybe. Pretty close. I'm happy to be here today to share the presentation with you.

This is not on the entire university director of medications. But we wanted to present some findings we read from Hanover research. It's a brand perception study. I want to share some key findings from the study with you today. And hopefully present more about University marketing and communications in an upcoming meeting. This is for me, right, April?

Yes. It would help if I turn them on.

Okay. This is the brand perception study. So, before I share, let me give you a quick overview. This was administered online in September, October, November of 2021 using the platform. This includes a total of 671 respondents after we did data cleaning. Those results are segmented by rolls. You will see some results presented in aggregate and some presented by rolls. We have asked Hanover research to provide additional analysis that breaks down by segments. In some places where you do not see down by segment, we have requested it. I'm happy to carry those questions to Hanover. I will present what we have today. The roles included 78 alumni, 366 current students, 66 prospective students, 49 parents, nifty faculty, and 62 staff. These were shared with all current students, faculty, staff in those total populations. Those were examples. With that, I will show you some of the recommendations. Next one please.

These are the key findings broken down further and what I will share next. The first recommendation was to focus on improving institutional reputation and financial aid packages to appeal to stakeholders. Largely, this comes from room from improvement. Why those recommendations are viewed positively but amongst those positive rankings, these are lower areas. We have room to grow in improving our institutional reputation and perceived value of our financial aid packages. So those are a couple of things. Clearly, marketing and communications can work on the reputation part. The financial aid packages will require some more structural things for us to promote that. So I do think those are important areas for us to look at. The next is to highlight the positive words associated with SFA is a small, friendly, affordable diversity with an attractive campus and flexible, high academic quality programs. You will see this represented later in a word cloud. These were the key traits identified. We have asked by the breakdown by audience. Casual see, there's enough difference between stakeholder groups, that the different stakeholder groups will highlight different aspects of the institution as being positive or most characteristic. Finally, to follow up with faculty and staff to address concerns and incorporate feedback and future messaging efforts. One of the key findings you will see on the slides, is there are there is not agreement amongst audiences about perceptions of the institution. Most notably, faculty and staff -- I would say the most negative view of the institution. As opposed to current, and perceptive students. While faculty and staff have some different perceptions, of those moments we need to work on. Also the recognition, without evidence perceives to be negative is not necessarily how other audiences perceive it those are important things that came up in the study. Key findings.

This is the first when I mentioned to you. These are the top five -- sorry, I have a few extra strides. These are the top five important factors. What are the most important factors for you when considering an institution you would select. Financial aid is somewhat not surprisingly at the top concern, followed by overall value for the cost. And then academic quality, proximity to family and home, specific rim offerings, and so forth. So we know these are things that are important for students and families as they consider it. This is what we need to be able to address and lead with. Financial aid is something throughout the need to be aware of. We promote what we do in terms of financial aid, and in terms of value. Those are important messages for students and families to receive. Academic quality is third. These audiences did rate and rank academic quality as being high for SFA. That is not the perception of our faculty or our staff in some instances. We do need to come back to that. When we ask what skills we thought were important for them to develop during college. The first was prodigal career skills. Followed by leadership skills and experience, followed by ability to solve complex, real-world problems. That suggest what we need to include in our messaging, with students and families, and perhaps more particular, the idea their college experience SFA will lead them to have prodigal career skills . They will have leadership abilities as result of hands-on leading and learning they have done here at SFA. Next slide.

Backup. Sorry. So we asked them to rank these factors SFA across all factors. There is room for improvement on several factors considered important in the decision-making process. They believe the size of our classes is good. They received good recommendations from family. How close it is to family or home is ranked type. Campus atmosphere is ranked type. Student services are ranked high, background of family are ranked type. These are all good things we want people to perceive about SFA which they do perceive as positive. Over here, towards the bottom, is the institutional representation. The reputation is. Whether that is negative or saying it's neutral or just not enough awareness. That is something we need to dig into further to understand. Not because it strong enough. I think that is something else for us to understand. Similarly, the financial aid package. We need to have an awareness of. New people have an awareness of the financial aid package, or is it our financial aid

packages not as beneficial as what they see at other competitor institutions. This does give us more insight on what we need to delve into further to understand. But these are areas they suggest we work on improving our messaging around that. Somewhat similarly, but ranked in the lower area is residence halls. We don't know if that means the traditions of, the amenities or what it is. That is something to wonder about as well. Off-campus opportunities and surrounding communities does come into play as how the broader community is perceived. Next slide.

This is called the net promoter score. I don't know if anyone is familiar with it. The general behind this is to ask somebody what they think of SFA, are they more likely to positively talk about SFA or speak negatively about SFA or more likely to be neutral? What is the general attitude about how they talk about the institution. What you can see here, is that those who would speak the highest, that the highest positive comments will come from our perspective student model. 55% were actively speaking about SFA. Only 17 percent would actively speak negatively. 28% are neutral. Behind them his current students. Current students are here on campus and able to see whether the institution is delivering on the promises and expect patients they expect to have to figure from 55% to 48% in terms of positive promoters when it comes to negativity they go from 17 to 21. Is a smaller climb who speak negatively and a little bit more neutral territory. The group that speaks most actively negatively about the institution is our faculty. 46% our detractors. Only 21% are promoters and about 33% are neutral territory. Followed by staff who at 40 proof percent negative, 24% positive and 30% neutral. I will stop there just a second for any comments or questions. I have a few more slides to share. A lot of what you will see after this comes back to this idea of financial aid support. Next one.

These next four slides are the word associations are granted, these have limitations because they are binary. It is not one or the other. We asked them, is SFA a run down compass or attractive campus. Is it a boring city or a city with lots to do. What you can see on here is that, by far, these audiences perceive SFA to have an attractive campus. That is an asset for the institution. This comes out in a number of areas. Is one of the highest ranked attributes of the institution. Whether it's important can be another discussion. We asked about if it's a city with lots to do. Perspectives didn't have the perception the highest of it being a city with lots to do. 58% while 42% say it's a boring city. Faculty have the highest perceiving it as a boring city and I take that back, staff at 89%. Next one.

This is on party school versus serious go. Perspective student 71% you this is the Sierra school while 29% unit is a party school pick the next group was highly perceives it as a serious school staff at 66% and current students at 54%. All of us have a dirty view it is a serious school. Faculty, 60% viewed as a party school. Excuse me, 56% for alumni. This suggest there is a generational difference in the perception of the institution. That might be where they are in their life and how they perceive the institution when they were here. Alumni we assume that is a larger audience of people from other generations as opposed to current and prospective students. It might've been true, at the time they were here SFA is more of a party institution. Whatever the reality is, there is a perception difference between the older audiences and younger audiences. And so, when I first got here I know there were some folks who did say to me SFA had a reputation as a party school and is that something we need to address? I would suggest if that was true, it is not true amongst perspective or current students. There's a limited view among parents. I would say it's probably we do not need to spend a lot of messaging to try to correct that perception. That we maintain whatever messaging we have. Just as an example. Whether we are traditional or innovative school. You can see the percentage here. The differences between protective to students most positively and here we have faculty and alumni and staff and parents who were are tied for 79%. Next one.

Whether we are rigid or flexible as versus easy and rigorous. There some debate about those two different things or the same thing. Prospective students, 92% of U.S. as flexible. 83% of parents, 88% of current students. Amongst faculty, 40% believe it's rigid and 40% of alumni and 23% of staff. Next word association.

Finally, comparison of low academic quality versus high academic quality. Prospective students 93% viewed the institution as having high academic quality, 85% of current students, 69% of parents, 63% alumni. Then we see faculty 58% view it as low academic quality. Which is an interesting thing to consider. We had some debate and discussion to share with cabinet does that mean faculty want to push academic quality were are they comparing it to other institutions quick what is the difference between how faculty view the quality of the institutions versus

how prospective students, current students and parents and alumni view the institution. We want to dig but that means. Or we would say, is the consumer or the client or customer or the public, who have a high positive view of the institution, whereas those of us who are internal think there is more work that can be done. And then whether it's unknown versus prestigious. The institutional representation and reputation of the school something we can work on. Prospective students, 51 to 49 say there's work to do. If SFA wishes to be viewed as a prestigious institution we would need to do more work. If that is a brand quality perhaps that is not a priority. That's press to discuss. If it's to be viewed as a prestigious institution or an institution of accessibility. We asked to examine what qualities we want to be known for versus the qualities we are known for.

This is a word cloud what they would call top line or the aggregate. All audiences were asked to break this out to see if it looked different. The words that shut most commonly when asked to describe SFA are affordable, small and friendly . Those are good traits to have. They are positive traits to have. I would say they are not distinctive. They are certainly not unique. Lots of institutions will they claim to the fact they are affordable, small unfriendly. Up a positive traits, I don't believe these are strong enough traits to hold up as brand identity. We need to dig in this further to find out in the ranking, which terms are more distinctive. That SFA can be recognized for and how do we build in those traits and hold those up to be the things we perceive SFA to be. Again, not negative, positive, but not distinctive. Next one.

The suggest where most people hear about SFA is through digital means. Social media leads followed by information sent by email, followed by information that is requested such as a letter or brochure. I'm somewhat surprised to see that ads on billboards even rank higher than ads online or college review websites. We know those have a lot of influence as well. This suggest to us, what channels are most viewed, or at least most memorable when audiences are asked to rank where they learned about institutions. Are trying to grow our capacity for social media. Recognizes not just one person's job to manage social media. Have one person in my office dedicated to social media but I have tried to focus more on social media duties throughout my staff's responsibility. I know that's helping elsewhere within the institution. Management have some folks that do that. And there are others. We form the UMC Council this last year. They had their first meeting in December. That Council incorporates people who are in immediate caterer roles throughout the campus. We work all of the social media and advertising. At least every semester, I think we decided quarterly, we would meet. There are some subgroups meeting. We want to share this with them so they are aware of what people are hearing about the institution, and how we can build a stronger reputation. That is the last one I had to share. And with that, I will stand for any questions.

Thank you.

I'm just curious, because the word cloud is very interesting to me. Because I'm not sure what year we had that done, but have you been able to get her hands on the previous study that was done? That had the same word cloud?

I believe I do have that. If they were talking about the Scarborough study. Yes I do have that. This was done this fall.

Right. If I recall correctly, the word cloud Kyle, were words like purple, lumberjack and pardon. So I think this is a great improvement. I'm sure the questions are different and the study, and how they are presented. But I think that's a very positive compared to a previous study that the word cloud was purple and lumberjack. We are moving in the right direction.

I appreciate you recognizing that. I will have to go look at that study again. I have not looked at it again since we got these findings. I would save what we see here is something to build on better than maybe what the previous studies were.

Also in that study, it talked about her reputation. I distinctive remember her telling us, we cannot change our location. We cannot pick up and go somewhere else. We have to make the best of our location. We are a boring

city or there's nothing here to do. We have to look at it through a different lens and let's make the best of what we have in our location.

I agree with you 100%. We cannot change our location. So we need to talk about what's positive about it. I think there's a lot of good work we can do there. I think since that was originally pointed out, there has been a shift. I could see that prior to my arrival on since my time here I've seen the effort to point out positives about the location. That is definitely something to build on.

Thank you.

Thank you.

Other questions? No other questions? Graham, you touched on some follow-up. What follow-up do you think you will see from this?

So what I would like to be able to share the findings of this with others on campus and dove into it more. So perhaps with a staff Council and faculty Senate. With the deans of the colleges and elsewhere to better understand their perceptions of what these findings might mean. We are working with Hanover to do a further break down by segment so I can understand. Resolve the differences with faculty and staff, alumni, students in some of those word associations and scores. I want to see what the difference is in the word cloud for example. If there are other traits that faculty and staff identify versus what current and prospective students are defying. I went to understand that. What I think comes out of this it is important for us to share, recognition that are faculty and staff might have a different perception of SFA than other audiences. In fact, this tells us they do have a different perception of SFA. Whether those are incorrect, the different discussion. I think it's saying you may view SFA is a party school but that's now are current or prospective students are viewing it picked that's okay we have a different perception, but that doesn't mean your perception will drive messaging pick just recognizes different. As an example. Does that answer your question?

It does. I think the follow-up is very important on this. Because we want to work with the faculty and staff on these findings, so cannot get on the same page and work together for the University. And not use it as a divisive tool, but a way to come together and work toward improving the institutional reputation, academic quality, and what we can do to address anything that would improve that in people's mines.

I agree. I think as you said, this should be a tool not to divide and say we are on a different side that say this is where we are on the same page with the various audiences. Some places they see it differently. Does that mean it's okay to have a difference of perspective and recognize it is different? Or is there a problem that needs to be addressed with certain audiences. If that's the case, let's address the problems leading to a negative perception.

Thank you.

Good afternoon. I'm going to do a brief overview. [Indiscernible] may not seem to be a large issue but that turned out to be a large issue in conjunction with the services. It was a collaborative effort to implement some of the changes on how we award financial aid study over time. The reason this was important, prior to this, it was manually intensive. So we automated that to a great extent so we can more rapidly award financial aid to students. Obviously it is important. The package we provide as they are preparing and assessing their options. So I have the details for Irma. That was a good thing we were in the top 10 we are aware of this term. I see this where we can improve. Legacy that is a term I used to capture investments not only from a financial technology perspective but from the time and process effort. At some point in the past, it should've been done but for whatever reason it was not. We have those things and others we will have to address in order to build in those efficiencies into our environment. The next item was advising. This is something we've had in place for some time. Have seen that expand. As far as the initiative at the College of education, [Indiscernible] streamline the process advising students. How for students to acknowledge that in the past prior to this paper form. So when the student is advised, the faculty adviser will log in and is populated with information and the courses they completed and the visor can look at the things the student needs to take and the student can acknowledge that

electronically. And have a history of that because the students are advised academically, we have that history. We see this expand into other colleges. It is a custom-built thing we have done here at SFA. We work with each college for a little different format. We custom-built to that college. Are very excited we received very positive feedback from faculty advisers and students. I wanted to share that as an example of some of the things that we are actively working on to improve our processes and efficiencies we have in our environment. Some of the other things we see are the structure. I will jump down to fiber and wireless. The reason I shared those, there are things that I.T. does that are not very visible. But they are an important investment from a financial investment and time perspective to ensure as an institution we have the basic foundation to build upon and grow upon. That's what you see up here. The one final thing I want to mention, is E sports. E sports is something that is up-and-coming, very popular with our prospective students. This is something we worked with Dr. Frye and other groups, to see how can we leverage this as an institution, to recruit, to retain students? If you are not familiar with E sports, I have a 13 grandson, and this is sports to that generation. They don't really follow what I would consider traditional sports, college football or basketball. This is the sport. I think we have a prime opportunity in this institution to invest and use this as a recruitment tool, a retention tool, and I think this is a very exciting opportunity for us as an institution. We have had this conversation with Dr. Gordon and other division heads. How do we invest in this to help enrollment? One thing I want to mention that is not on here is -- this is basically the retreat we had last summer. This is an issue underway. How do we streamline the process for prospects? It got much more guided pick we have an initiative underway. We have a tool called the CRM tool we use. It offers a lot more capability we want to leverage to do what we refer to as dedicated focus or portal for prospects, for students and graduates. This means it's a customized look and feel for each audience with the advantage to Slate. It has great workflow built into it. As opposed to providing prospective student a checklist to follow, we guide them and prompt them throughout the process. They get a visual graphic. Here is what you have accomplished. Here's what the outstanding. More than that guiding them through the process. We are working with our division to acquire resources for these portals. We want to get this in place as quickly as possible to leverage that. I hope I can report about that in future meetings.

We wanted to share the challenges. The first I want to mention is staff turnover. I don't think this is just SFA. It is a challenge we face at all institutions. Were all aware of the labor market. It's very competitive. That has added a layer for us. Our salaries have been lower than some of the major metro areas. That is a challenge regardless, pre-pandemic or post-pandemic. It is definitely impacting us. We are to point where we have crisis team. Pre-pandemic, there was a lot of emphasis on the Romans and the chapters. The pandemic added a whole new layer of personal challenges staff. Now I think we are exposing that crisis. I think some of the morale we are seeing is reflected that it is my suspicion and some of the information shared from the faculty and staff perspective as an institution. This is a challenge we will have to figure out how to address. I know financial, there are considerations and challenges there. But what other mechanisms, as an institution, can we implement to help some of the morale with the faculty and staff? On a personal note, from the ITS perspective, one of the challenges I face, I have several key individuals that are retiring at this point in time. My challenge is how do I keep these folks what I need their institutional knowledge. I value what they bring to the organization. How do I retain those people? That is a challenge. I think we will see that across institutions. The last thing to mention, and I realize we have some budget that has been a primary focus. But we do have a need to have continued investment. One of the points I want to share is, we have over 25 hundred more desktops. What that means is, they are aging. They are six or seven years old pick that's a huge amount of money if we were try to accomplish that. It is a huge burden. We have to prioritize these types of investments along with the needs of the academic community, and the institution in our buildings, and are infrastructure. The reason I share this, we have the opportunity to really leverage our community outreach. One of the things we're looking at, but we better support our academic community and leverage after graduation we have done a good job. One of the things I have tried to do, we reach a point we need to separate the amount of funding we allocate to the Windows computer. Apple computers are twice as expensive. But there is legitimate need in academic community to have those type of tools and devices to support the curriculum and education of our students. One of the things we will be doing, but we better support the Apple environment? Part of what we have already done, as opposed to tanking the computer and replace it. Our approach has been, how can we replace a component to extend the life of that computer? And we have done that already. As opposed to replacing the computer, we have invested in solid-state drives some of the faster drives. We estimate we extend the life of the computer by two years. A much smaller investment than replacing it. We have leverage the desktop environment. As opposed to providing a physical

computer, we put in the portal and from the infrastructure fund we provide the desktop. The damage to that is, our students will need to access our resources. They can access these resources from off-campus. They don't have to physically be present in the lab. That's a huge advantage for the service perspective. Is not less expensive, we are really shifting costs of the device from the physical computer to the infrastructure back into the service side. But it gives us a lot more flexibility in the labs for instance. They are much easier to maintain. We can manage a larger number of virtual desktops with the same amount of people. Versus, having to support a multitude of physical desktops. Part of that strategy, how do we get more efficient? How do we have our financial resources, our infrastructure, and also our personnel. That's what I wanted to share. Any questions or comments? Good. Thank you.

Good afternoon. I hope everyone is doing well. It is good to see some of your friendly faces. Some of you need to work on your faces. It's a great day to be here on Sunday is net? It's great to be among the on Sunday with you guys pick we talk a little bit about athletics today. The first year within the Western Athletic Conference. I'm excited about where we are and where the conference is taking shape, and how it's really starting to form. Obviously, we've had some changes in the last few months with new institutions coming in and institutions going out. We are excited about where we are moving forward. These are some updates on the fall sports. Cross Country, men finished ninth in our women finished eighth. Just for perspective, and the conference, Armand finished fifth last year and our women finished fourth. I would tell you, from a Cross Country perspective, the Western athletic conference is really strong. We've got three institutions that typically finish really high, from the national rankings perspective. We knew going into it, from a Cross Country perspective, it would be something we would have to really try to move and certainly try to motivate student athletes to done better than we then pick got a new cross country coach who actually came from California Riverside. He's familiar with the West Coast and what goes on there. We are starting to see some great results Rob has been moving forward. We are looking forward to how we grow a Cross Country program. From the football perspective we finished 8-3 this year. So we are excited about where we are going in football. We had a large berth in the NCAA playoffs and we finished ranked 18th nationally in the American football coaches Association poll. It's the first time we finished in the top 25 since I believe 2010 as well. We are excited about where we going in football. Some recent information came out, on hero sports, which is the group that covered specifically SES at SFA really number seven in the top 10 moving forward . Way too early in the 20 to pull a number seven and that poll and where we could finish. We are excited about where we are there as well. Soccer finished 8-2 in the play and with regular season conference champions. We are excited about the coaches doing. In his second season he has one two championships pick we are excited about things he's doing peer coach Humphrey and the volleyball program, we didn't have this year we have typically had, but we have some young student athletes out there. We finished 19-10 overall, eight and five pick we hosted the seed regional fits is seasonally the NIT investable terms, a volleyball. We won the first round match which is the first national postseason win since 2006. Coach Humphreys and that group continues to excel and there is no better ambassador for SFA. She's amazing at what she does.

[Indiscernible]. All right. I apologize for the typo. We had 27 December Brad Nitz from the student athletes pick we had 2.9 fall TPA really a 2.93. 2.9 fall TPA the annual goal is a 3.1 GPA for the department as well. One of the things I'm proud of from 2021 is academic progress getting pick you know the NCAA issues remain to a couple of years ago. We knock down the scores because of some of the corrections and adjustments we had to make. This past year we had the highest we can get his 1000 we had 989. We are really excited about what her coaches, student athletes and staff have done to change the culture from the academics perspective. The score allows us to qualify for academic performance fund using. That's worth approximately \$130,000. As we continue to look at ways to grow and athletics and raise revenue, the academic performance unit is when we will continue to look at. If you look at it, the productions around the 24-25 year, is to be close to about \$450,000. We will continue to push for that moving forward. This was the highest single year score we could find on record. So again, excited about where we are there. Thank you so much.

The next slide. Just the update, when I submitted this we had not played some games yet. With our current sports, men's basketball had a big win against Calvary Baptist. I'm not sure how many we stayed up and watched it after dark on the West Coast it gets late finishing it. A strong game last night. We crossed the 1000 mark for points for his career. We're 13-8 overall, 5-4 in league play. We rank right now is 145. We had five teams in the

top 150 in the can palm rating. The net ranking right now for SFA is 148 . We have six teams in the top 150. The league net ranking is 16 pick in the league conference API is 18. To put that in perspective, the Southland, where we came from, the net ranking is 31 out of 32. The RPI is 30 out of 32. And I believe can palm is 29 out of 32. When we talked about what we were trying to build, especially from the basketball standpoint, this is something we are trying to build moving forward. We feel like it could be too big moving forward from the NCAA tournament and that's what we are pushing from the men's basketball perspective. On the women's side, we had a great game yesterday as well. That was against Cal Baptist, that was a top 10 mid-major map matchup. Cal Baptist was ranked fourth and we were ranked eighth yesterday. We won that game handily. I'm excited about what coach Kellogg and the student athletes are doing. Right now we are 16-3 overall and 7-0 in league play the only undefeated team. We have a 51 that raking from the women standpoint. We have five teams in 200+. Arnett ranking for the league is 23 and our conference RPI is 18. We are excited what we are doing from a basketball perspective. From a quick update on track and field. Indoor track and field is going on as well. The latest, first, I guess, season top 25 poll for women's team ranked 20th nationally in the latest track and field poll. Excited about that from a track and field Sand Point as well.

The next slide talks about social media engagement. This is through August from September. We had 331 announcements pick that's up 15% from the previous time last year. We had 5.6 million impressions and that's up 20% and 216,000 total audience of by just over 5%. From the social media perspective, and I think the Hanover research study showed, if you looked at it, it's a way individuals get information about SFA. Social media as part of that. We help drive engagement and information as well. We are excited about what our team is doing on the social media perspective.

The last couple of slides I have do some campus external initiatives athletics has done the past semester. I'm not going to read all these two you. You can see that. The point of this just to show you our goal is to really in gauge the campus. We are doing everything out there. Anyone asked something, we rarely say no to it. We have been a good job this semester trying to re-and gauge with student groups and obviously coming out of COVID. Trying to get students back with athletic events moving forward. Some of the things to hit on right here, and partner with SGA and the mental health group for mental health week is important to student athletes. We do have some student athletes that struggle with mental health, just like the rest of our student body. It's important for us to create opportunities to move past the stigma. It's important for us to be there. From the coach and administrators staff we do that. That is a really good week for us as well. We partnered with our organization and partnered with homecoming committee group to add more student athlete engagement in homecoming. Because of that, as a byproduct, the homecoming king and queen winners this year were student athletes. Justin Garcia the member of the men's track and field and Courtney man failed is a member of the Spear team. We are excited to what they did to get on campus and talk about the things they are doing as well moving forward.

The last slide again, we are hosting SGA for the February 5th basketball game pick we partner with the weeks of welcome. We are trying to do everything we can to create a partnership with campus and students. Ultimately, one of our priorities and responsibilities is to make sure we are creating an experience for our students. What they talk about when they leave here and go of his graduates, we want them to remember their expanse here. We believe athletics is a part of that. With that, I will stop and answer any questions anyone may have about athletics.

Questions? No?

Okay. You got me to jump up and do some jumping jacks. I'm glad to be here.

Thank you, Ryan.

How could anyone come behind Ryan?

So offensive Diversity, Equity and Inclusion, it's been one year since the office. Our team really is in constant amazement about how welcoming and as we work together with faculty and staff, we do understand our progress is good thus far, but we have a lot more work to do. So I want to thank you. And I'm grateful for the opportunity

and the continued support from the board, from Dr. Gordon, and senior leaders across the campus and of course the faculty, staff and students who are embracing the office of Diversity, Equity and Inclusion. So accomplishes for the LGBTQIA plus on the student center on the third floor. Expanded the diversity and inclusion certification to students open to all students this semester. Collaborated with HR and academic affairs to offer resources to be advertised to a more diverse pool for applicants. And that a are registry. Faculty and also the taxes Association of education. They are able to post positions on these websites for free. With anything, of course, I have to add this on here, also implemented activity week. This is the opportunity for the campus community to stay and divided, promote kindness, fairness, and acceptance. We will be doing that for sessions, purple talks, order free food, self-love, and body image particular programs during that week. It will be February 7th through the 11 and we begin with the diversity conference. I will talk more about that at the end.

Our challenges, with any challenges, we went to make sure there's also opportunities for meaningful discussions, dialogue, creative expression and anything else. So one of the things I have seen is, education of DEI or lack thereof. We have taken it upon ourselves to make sure that the entire campus community, if any questions are being asked, that we are getting out there and making sure we are providing these workshops for them. So far, we have done athletics and over 400 student athletes and 100 staff and coaches we had the opportunity that they participated in these workshops. We had the opportunity to meet with academic deans, academic colleges, and various classrooms for our classes. Future workshops working with the academic community as well.

Next, so another way to overcome challenges is to make sure we provide opportunities to assess through surveys where we truly are as far as a campus related to Diversity, Equity and Inclusion exclusions experiences.

We have partnered with Hannah research launching in February 15th event will stay up in about three weeks. That will conclude in time for spring break. Right here, a couple of slides, with Hanover research, they did a scope of work. Some of the research questions that were asked were, what our current students faculty and staff are satisfied or dissatisfied by members of the Compass community? How students and employees view Diversity, Equity and Inclusion in terms of academics, social interactions and the general campus environment. And what should campus focus on regarding Diversity, Equity and Inclusion? All of these will be answered through the survey. I will be answering questions and make my way around to get buy-in from faculty and staff. Students as well. Through here, you will see the methodology, survey planning, incentives. One of the things with the students, we want to make sure we are incentivizing them to get buy-in as well. So we did take on this recommendation and for the first 100 student respondents, we will give it \$10 gift card. Status pacifically through Hanover doing that. But I will make my way to the faculty Senate and other units across the campus, to make sure that everyone understands how important there are experiences are here.

For the different areas within the office of Diversity, Equity and Inclusion Title IX . Of course, under the new regulations consider completed the institutions between the titling team and some interim appointments. 368 hours for dedicated to preparation and execution of that particular year. Over 322 students and employees received training, throughout the campus community, through nine presentations. And of course, we are the team staying on top of their training to be in compliance. So we are glad they are actually finishing this particular hours. They attended 110.5 hours of training related to timeline through 40 different meetings. And those can range from different events online and most are virtual. Next.

Disability services. These are active students within that are receiving some type of accommodations through the disability services. As it compares to fall of 2021, the fall of 2020, we had 406 and 2020 and from 21 there were 483. The TBI stands for traumatic brain injury which is usually within our veteran population. Are active students, spring 2022, 295 compared to spring 21, 376. Right here you will see all of the different services that the office of disability services highlighting the requests and notifications by faculty. The exam property, service provider, payroll hours, and we also received 39,269 external funding from Texas workforce commission. We will break that down from falls seems in spring. We had 42 graduates for December 2021, and we will continue to partner with Tyler Jr. College the spring offering internship placement with their interpreter training program.

Office of multicultural affairs this finished up MLK day of service. 432 students registered enter 25 staff are registered to site mentors. This was actually sponsored through a grant funded by Mayor Forbes, you're one of

the only Texas schools to receive that. Diversity and inclusion certification for faculty and staff. We've had so far, 375 total participants enrolled. 107 graduates, 26 for the fall of 21 and 81 prior to that. The mentor program, we had 10 mentors and 76 of those were first-year SFA students. Upcoming events. Unity week, as I said before, there were seven through 11 and ending with the diversity conference February 11th. And then we will have our women's Summit March 18th and the inaugural [Indiscernible] April 25th.

When we have our campus climate response team pick this is X hate known as the CCR team. During the fourth quarter, October 21st through December 2021, the campus climate response team undertook outreach resolution of seven by his complaints submitted by members of campus community. They also formalize reporting and response procedures in our conduct case management software to ensure accurate and consistent of complaints and efficient resolution thereof. I want to note that, in responding to works of hate in bias, SFA will not violate the First Amendment rights for student, faculty or staff, even when an incident of bias occurs, disciplinary or corrective action may not be taken toward the offender if it is determined that the act of bias was a protected exercise of their freedom of expression. I just wanted to note that. We will not violate the First Amendment right. As you can see, this is a flowchart where we do receive those reports in. This is what we follow. Most of the time, we are actually referred as needed for education. I believe that's it. Any questions for me? Could you tell us a little bit with the men's and women's empowerment Summit is?

So the women's empowerment Summit is usually I think our fourth annual. They have it every year to the office of multicultural affairs. It is basically giving our women together and making sure that they have resources, and provide different education opportunities for our women on campus. And the same for the men. This is the first year we are doing that.

Thank you.

If you want to get involved, please let me know. Thank you.

Thank you.

Is good to see you all. My report today will focus on spring of 2022 enrollment. And also provides fall 22 updates. I do want to share the data you have is the most updated. We have to do that on Friday afternoon. So you may, you may have look at it earlier. I want to make sure and point out you have those updates. For spring 22, I want to provide that update on enrollment by headcount first. We are at 10,582. This does reflect 843 less students compared to spring of 2021. Historically, just a couple of things I do want to point out. I wanted to be able to give you both the visual trend. I did want to take a look. I was nursing from fall to spring, historically there is a bit of a drop for a number of reasons. We have the December graduation every year that impacts spring enrollment. So what we are going through with the next lights, I want to be able to help identify that drop of 843 students, what impacted it most. Especially, when we are seeing such a difference. I wanted to be able to Zoom in on that and defining that a bit more through each slide.

The semester credit our on the next slide for the spring. 126.02. Again, very reflective aligned with the difference in about 7.2% similar to the headcount overall. The SCh is down 9706 two compared to spring of 2021. So the big question might be, where does this drop come from court whereas the decrease, but I'm going to focus and share a little bit more on the next two slides. We will examine a little bit on spring enrollment by population. And I will share more on that. And also spring population by college. The next slide.

I'm going to first lay out so everyone can become thin the. This is comparing three spring terms. For spring 22, it is not final. Also, on the far left, your far left, it will outline the populations that I really took a look and try to see what impacted the enrollment. First-year students. This is new, first-year, undergrad students. Transfers that are new, dual credit, undergrad continuing students here on campus or distance. Graduate Masters and graduate Doctor ale. You can tell by the first-year population, pretty flat. First-year population in the spring is not a large cohort that comes in in the spring. So again, I just wanted to kind of share the percentages can be very different when we are looking at what is that size. It stayed pretty flat. Transfers, we saw 50 for less students right now for spring. That is an area that has a great deal of promise in this population. But I will share, the impacts on the

pandemic on the community colleges, how we are reaching out, how we are recruiting those transfer students is shifting and having to have a little bit of focus on academic partnerships. I will address that a little bit more in the next slide. Dual credit, you see that drop in dual credit. I do want to share one of the things overall, we are about 2 years really maintaining our dual credit partnership. Those relationships, we have not had a focus on increasing dual credit partnerships in regards to more schools. But we are still maintaining the dual credit partnerships we have. So those are kind of leveling out. For the past couple of years, we have seen some strong growth in dual credit as more and more schools sign on. We are seeing that level out. With undergrad, that is definitely where we are seeing the biggest hit. And again, it is not so much they were here in fall 21 and did not continue in the spring. We have less undergrad students. Again, looking back from the first probably largest impact of the pandemic in fall of 20. So overall, we are seeing less undergrad continuing students to work with. Graduate and master students did see a hit. There will be more's program specific. We will talk about that more. The graduate doctoral population maintaining words that. Go to the next one.

Again, I will navigate through this just a little bit before I start with talking point. Yellow it spring 2021. For each of the six colleges. And I do have dual credit, undergraduate students and graduate students and then the total. Spring of 22, here on the far right. Last year difference. The difference both by number of enrollment by headcount, and also by percentage difference as well. And so you are able to see by college, what was the difference? Whereas a drop of students? And wears it at in regards to the college or population. I wanted to make sure I share that with you. Some of those points I do want to point out. The biggest hit, I will share some of the notes and observations. But I also want to make sure I address any questions. We talked about the dual credit. When you look at the college liberal and fine arts, they are down 237 students. Dual credit deafly have the biggest hit, in regards to their enrollment by headcount. The college of education is definitely a college that I think both undergrad and graduate, you see have had a hit. I've had the opportunity to visit with Dr. Judy Abbott several times as we've been looking at the college of education and its enrollment. And definitely, any of the programs that are teacher prep, or even at the graduate level that might be educational leadership, superintendents, principals, those individuals in K-12 leadership -- we are definitely seeing the weight on their shoulders in regards to what they are handling in the K-12 schools. Not necessarily prompting them to go running out and be enrolled in graduate programs right now. And even for undergrads, seeing the impact. So it was something that Dr. Abbott really did want me to make sure I shared. When we think about the college of education, and that has a number of departments, and it definitely serves an array of different programs. The drop truly did concentrate primarily on the programs that were teacher prep. I found it interesting she and I were talking and we were noticing there is the higher institution in Oklahoma that has suspended the undergrad teacher prep programs because they did not have enough enrollment. Individuals are looking at this career in teaching right now with a lot going on in the climate. It's definitely something that only statewide, but we see nationwide that is impacting. I wanted to share that in regards to what I'm seeing in the college of education. The other area I want to point out, that's in regards to the overall fall of 2021, the past fall 2021, excuse me. We did see an increase in new first-year, increase the new transfers. But that increase, a 4% first year and 2.6% transfers, but not significant enough to offset the impact of continuing undergrads. The last thing I want to share again, we celebrated December graduation. We had the second largest graduating class this past December with 1005 graduates. So those are number of the large impacts that definitely hit the spring 2020, spring 2022 enrollment. Before I leave, I do want to ask if there's any questions, or anything you want me to clarify or expand upon a little bit? And then I'm going to transition over, fall of 22 is approaching. January, February, March, or really critical months for recruitment, conversion, for the fall class. We are actually going into fall 2022 with some real positive trends that I wanted to share. We mentioned the scholarship program or initiative we have been in collaboration with I.T., financial aid, admissions and I.T.. We are super excited with this project. It was one of the recommendations with the consultant who had recommended two tier academic scholarship. That academic excellence scholarship has been \$3000 for the past 12 years. So it's definitely lost its impact and value. And so, the academic excellence has now been teared. This is a scholarship for first-year students pick the range is from 1500 to 6000. We look at the holistic review to see by different criteria. It might be GPA, rank, test score, and the optional seizing might be something we have to work with for those students without test scores. But we are excited that has been implemented for this fall 2022. And as Anthony mentioned, the automation of it is really critical. In the past, awarding that academic excellence has been a manual process. So we moved it not only to the automated process, so that admitted student can find out if they are will be receiving the academic excellence scholarship, it's a much stronger process and has a much quicker impact. But also the tier approach is something

we are excited to see as we approach fall 22. The recruitment events of course, we have been able to return to the road. And taking the SFA image and presence out and making it a lot more visible across the state. So the travel is something we are super excited about. We have now implemented 18 distinguished high school programs. I will share what we excited to see, we have seen amongst those high schools, that of been selected for this distinguished high school program, an increase of 32% in applications from those high schools. If there's a particular high school you might have an interest in, let me know and I will be able to share that with you. I wanted to point out a couple of things in the blue bars in the middle. The other thing we are excited to be seeing is our applications for first-year students is up for this fall of 2022. When compared to the fall of 21, we are up 34%. The other thing I wanted to monitor is how are first-year applications are trending from two falls ago to follows 20. At this time in January, 2020, it was pre-pandemic. So to compare were Rory at that same time in that particular class? We are also up right now in applications at 20.6% looking at our traditional admissions, they apply, and then they get admitted. So the other thing I'm really looking at is how are we in our admittance, admitted students for the first-year class of fall 22? That is trending positively. First-year admittance for fall 22 is up 18.9% compared to fall of 21. And right at 19.2% compared to fall of 2020. So we are excited about that trend in regards to what we are seeing in first-year applications. Dr. Gordon has shared at our leadership meetings, this is an exciting opportunity and one that will really be across the campus for us to now take this lead, this opportunity of an increase in our first year, and make sure we are converting them. We are connecting them to SFA so come this August, they are lumberjacks. That is definitely the next few months ahead of us a project across the campus.

The next slide. I just want to share the first-year apps are something we are excited about the wee monster that ugly. On the larger scope, the top of the final, how many interests we are having in SFA for prospective students. You little bit from Rams Hanover report in regards to the positivity of the perspective students. And some of the other things we have been doing and put in place. This been a great deal of collaboration between you and see admissions to position our visibility and our presence on social media. Different search engine opportunities we are having. I wanted to also share a real positive trend for fall 22, is what we are seeing in the inquiry part of the admissions. First-year students, again student Sam coming in to be a new freshman this fall, transfer students, and then undeclared is students that say they are undergraduate super excited and interested in SFA, but they did not define themselves are you a freshman or transfer. We are capturing them and slowly get them into one of those categories. But overall, are increase is seeing a 38% increase in regards to the interest for SFA. So that is a really positive and exciting trend as well. Any questions or anything someone wanted me to clarify?

And then the last slide, it's kind of positioning ourselves -- I'm excited to share I've been working with some of my colleagues for the cabinet and institutional research [Indiscernible] call. We are serving as a strategic enrollment planning team. And really looking for for board work and see what we can put in place for enrollment planning. Particular, since our SFA decision plan is coming to an end in 2023 , to try to make sure we are being proactive. Our team is meeting on that. We are looking at the primary compilations we feel are the most important. That is going to be invested with resources and focus in that will really impact enrollment. They fall into categories of recruitment and retention focus. At this point, the first-year population transfer population, new graduates, and continuing students, particularly continuing undergrad. The second bullet is a number of suggested tactics. We have not finalized our focus on those tactics. We are assessing a good amount of data to look at where our resources and efforts will be best directed. But these are definitely some of the areas. I know we mentioned the E sports programs. The one thing I want to mention on the recruitment for the first-year population, you notice the last bullet common act. I wanted to educate a little bit on that. The common act is an additional application, that students will be able to use to apply to SFA. By statute, we are required to use the applied Texas application. Students do utilize that when they apply at any Texas public school. As an institution, we are also able to use other applications. Those other applications also help reach out to other populations we traditionally maybe do not connect with as often. The common act is one of those tools that I'm super excited to use. There about seven other Texas schools that use a common app. It is a nationwide application used. So starting for the class of fall 2023, we will be adding to our application menu that students will be able to use the applied Texas up were the Common App in order to apply to SFA. So we are excited about that . I think it will definitely open doors to an audience that we normally do not always connect with and are not always visible enough for. That could be really exciting. I will not go over the training. Our strategic planning team is identifying and doing -- I did not list them all but which tactics are the best moving forward with to have the

biggest impact. I did want to ask if there were any questions, or anything anyone like me to address with further detail.

What questions do we have for Irma?

David usually is our Kickstarter. I think we cannot go through this report and not have some guidelines about it. So I will kickstart. So we have a tail of two issues really. We have spring enrollment that is not a happy story. And then we've got optimism for the fall. Trying to marry those two things. So they optimism comes from applications. The spring story is about students who are here and enrolled. And so, obviously, a few things that are not intended to be pointed, but just fact-based. If our spring 22 headcount is 10,582, we have a trend on there from prior springs. First, do we have here institution enrollment numbers for the spring? Are they saying some of the same things?

I do not have spring enrollment. I have two faces. There isn't enrollment data that is submitted to them board for any formal way for spring. Again, a census to date, when they do submit the numbers, but the formal report for file get submitted. For spring is not the same. They need to submit enrollment numbers. That will probably come in the next couple weeks. I know institutional research we will look at those. Just in my direly -- dialogue from colleagues at other institutions. Some institutions really emphasize spring and a lot of efforts. Some not so much. So I have a really mixed discussions with colleagues thing a we are not even paying attention to spring because we know it's reflective of what has happened in the fall. We are just focusing on fall. And then, there are others. Particularly schools that have a high transfer and graduate population. I think those two populations are a lot more fluid, in that they don't always just come in in a traditional fall term. So as I talked to some of my colleagues who are institution have a pyre transfer in grad population, they are seeing more maybe program efforts, for a spring and fall as well. But, really what they are seeing is still the carry-on of were the enrollment was for the fall. This past fall, we were down 5%. So right now you're seeing us at about 7.4% down. So there two things you will have that carry over from fall sitting there. And I'm going to ask April, if you can go back, I think it's to the chart that was by college. Yes. When we take a look at our graduations in December. But then this is one of the things and I guess my third screen here at SFA, one of the things is we have opportunity to really promote spring more. I will be honest, historically we have not promoted spring or summer in a real strategic manner. When you plop the pandemic on top of it, I think we are seeing the spring that aligns with what came in in the fall. And still going to have a little bit of a drop. We had a large graduating class, but we did not necessarily bring in a huge new group of students this spring. April, if you could go back one slide. You will notice again, new, first-year students about the same. New transfers about 54 down. That definitely did have an impact with community colleges. This was working a little differently and we were able to get back on campus. This fall. But they have the enrollment drop. And they also have a lot of new students online. But I do think the transfer population gives a lot of promise still. It's one for there are opportunities to grow. Really, the academic partnerships I think Dr. Smith has been leading with Lone Star, the sign that we did with Tyler Jr. College, and all of those things are very positive. We will need to be very aggressive with those academic partnerships. So I think those are some of the things we really did impact the spring enrollment. We came in with the fall and where we are traditionally with what happens in spring semester after December graduates and new students coming in.

You know the last time we had a spring with about 10, five students?

I have to take a look back.

In 2016, it was 11,600. I have to go back and look about five years prior to that and look at at least a decade. About 10 years of that.

I know we really pushed on the distinguished high school programs. Is there any way to gauge how that has transferred into applications for the fall? Absolutely. I'm going to ask April to actually go to this one right here. I mentioned we are up on first-year applications. The distinguished high school schools have generated -- this was like last week. Generated about 769 applications. Slots 161 more. I mentioned a 32% increase. So all of those distinguished high schools, like Alan, Little Elm, Rock Falls schools and Houston, we are seeing increases in

applications from those schools. Some much stronger than others. So it's really working those schools and establishing a good relationship. Even a really great example. Last year, for fall 2021, we ended from Lufkin high school with 82 applications. They are distinguished high school. Right now we have 142 applications from Lufkin high school. For example, ongoing to use Little Elm. Little Elm is one of our very first distinguished high schools we did a celebration with last fall 2021 we ended with 21 applications from Little Elm. Right now we have 34 applications from Little Elm. So those are examples that we are seeing the impact of that distinguished high school program. Working with the high school counselors, making the program the awareness of it at each school, and in the community. Those things are really important. And I can provide, for each one, one in particular by all means.

I was just curious about how effective that program is.

We are seeing the increase in applications and as part between now and August is the conversion. The distinguished high school program comes with a number student scholarship opportunities. So I want to see then the admission of those students, of course. But then that commitment signing up for orientation, taking care of submitting housing and housing deposits, those steps toward making sure they become a full lumberjack in August. And we have an active role, across the campus, from academic advising, housing, orientation, communications -- that is so important across campus to keep the momentum up. Not only with the distinguished high school partners, but with this increase in first-year applications definitely.

I have a question. I apologize if I have missed it somewhere. I know we have historical information. And I know we had a pandemic. But is there any other reason why surveys, communication with students, or why they are not or why enrollment is down to where we can drill down beyond the pandemic? Are there other factors we need to be aware of that I'm not seeing?

You know, I think from the numerous phone campaigns we have done, actually they have been utilized with the graduation alliance to help us do registration recovery with the targeted group of students. And from all of those last summer, the outreach, along with the ones we have done this spring, we gather data for those saying they are not coming or why they have not registered. What we are seeing is a consistent trend financially has been the number one reason that has been mentioned. Sometimes, earlier we can find that out, we are trying to quickly respond. Because we had cares money. Making sure when someone says financial, but they have not done the fast but and applied for financial aid, those two actions don't align. Educating, did you know you could apply for financial aid? Just really making sure we can see is there an opportunity still to provide some financial assistance? That has been the consistent comment shared from new students, who decided not to come, that we gathered information from current students who had not registered. And even from grad students we are targeting, was in the scope of financial. That has been the primary.

Is there a drill down report or anything we can see on those numbers?

I think we probably have a number of different [Indiscernible] for what we just did for the spring. We are trying to compile that in some manner to be able to share.

I would like to see some drill down were some conversations that have taken place really why. I know we had a pandemic. I mean everything. I would like to know about those conversations. Thank you.

Sure. Other questions?

We like the optimism for fall. Keep pressing. Because those numbers are really important. Thank you for your efforts to really work on fall of 22.

Dr. Gordon, I believe that were concludes the reports from the cabinet.

That is correct, Madam chair.

When we take a break right now, and we will plan to reconvene at 2:45.

[Board of Regents meeting is on a break. They will reconvene at 2:45 p.m. Central Time.]

[Captioner standing by]

We are back from our break. And I'm going to recess to committee meetings.

Thank you, madam chair. I am sorry I was not with you already during the earlier part of the meeting today. I will go back to the reports. Thank you for allowing me [Indiscernible] this morning.

[Laughter]

I've been there 20 years down there. This the 2022 version. Thank you, madam chair. On Wednesday, January 26, we met at 1:30 in the afternoon and conducted some of the business. I'm not going to repeat all of it. But I will try to touch on it briefly. I wanted to mention that regions Windham, Florez and Henderson and Winston and Board Member Rectemwald all over there and Chair Gantt. I guess we were missing maybe Tom and Judy. Everyone but Tom and Judy were there. We did have a really extensive tour of certain areas of campus, that was steam Hall and I engineering and technology is the program. The agriculture building becoming back here. So we toured the forest re-lab building, the greenhouse, steam Hall and the ag department buildings I mentioned. And I'm sure that tour was instructive for all of us. I think in general, during the tour, we get a grasp of the idea for the fact there's been a lot of deferred maintenance can kicking, I guess. And also just a limited amount of investment over the few decades now. And we will continue that facilities to her. Not just that part of campus, but also for our next meeting we will visit the central campus and the dorms on the southwest portion of campus as well. So if the chair allows it, and we continue the building tours, the for each of our board meetings. I do apologize to Tom and Judy, particularly, I guess I apologize to all the other regions who are out of town having to come in for another trip in order to accomplish that. I think it's important particularly of the context we are in right now in light of the funds are available to invest in the campus either in buildings or deferred maintenance or the whole gamut really looking at we will get to that later. And then we gathered back here, after about a two hour tour and went over to the construction report and also a very detailed plan and maintenance report, a.k.a. deferred maintenance report. We also heard John report on a master plan, in-house master plan committee that has already been active and has been named and that relates also to [Indiscernible] on the premise of this building grounds agenda this weekend. So, I'm happy to take any questions from Tom and Judy regarding that. I do not want to completely brush over that. I'm trying to, as we go into the agenda items, fill in some gaps we have. And my committee that want to fill in some gaps I'm overlooking. Please do. So, with that in mind, on page 57, the master plan committee that Don gave us the report on. If you are a more recent historian, your thinking didn't we talk about that recently? And we did in October. We talked about a master plan. And we actually passed order 22-06, which was the RFQ for a master plan. And we approved the issuance of request for qualifications for architectural firms to submit the qualifications to update the current master plan. For the campus. The explanation there is, page 57, the administration recommends that we, as a board, resend that board order. We have not gone out with the RFQ. So that has not been any action taken yet in follow-up to the board motion. So it's one of those motions that can be rescinded. Because it's the mission we made in October, we would need to resend the motion to take a different approach. Which is to not issue the RFQ for the firm to come back with a master plan proposal for us. You may recall, that maybe three years ago, we last heard from three architectural firms to update the master plan. And we did not pursue a contract with any of them. The one we actually awarded the contract to come or that we awarded the study to. So, so this master plan committee -- which ends in Houston Dash comprised of people that represent various groups on campus including the student body, the staff, faculty, current physical plant personnel. As I recall, dark committee will be headed by John or John [name unknown] and they are co-chairs on that committee.

John branch would be the chair.

John Kelly does work in space utilization that would be instructing the master plan committee. John branch will be the head of that. They have done a good deal of work on campus, in terms of starting to to her facilities, and think through the master plan. So that is the background of the motion on page 57. Which is nothing more than a rescission of the board order 22-06 which would allow us to pursue the current approach. Which obviously, I should go in to some reasons why that's what we feel like we ought to do. Primarily of course cost is a major consideration. In that these folks on campus, and part of the master plan committee, already are under the employment of the University.

[Captioner transitioning.]

Then also of course these people know the cap pus well. They know the flow on campus, flow of students and faculty for that matter and buildings and classrooms and so it very well could be that various stages in the master plan develop want back that we will see to get some service or services from our architectural firms and people that people are running a master plan services and it very well may be that we could at various places use the service of independent firms or profit companies, but this process we think will give us what we need and besensitive to cost and service so the board reports from the master plan committee and we can go forward with that approach so any questions about that? Any questions on that motion? Okay. I assume, April, that report is from John and he loaded it into our board as well so Tom and Judy, if you'd like to see that in great detail, it's certainly there. What we have on page 58 is an example actually of what I just referred to, the services of an architectural firm providing limited services, very specific goals that are more near to medium term than long term as we approach the opportunity to invest funds in the campus. This is not -- this is not an expenditure level that actually exceeds the administration's purview. The board from an expense standpoint, this proposal does not require the approval of the board but it is important enough that we think the board should be fully aware of it and actually give us information to it. You can read the background there. Essentially we have about 90 round term stuff ready, about \$90 million from a couple of different sources. One would be the remainder of the revenue bonds issued in 2019 which were not used to consider a portion of the funds were reallocated to additional ex-pensions for fine arts project and the other portion has not been expended so there are about 33 million as I recall, Dr. Warden?

Approximately \$39 million.

\$39million. Then about \$43 or \$44 million from the CCAP.

\$44.9.

So those two fund sources combined raises up to almost \$90 million of funds that we need to be very, very strategic about and again, there's a wide spectrum of potential uses for those funds, but we feel like that we need the expertise, limited expertise, limited services of folks with high expertise that know our campus very well and we're involved right now with the administration services and architectural service and we need some some expert incite that's objective and independent and isn't, you know, prone to special interests and they're not serving in particular. All of us have special interests across campus and biases about where we think money should go and we want an objective assessment from folks who have experience with designing residents halls for example, dining facilities, academic buildings, and who also have enough to know where the needs are in all the above. Folks who know the situation for example of Miller signs, folks who know the condition of our dorms on campus and not just the dorms on campus but also the condition of our dorms. These will be dorms that other universities that we compete with for students and so having that kind of in-depth analysis and some help in directing us how these moneys should be invested on this campus, we thought this would be very helpful for us and we have a very short time horizon in order to get a designation of where these funds, particularly the 2019 revenue bonds should be invested and we're asking for the courtesy architectural firm to provide us with that information. We have given them a good bit of data or at least an idea of the kind of data we can deliver so they know how much they need to bid on this project, and they've given us proposal of just less than \$200,000 to provide these services. And this will be a focus study that will gather and review all the data. You're including but not limited to the maplikeability of limited sources and funds of constraints on expenditures and there's a opportunity for us to possibly leverage those funds so that charters participate up to several million dollars in

fact. So they're going to analyze that too but that's referring to the expenditures, tax bullets and nontaxable and the second bulletin point, the capitol improvement needs of departments and determining the various buildings on campus including residential and dining facilities. We've asked since they know our campus very well as well as anybody outside of this room and administration, we've asked them to give us their analysis and some ideas of where they hit most pressing needs are on campus by our April meeting. So when I say it's a short term contract, they're going to have to get really busy, but we asked them if they could deliver this. Ensure us they could, and gave us a number of we felt like was very justifiable. That is the proposal for capitol improvements plan and there's no amount of funds we're investing on campus but we want to see or hear ideas and their ideas for us will be very, very helpful I'm sure and very instructive and I don't think they'll be determined as to what we invest in and certainly very vicive and we hope this gives us an independent assessment. Any questions about that? Does that accurately and fairly describe what we're looking for here, chair?

I believe .S I think we've talked about this in other meetings and just a quick recap as we did in October 2018. We issued several bonds and -- or revoted as a board on some construction projects and two of those had the bonds issued but the projects have not begun. We did the center and financial project that is in process right now so he was put on hold and those bonds have been issued and costs more run for us to give the money back if we didn't want to do those projects and the dollars need to be spent for the purpose in which the bonds were issued, generally speaking, in terms of taxable bonds and nontaxable bonds and that's one category of funds that we have. The second category of funds is the TRB or CCAT money that was received from the -- that will be received but was granted to us through legislative action. And then we have a third category of funds related to the chart Wells contract around \$6 million and that's those dollars add up to about \$90 million and they're dollars that will be spent on this campus. The goal of having them on board is for them to analyze the highest and best use of those dollar for these expenditures and advise the university on what is the highest and best use. There was a dorm that was considered initially and then it was thought, no, we don't need to invest in a dorm and then they've talked about while residents hauls are a big driver in enroll want. And I've given input on that so it's bringing in an outside source that works with university campuses across Texas and beyond and getting their input on the highest and best use of those dollars given the SFA campus, the programs that we have right now and the needs that the university has. That's how we've discuss it had before, but I think that's important. In my mind, I always frame it up that way.

And a part of the purview that we discussed with them is deferred maintenance is an item of CCAP money. I don't think it is in the revenue bond money. The CCAM money deferred maintenance is an item that's ultimate and when you think about all the demands that we have for bricks and mortar, and then we have vicar colleges on campus and some of them have been invested in heavily in bricks and mortar the last couple years and fine arts for example. And others may have not been -- not have seen this for decades and how do you portion these very limited funds across unlimited demands I is always a problem with economics it the world we live N. John presented us with a five year total on plan maintenance that was \$234 million over five years -- I think it was six years, but that sort of horizon, \$60 million which was science so I don't mean to obscure everybody and a big chunk of that money was related to science but again the demand in giving us an idea of prioritization of where these funds should be spent, I think when we sat around and talked about what do we do next, you know, we have a lot of choices in front of us, a lot of opportunities in front of us, where should these funds best be invested primarily and we were very clear with Steve Durham. What we want is to ultimately our goal is establishing enroll want growth and stability on campus and trying to invest in you believe we're going to give us to thanksgiving and that's a part of the equation and I anticipate how a lot of information to go through and doubt we get very far and the special presentation at the April meeting and we'll need to move forward expeditiously to determine where the invest.ments should go. It's very important and very informational and instructive for us to walk across campus and see what our physical plan is and what it looks like, where are the places that need money and shining gyms in some areas and areas of neglect in other places and that's -- I hope will give us direction and lead us out in the swamp. Any questions?

No questions.

No sir.

Okay. I don't want to short shift any of these items we covered in the building grounds meeting. But there were in addition six building grounds policy revisions which we briefly discuss and they're all in the area of scheduled review and building grounds pollicis 4.12, 4.13 is class meeting times and course scheduling will be combined, but in the other four that are under review and on the agenda, these were scheduled reviews and amendments or modifications to these and I don't think it's anything really note worthy in those. Nothing in there. Those were also agenda item for us and board meeting so we will plan to report out I guess three motions. One would be the position of the board order 2206 then a motion to approve the proposal for capitol improvement plans and services for multiple firms of the architects and I believe and focusing on that.

I would like to comment that I think the campus tours are extremely important and I appreciate the faculty and staff accommodating us for those tours and it was finally -- classes were even going on and we were able to go into some classrooms and see what was going on. I just think you can hear about it, but it's so important to see it. I think it was really important for us to see some of the places that are in need for the magnets.

yes, I don't think I've been inside of STEIN hall before. It's an iconic landmark on this campus. We got upstairs to some of the rooms and some rooms were occupied but some rooms were remodeled and a number of us were taken back to the thrilling days of YESTERYEAR but that's a hall with a lot of popularity on campus and it's relatively modestly priced and centrally located and we had a great tour and I express my appreciation to John branch and Jessica and Dr. Warden and his staff. We had a very comfortable tour, and I really do -- I recognize the sacrifice it is for board and administration staff and faculty in order to get this accomplished. But it's worth the expenditure and sacrifice so thank you all for coming an extra day to do work prep work. I should have had a camera.

that would have been great.

Nancy took a lot of pictures.

I haven't been in those same halls you mentioned.

STEIN hall used to be but now --

that's the popularity I think.

If there are any other questions, I hope I cover that had effectively enough without, you know, just glossing over anything. You're always good atopen traiting to gloss over stuff and anything I didn't cover?

Committee meeting is adjourned and we'll recess to executive session for those in attendance and don't attend executive session, it is our intention to not conduct any further business after executive session. You're welcome to stay but there won't be much. We will recess to executive session. [meeting in recess at 3:19 p.m. central standard time].

[captioners transitioning]

[Captioner standing by]

[Event Concluded]
