

UNIVERSITY OF THE DISTRICT OF COLUMBIA

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BOARD OF TRUSTEES

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AUDIT ADMINISTRATION AND GOVERNANCE

COMMITTEE MEETING

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Tuesday,

January 14, 2014

The meeting convened at 5:00 p.m.,

Jerome Shelton, Chair, presiding.

BOARD OF TRUSTEES MEMBERS PRESENT:

JEROME SHELTON, Chair

CHRISTOPHER BELL

MICHAEL ROGERS

KRISHNA SARAIYA

JAMES LYONS, Acting President of UDC

ALSO PRESENT:

ELAINE CRIDER, Chairperson of UDC's Board of
Trustees

KIM FORD, Dean of Workforce Development

SMRUTI RADKAR, Assistant General Counsel

THOMAS REDMOND, Director, State and Local
Affairs

DENISE SLAUGHTER, Provost's Office

T-A-B-L-E O-F C-O-N-T-E-N-T-S

University Advancement	5
Auditor Report	17
Conflict of Interest	22
Human Resources	33
Work Force Development	39

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
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P-R-O-C-E-E-D-I-N-G-S

5:10 p.m.

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

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

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

Madam Secretary, if you will take the roll please.

MS. SLAUGHTER: Yes, sir.

CHAIR SHELTON: Thank you.

MS. SLAUGHTER: Jerome Shelton.

CHAIR SHELTON: Present.

MS. SLAUGHTER: Kendrick Curry.

1 (No response.)

2 Joseph Askew.

3 (No response.)

4 Alejandra Castillo.

5 (No response.)

6 Gabriela Lemas.

7 (No response.)

8 Christopher Bell.

9 TRUSTEE BELL: Present.

10 MS. SLAUGHTER: Okay.

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

13 MS. SLAUGHTER: No, sir.

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

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

22 MR. ROGERS: I was looking for my

1 colleague from Human Resources. I'm assuming
2 --

3 CHAIR SHELTON: She will be here.
4 She sent her --

5 MR. ROGERS: Okay. All right.
6 Very good.

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

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

1 tuition increase.

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

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

21 With respect to government
22 relations, the big activity that we've been

1 keeping an eye on is the D.C. Promise Act that
2 was proposed by Councilmember Catania, that
3 will -- proposes additional scholarship money
4 for D.C. residents to attend schools in the
5 District. This is kind of a complement to the
6 D.C. Tag Program which, directed at, for
7 residents to attend school outside of hte
8 District. And we know historically that it
9 has had an impact on enrollment at the
10 University.

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

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

15 MR. ROGERS: Yes. Thomas --

16 MS. SLAUGHTER: Excuse me. You
17 need to go through --

18 MR. ROGERS: I'm sorry.

19 CHAIR SHELTON: I told you. The
20 lady's in charge.

21 Yelling at me from the cheap
22 seats.

1 MR. REDMOND: Good afternoon.
2 Thomas Redmond, director of State and Local
3 Affairs.

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

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

11 MR. REDMOND: About 50 some
12 million.

13 MR. ROGERS: 50 some. Okay.

14 MR. REDMOND: Yes. And so that's
15 one of the points that the Council will have
16 to decide in terms of funding it. And it has
17 an age range where it funds scholarships for
18 students 55, up to age 25. Students beyond
19 25, the Mayor has the authority to create a
20 program, a grant program to fund scholarships
21 for students beyond that age.

22 CHAIR SHELTON: Why are -- just

1 Jerome asking -- why are they talking -- why
2 wouldn't they give the 50 million to us and
3 send everybody here? I mean, did we discuss
4 that with them? I mean, have we had an
5 opportunity to discuss that with them? I'm
6 sorry.

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

18 For example, if you've attended
19 for six years, you're eligible for up to
20 \$20,000. If you attended for four years, the
21 D.C. Public Schools or charter schools, you're
22 eligible for up to \$15,000.

1 So it was an effort to make the
2 D.C. Public Schools very very attractive to
3 the residents.

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

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

14 CHAIR SHELTON: Okay.

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

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

1 of the financial aid.

2 So the only place that 7,000 or
3 \$15,000 will go any real distance right now at
4 a university is between Trinity and UDC; is
5 that correct?

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

17 CHAIR SHELTON: You were able to -
18 -

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

21 CHAIR SHELTON: I would appreciate
22 it if you could forward the language of that.

1 I'm sorry I didn't get it off the web. I
2 didn't even know it -- I would be very
3 interested in reading it.

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

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

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

16 TRUSTEE BELL: Okay.

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

21 TRUSTEE BELL: Right.

22 MR. REDMOND: So, the question for

1 some was whether or not this was a beneficial
2 approach because it allowed the possibility of
3 --

4 TRUSTEE BELL: Sure.

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

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

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

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

21 MR. ROGERS: But unlike Tag, it
22 can also be used to come to UDC.

1 MR. REDMOND: Right. And that's
2 the distinction.

3 MR. ROGERS: Or local, other local
4 universities.

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

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

17 MR. REDMOND: Well --

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

21 MR. REDMOND: -- well, that
22 question was raised about the impact of this

1 program on the D.C. Tag Program. So --

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

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

7 CHAIR SHELTON: Yes.

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

10 CHAIR SHELTON: 10.

11 MR. REDMOND: Right.

12 CHAIR SHELTON: Thank you.

13 MR. ROGERS: You're welcome.

14 CHAIR SHELTON: Thank you for
15 joining us, sir.

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

18 MR. ROGERS: And continuing, Mr.
19 Chairman, I want to report that the Founder's
20 Day is scheduled for February 20th. And we
21 are -- I guess there was not a Founder's Day
22 last year. So it's a return to our tradition

1 on campus. And we're going to make an all out
2 push to get alumni involved --

3 CHAIR SHELTON: I sent it out.

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

6 CHAIR SHELTON: Okay.

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

10 CHAIR SHELTON: Okay.

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

16 CHAIR SHELTON: Okay.

17 MR. ROGERS: In the coming weeks.

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

20 MR. ROGERS: Okay.

21 CHAIR SHELTON: All right. Thank
22 you.

1 MR. ROGERS: That's it.

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

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

7 MS. SARAIYA: I can --

8 CHAIR SHELTON: Okay.

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

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

13 For fiscal year 2014, the audits
14 that I will be performing will be the A-1-33
15 corrective action monitoring plan. The time
16 and attendance procedures, and that's going to
17 be the reconciliation of department payroll
18 leave and payroll verification, human resource
19 hiring and terminations, housing and
20 residential services, student records and the
21 registrar's office. And I will also be doing
22 follow-up on internal audit recommendations

1 and any special audit requests from university
2 management.

3 CHAIR SHELTON: Thank you. In the
4 past you told us your time line strategy. So
5 if you could look at your year and map it out
6 like you've done in the past, just for the
7 information, it would be at the next meeting
8 --

9 MS. SARAIYA: I can forward that
10 to you.

11 CHAIR SHELTON: Yes. Just to the
12 members.

13 MS. SARAIYA: Sure.

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

16 MS. SARAIYA: Correct.

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

20 MS. SARAIYA: Okay.

21 CHAIR SHELTON: -- and this period
22 you were going to be doing this --

1 MS. SARAIYA: Sure. I will --

2 CHAIR SHELTON: Just very good
3 information.

4 MS. SARAIYA: Okay.

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

7 MS. SARAIYA: Okay.

8 CHAIR SHELTON: Okay.

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

17 MS. SARAIYA: This is over
18 capacity.

19 TRUSTEE BELL: This is over --

20 MS. SARAIYA: So, from
21 periodically, I do have to look at my audit
22 plans and then change. What I try to do is I

1 try and do all the high priority audits and
2 then the mediums, then I can push forward to
3 another -- to the following year.

4 TRUSTEE BELL: Okay.

5 MS. SARAIYA: Okay.

6 CHAIR SHELTON: What I have
7 observed is --

8 MS. SARAIYA: Yes.

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

13 MS. SARAIYA: Correct.

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

16 MS. SARAIYA: Yes.

17 CHAIR SHELTON: -- through to the
18 end.

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

1 priority.

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

7 MS. SARAIYA: Correct.

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

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

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

21 MS. SARAIYA: Correct.

22 CHAIR SHELTON: -- two years. So

1 as auditing, all auditing, we need to be
2 apprised of who is dealing with it and how we
3 can play a role -- what our role will be.

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

7 CHAIR SHELTON: Okay.

8 MS. SARAIYA: -- relating to that.

9 CHAIR SHELTON: Okay. Thank you.
10 Anything else?

11 MS. SARAIYA: I think --

12 CHAIR SHELTON: Any other
13 questions?

14 (No audible response.)

15 All right. Thank you. Thank you.

16 Next, again, and briefly, the
17 Conflict of Interest Policy. I think most of
18 the Committee members have received it and I'm
19 comfortable that there will be an opportunity
20 for us to make a full Board decision.

21 MS. RADKAR: Smruti Radkar,
22 Assistant General Counsel and Ethics Officer.

1 We drafted a conflict of interest
2 based on the D.C. statute governing conflicts
3 for employees. And for the purposes of the
4 statute, Board of Trustee members are included
5 in the definition of employee. And the
6 Conflict of Interest Policy addresses
7 prohibited acts and also the ability of Board
8 members to -- trustees to seek a waiver of
9 prohibited acts. And that waiver would be
10 consistent with seeking guidance not only from
11 a subcommittee of the Board but also from the
12 Board of Ethics and Government Accountability,
13 which is BEGA.

14 And we actually met with BEGA for
15 a brown bag in my office. I'm sorry.
16 Rephrase that. BEGA had a brown bag down
17 town, my office attended. And we actually
18 spoke with the executive director and general
19 counsel about this policy. They took a look
20 at this policy, they thought it was fine and
21 consistent with the legal requirements. The
22 only thing they wanted us to convey to the

1 Board is that BEGA, from time to time, in
2 reviewing issues may reach out to trustees
3 individually for further information. They
4 just wanted us to make sure that trustees were
5 aware of that and that's it.

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

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

16 MS. RADKAR: Sure.

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

19 MS. RADKAR: Okay.

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

22 MS. RADKAR: Okay.

1 CHAIR SHELTON: Okay. And copies
2 have been distributed to the Committee.

3 MS. RADAR: That's my
4 understanding.

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

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

12 CHAIR SHELTON: Okay.

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

15 CHAIR SHELTON: Just to make sure
16 that everybody --

17 MS. RADKAR: -- that that happens.

18 CHAIR SHELTON: -- is informed
19 well enough in advance so that if we need to
20 have a discussion we can have it. And maybe
21 move to finalize this. It's been hanging on
22 for quite a while.

1 MS. RADKAR: Yes, sir. One thing
2 I did want to point out is, you know, as we've
3 talked about, the primary assumption of that
4 policy is that there's a duty of self-
5 disclosure. So certainly, that's something
6 that, I think we've talked about it, this
7 Committee -- whether the Board wants to put
8 more of a responsibility on itself to disclose
9 when they want to disclose and the timing.
10 But I'm sure that all of the trustees will
11 participate in that.

12 TRUSTEE BELL: I had a question.
13 I have just a couple of questions.

14 So I -- it's interesting that you
15 raised that language. Because you have in
16 here, "If a trustee knowingly fails to
17 disclose a potential conflict of interest the
18 matter shall be immediately referred to BEGA
19 for a review and subsequent action, as
20 appropriate." Failure to disclose would be an
21 automatic violation of this policy, right?

22 MS. RADKAR: Correct.

1 TRUSTEE BELL: Okay.

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

5 TRUSTEE BELL: Okay.

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

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

18 TRUSTEE BELL: Okay. And then
19 BEGA also provides the process where if you
20 have a concern about a transaction or
21 something like that, that you yourself can go
22 --

1 MS. RADKAR: Correct.

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

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

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

14 MS. RADKAR: Okay.

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

19 MS. RADKAR: Right.

20 TRUSTEE BELL: -- and I got this
21 from BEGA. And in fact, the way they may have
22 characterized it or --

1 MS. RADKAR: Correct. Might be
2 different.

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

9 MS. RADKAR: I would certainly
10 want --

11 TRUSTEE BELL: Yes.

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

15 TRUSTEE BELL: Yes.

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

19 TRUSTEE BELL: Okay. Okay.

20 CHAIR SHELTON: But I thought that
21 one of the paragraphs suggested if we self-
22 report it had to still go through our Ethics

1 Officer and then to --

2 MS. RADKAR: Correct. It does.

3 CHAIR SHELTON: So self-reporting,
4 you can self-report --

5 MS. RADKAR: Right.

6 CHAIR SHELTON: -- or you can ask
7 the question, "Is this behavior challenging
8 the Ethics Code --

9 MS. RADKAR: Correct.

10 CHAIR SHELTON: -- but it would go
11 through your office and then to --

12 MS. RADKAR: Correct. But I think
13 Trustee Bell's questions is what if the
14 trustee just goes straight to BEGA and doesn't
15 go through --

16 TRUSTEE BELL: Because that's what
17 I --

18 MS. RADKAR: -- through our
19 office.

20 TRUSTEE BELL: -- statute
21 provides.

22 CHAIR SHELTON: And the statute is

1 what we do online every year.

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

4 TRUSTEE BELL: Okay. Okay.

5 MS. RADKAR: To answer that
6 question.

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

9 MS. RADKAR: Correct.

10 CHAIR SHELTON: Okay.

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

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

19 MS. RADKAR: Well, that's one of
20 the issues that are up for discussion amongst
21 the Board members. Because as the Ethics
22 Officer, I do not get what is submitted to

1 BEGA. So we want to -- I think that was one
2 of the points to think about. And the bigger
3 discussion is how much that information is at
4 the University and at BEGA, is it the same
5 information, do you want to give the
6 University more information, and I think
7 that's where we left that point.

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

12 MS. RADKAR: Right. And --

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

17 MS. RADKAR: And the other point
18 to make is the filing that you do annually
19 goes one year back. So it's the prior
20 calendar year. So by the time it gets to
21 BEGA, to the extent there was a conflict,
22 it's, you know, arguably a year later. So

1 this policy would really address more real
2 time issues.

3 CHAIR SHELTON: Okay. All right.

4 TRUSTEE BELL: Okay. Thank you.

5 MS. RADKAR: All right. Thank
6 you.

7 CHAIR SHELTON: Okay. Thank you.
8 We have a document from HR, pre-employment
9 background check.

10 MS. BLANCHARD: Yes. Good
11 afternoon. Myrtho Blanchard, Human Resources.

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

16 The University conducts background
17 checks for all employees, volunteers, folks.
18 However, we did not have a policy. We were
19 just doing the work. We did not have a
20 policy. So it is an opportunity right now to
21 create a policy and make sure that we are in
22 compliance and holding folks accountable.

1 The issue that raised that to my
2 attention was that there was a -- there is,
3 rather, a Protection of Children Act of 2004
4 that requires anyone in contact with children
5 12 years old or less, have background checks.
6 What I discovered was, we may have had
7 employees working before that who were
8 grandfathered in. And in order to ask them --
9 the first question I ask, where's the policy
10 written that I have to have a background
11 check? There may be other policies that said
12 once I'm in a position, I shouldn't have to go
13 through a background check. So therefore, it
14 is important that we get this policy approved
15 and implemented as quickly as possible. So if
16 there are any employees who have been working
17 here before 2008 when the University begun
18 conducting this policy that we do have the
19 policy to back up the requirement that they go
20 through a background check. And also, we
21 asking that these employees who are working
22 with children under 12 do have a background

1 check every three years.

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

4 MS. BLANCHARD: We do. The
5 University does.

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

8 MS. BLANCHARD: We are.

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

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

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

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

21 CHAIR SHELTON: Thank you. Any
22 more information about this?

1 MS. BLANCHARD: No, it's --

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

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

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

10 MS. BLANCHARD: No. No.

11 TRUSTEE BELL: That's the standard
12 practice --

13 MS. BLANCHARD: That's the
14 standard practice.

15 TRUSTEE BELL: -- margin on
16 volunteers.

17 CHAIR SHELTON: It's --

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

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

1 MS. BLANCHARD: Okay.

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

5 MS. BLANCHARD: Okay.

6 TRUSTEE BELL: I have another
7 question, actually.

8 MS. BLANCHARD: Sure.

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

13 MS. BLANCHARD: No.

14 TRUSTEE BELL: -- report or not.

15 MS. BLANCHARD: We do not.

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

18 MS. BLANCHARD: We do have the
19 options.

20 TRUSTEE BELL: Okay.

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

1 positions.

2 TRUSTEE BELL: Okay.

3 MS. BLANCHARD: Yes.

4 TRUSTEE BELL: Okay. Thank you.

5 MS. BLANCHARD: Anything else?

6 (No audible response.)

7 Thank you.

8 CHAIR SHELTON: I don't know how -
9 - anyway, I'd like to go into executive
10 session for -- Ms. Mills, could I have a
11 sidebar. Please pardon me, I have to ask a
12 question.

13 Okay. That pretty much answers
14 that. I was considering whether or not -- how
15 I could get to my executive session so I could
16 have a private conversation -- I'm sorry. So
17 that I could have a conversation on some
18 issues that are consistent with D.C. law that
19 have to be conducted in private.

20 Oh, I know. No, I apologize. I
21 got one more thing I really want to hear.
22 We've had an outstanding service delivery from

1 work study, work --

2 PARTICIPANT: Workforce --

3 CHAIR SHELTON: -- work force

4 development. And every time I look up,
5 they're doing something wonderful. And I had
6 invited them here today to share of that with
7 my colleagues who don't get a chance to go to
8 their meetings. And again, I just wanted to
9 give them another chance to share about their
10 program to as many Board members as possible,
11 and to as much of our community as possible.
12 So that everybody could be informed. And I
13 thank them for coming and being available to
14 us. Thank you.

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

18 And I will run through this pretty
19 quickly and just really highlight the main
20 areas which are student success. But you
21 know, we always want to make sure that
22 everybody knows who we are and what we do. We

1 are the University of the District of Columbia
2 Community College Work Force Development
3 Program. Our mission is to serve the
4 unemployed and underemployed residents of the
5 District of Columbia.

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

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

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

22 When we talk about stackable

1 credentials in a career pathway, we really
2 want to make sure people understand what it
3 means to be in a career pathway. We do not do
4 just short-term job training programs that
5 just end.

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

11 But when you're in a career
12 pathway with us, you have the ability to move
13 seamlessly to and thru the University. So the
14 example here is in our admin tech career
15 pathway, where a student could come in, not
16 even knowing how to turn on a computer, and
17 can start in digital literacy, go through our
18 Microsoft IT Academy, and get certified in
19 Word, in Excel, in PowerPoint. They can then
20 go get the Microsoft Technology Associate A
21 Plus, Network Plus, Secure Plus, move into the
22 AES in Computer Science. They will get

1 credits for successfully completing the work
2 that they do in work force. And then they can
3 move to the bachelor's in computer science and
4 the master's in computer science.

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

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

17 I'm really really excited about,
18 you know, our successes this year. In FY13 we
19 served the most students that we have ever
20 served in the past. This fall graduating
21 class, the fall semester of 2013, the largest
22 graduating class in the history of the

1 division. I mean, even when the division --

2 PARTICIPANT: Say that again.

3 DEAN FORD: -- the largest
4 graduating class in the history of the
5 division. 929 students. 929 graduates of
6 occupational training programs. So that is
7 none of the skill developments. That means I
8 finished my phlebotomy program. I finished my
9 carpentry program. 929 graduates. It's huge.
10 We're so excited about it.

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

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

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

1 matters to people.

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

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

20 We also established a work force
21 at UDC.edu e-mail account. We have feedback
22 boxes at each site. You know, so students

1 know they can talk to us. And then really
2 this whole, you know, helping students
3 transition, because it can't be about work
4 force alone. I mean, we tell our students
5 this all the time, "This is not the dream.
6 This is not the dream. You have a dream. We
7 are but a part of you achieving your dream.
8 And you have to move forward to be able to
9 achieve that dream."

10 So we've devoted a lot of our time
11 this year in helping students transition. I
12 brought on a transition's coordinator. He
13 started in August. His primary, his entire
14 role is to work with students who are
15 interested in going to the degree programs.
16 He works with students on their applications,
17 on their financial aid, he does degree audits
18 for students. The first student who went
19 through a degree audit -- and I know that I'm
20 getting ahead of myself, but I'm so excited --
21 the first student who went through a degree
22 audit, Ms. Rosetta Brown, she was six credits

1 short from finishing her associate's degree.
2 She enrolled in August, she finished in
3 December, she picked up her associate's degree
4 yesterday, she came by to see me and have a
5 picture. I mean, that's what it's about.
6 Yesterday is when she got her degree and
7 yesterday also the day that she started her
8 bachelor's programming and she says she's not
9 going to stop till she gets her master's at
10 the University of the District of Columbia.

11 So what we had to do was make sure
12 people knew they were at the University of the
13 District of Columbia when they were coming in
14 and out of our doors for the four/five months
15 that they are with us. We also had to let
16 them know what else the University of the
17 District of Columbia had to offer them, and
18 that oh, by the way, every program you're in
19 moves you into whatever the next step is. And
20 we had to say though we would love for you to
21 continue to be here with us, you need to keep
22 going. Because if the dream is to become a

1 nurse, you cannot stay and go through Patient
2 Care Tech and CNA and Home Health and
3 Phlebotomy Tech and EKG Tech. None of that's
4 going to make you a nurse. You have to go to
5 the RN Program.

6 So all of this is to say that we
7 are incredibly excited about the strides that
8 we've made in 2013. We're very excited about
9 2014.

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

22 And I would like to publically

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

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

21 And I know we're going to have a
22 whole degree audit presentation. So I'm just

1 doing a little bit of foreshadowing. But
2 degree audits are huge. They don't take much
3 time. We go review your transcript and see
4 how close you are to a degree.

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

9 So a huge huge change that we made
10 in our division this year was intake.
11 Students used to just show up and say, "I'm
12 going to take plumbing. I hear plumbers make
13 a lot of money." That's not necessarily
14 setting you up on a path to success. We need
15 to sit down and talk to you and say, "Do you
16 know what it means to become a plumber? Do
17 you know how long it takes to become a
18 plumber? It's going to take you years to
19 become a plumber. You don't just roll under
20 somebody's kitchen sink with a wrench and all
21 of a sudden you're a plumber. That is not
22 what that means." But we didn't have that

1 advising in place. Now we do.

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

16 You go through an info session,
17 you go through your assessment, then you sit
18 with your advisor and we map out a career
19 plan. What is the goal? How long is it going
20 to take for me to get to the goal? How do the
21 steps along the path mean something to me
22 financially? Okay. So maybe when I become a

1 home health aide, I will make \$12 an hour.
2 And that CNA means I'll make \$17 an hour. Now
3 it's going to take me another three years to
4 become, you know, an RN but then I'm going to
5 be at this salary rate. But so people
6 understand and have set expectations of that
7 the plan is. Because three years from now, we
8 can't have you going from food handling to
9 carpentry to phlebotomy. That doesn't go
10 together. Right. But if I had the clear
11 expectation in the beginning, then I'm better
12 set on a pathway to success.

13 So intake was huge for us. So we
14 fixed it, kind of, from both ends. How you
15 come in and we had to make sure that you're
16 also going out. Because at the end of the
17 day, we're here for the residents of the
18 District of Columbia. If you look at the
19 census data, it's about 100,000 to 100,000
20 residents of this city who are adults who are
21 unemployed or who are underemployed. We know
22 this, we can see it. And if we're only

1 serving 3000 a year, we're not going to make
2 a dent.

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

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

12 Always first and foremost for us
13 is student success. To be successful, we have
14 to have the career paths, they have to be
15 built, they have to be functioning. We have
16 to make sure that the staff is engaged. And
17 I'm telling you -- I don't know if you guys
18 have been to the sites, I know Trustee Shelton
19 has, and I'm always welcoming people to come
20 visit the sites. Dr. Cridor's been to the
21 sites. Come to the sites. We got an
22 energetic bunch. We have an energetic student

1 body. We are all about helping students
2 achieve their dream.

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

6 (Applause.)

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

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

21 DEAN FORD: Thank you.

22 CHAIR SHELTON: And thank you very

1 much.

2 Do you have a question?

3 TRUSTEE BELL: Trustee Ford,
4 Trustee Ford -- Dean Ford. It will be --

5 DEAN FORD: That's --

6 TRUSTEE BELL: -- but Dean Ford,
7 congratulations. You guys are doing,
8 obviously, a wonderful job.

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

16 DEAN FORD: Okay. Thank you so
17 much, Trustee Bell.

18 Well, first of all, we follow the
19 labor market. So the first thing we do is we
20 look at what are the jobs in D.C. and in this
21 region. And we're typically looking at your
22 entry to entry mid-level jobs. Okay. And we

1 look at what's here now plus five years, plus
2 ten years. Because again, we don't want to
3 train you for a job that's gone tomorrow. And
4 we also don't want to train you for a job
5 that's not here yet. So we're always watching
6 the labor market.

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

16 So we look at the market. We look
17 at the skills and competencies necessary.
18 When you come in and you take our CASA's
19 assessment, you know, we can see whether or
20 not you're going to be on that grade level to
21 be able to read at the level of a
22 phlebotomist. And then we may work with you

1 in skills development to get your reading
2 level up. Because if all of the materials
3 that you're going to be working on is going to
4 be 10th or 12th grade and above, and you're at
5 an 8th grade level, we have to bring that up.
6 And we'll do that. So we remediate, if you
7 will, in-house while students are, you know,
8 pursuing their career path.

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

15 The other thing that we track, in
16 terms of outcomes, is we track you on social
17 security numbers. So one of the things I
18 didn't include and I'm happy to send out is
19 our employment analysis. We track on the
20 Bureau of Labor Statistics how many students
21 are coming in who are unemployed, who then
22 have earnings gains, those who were employed

1 who then have earnings gains. And what we
2 seen in the last set of data -- and it's a
3 huge lag, if you know the BLS System -- the
4 last set of data, I believe it's from June
5 2013, and what we saw was that close to 70
6 percent of the students who came in who were
7 not working at the time, of those 70 percent,
8 60 percent saw earnings gains two-quarters
9 after studying with us. Of the 30 percent who
10 were working, 50 percent realized earnings
11 gains. So again, that can show you that I
12 stayed working and I got a promotion. I mean,
13 this is what you can take from earnings gains.

14 One of the things that we're
15 doing, though, is we want to start -- maybe
16 the appropriate term is alumni, maybe it's not
17 -- but you're a successful completer of the
18 Work Force Program, and we can see you in data
19 but we need to talk to you to really
20 understand where you are. So we can actually
21 say we see the earnings gains but you can tell
22 us, "Oh, I went from doing this to this or

1 this to that." So we know if it's really a
2 promotion or not. So that's another way that
3 we track data. So our successful outcomes
4 are, you know, completers, the number of
5 students who complete. Now, the number of
6 students who are transitioning in to degree
7 programs. And certainly, earnings gains.

8 TRUSTEE BELL: Excellent. Thank
9 you.

10 PRESIDENT LYONS: May I --

11 CHAIR SHELTON: Yes. Yes, sir.

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

15 DEAN FORD: Okay.

16 (Laughter.)

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

21 One of the eye opening experiences
22 I had here at UDC was to find that the first

1 half dozen work force "students" that I met
2 had all had some college work prior to that
3 time. I didn't expect that. Drawing on past
4 experiences, that had not been the experience.
5 But the first half dozen students I met had
6 had some prior college experience.

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

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

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

22 CHAIR SHELTON: And as you

1 discover new roads, you know, in your efforts
2 to serve our young people and old people, and
3 us people, please, let us know how we can
4 help. Again, that was the purpose of asking
5 you here. And the more we hear, the more we
6 know, the more we can share.

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

10 You also, Doctor.

11 DEAN FORD: Thank you.

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

14 Thank you all.

15 DEAN FORD: Thank you.

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

20 MS. SLAUGHTER: Are we going to --

21 CHAIR SHELTON: Oh, no, we cannot.
22 We don't have a quorum.

1 But I would like to speak with
2 you, if I can.

3 PRESIDENT LYONS: Mr. Chairman --

4 CHAIR SHELTON: Yes.

5 PRESIDENT LYONS: -- let me just -
6 - and I mentioned something to you, we're --
7 as you know, the University receives a
8 provisional three-year certification and it's
9 a Title IV Program. And what we want to do is
10 to request a joint committee meeting at some
11 point in the future between the Audit
12 Committee and the Student Affairs Committee to
13 explain this further and talk about the
14 issues, talk about our strategies, what it
15 means and what it doesn't mean, etcetera. But
16 a comprehensive presentation rather than a
17 piecemeal one.

18 CHAIR SHELTON: And I appreciate
19 that. Again, the Committee -- as the Chair,
20 I'm amenable. We'll work with the Chairs to
21 get it done. Just let us know when you're
22 ready.

1 PRESIDENT LYONS: Okay.

2 CHAIR SHELTON: Okay.

3 PRESIDENT LYONS: Thank you.

4 CHAIR SHELTON: Thank you.

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

10 Thank you.

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

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\$12 52:1	advancement 2:2 5:8	appreciation 45:5	59:18 60:9,19 62:11	28:2,12,15,20 29:3,11,15,19 30:16,20 31:4 32:8,13 33:4 36:8 36:11,15,18 37:6 37:9,14,16,20 38:2,4 55:3,6,17 59:8
\$15,000 9:22 10:8,9 11:3	advising 51:1	apprised 22:2	auditing 22:1,1	Bell's 30:13
\$17 52:2	advisor 51:18	approach 13:2	auditor 2:2 17:11	beneficial 13:1
\$20,000 9:20 15:6	AES 41:22	appropriate 16:13 26:20 58:16	auditor's 17:4	Bertie 40:8
\$2000 36:5	Affairs 1:21 8:3 62:12	appropriateness 37:12	audits 17:13 19:12 19:13 20:1 46:17 49:10,19 50:2	best 45:16
\$75 8:10	afternoon 8:1 33:11	approval 4:15 33:14	August 46:13 47:2	better 52:11
A-1-33 17:14	age 8:17,18,21	approved 5:16 34:14	authority 8:19	beyond 8:18,21
ability 19:13 23:7 41:12	agenda 3:6 60:16	approximately 35:11	automatic 26:21	big 6:6,22 49:9
able 3:6,8,9 11:17 20:12,12 25:9 39:16 46:8 53:3 56:21	ahead 46:20	area 6:8	available 33:14 39:13	bigger 32:2
above-entitled 63:11	aid 10:13,21 11:1 46:17	areas 5:7,9 39:20 40:17 43:21	award 11:20 15:6	biggest 14:11
Absolutely 41:7	aide 52:1	arguably 32:22	aware 24:5	bill 7:12 8:9 9:9
Academy 41:18	Alejandra 4:4	Armed 44:20		binding 28:3 29:7
account 45:21	aligned 55:10	asked 31:15	B	bit 50:1
Accountability 23:12	allied 40:18	Askew 4:2	bachelor's 42:3,7 42:14 47:8 48:18	Blanchard 33:10 33:11 35:4,8,17 36:1,5,10,13 37:1 37:5,8,13,15,18 37:21 38:3,5
accountable 33:22	allocated 8:10	asking 9:1 34:21 61:4	back 6:17 29:17 32:19 34:19 49:16 60:19	Board 1:3,10,16 5:10,17,17 6:4 22:20 23:4,7,11 23:12 24:1,9,21 25:8 26:7 27:8 29:8 31:21 32:15 39:10 59:13
accounts 45:4	allowed 13:2	assessment 51:17 56:19	background 33:9 33:13,16 34:5,10 34:13,20,22	body 54:1
achieve 46:9 54:2	allows 13:14	assistance 9:12	Backus 40:9	Book 49:1,3
achieving 46:7	alumni 16:2,9 58:16	Assistant 1:19 22:22	bag 23:15,16	books 49:8
acquired 6:9	amenable 62:20	Associate 41:20	base 43:15	boss 61:13
Act 5:14 7:1 8:4 34:3	amount 10:5,16 15:5,9	associate's 42:7,14 47:1,3 48:18	based 23:2 42:11 43:20 61:16	Bowie 13:15
Acting 1:14	analysis 27:16 57:19	assuming 5:1	BEGA 23:13,14,16 24:1 26:18 27:3 27:10,12,19 28:10 28:21 29:5,17 30:14 31:13,13 32:1,4,21	boxes 45:22
action 17:15 26:19	anatomy 56:13	assumption 26:3	BEGA's 27:10	Boy 45:14
actions 5:20	and/or 42:14	athletes 10:21	beginning 20:10 52:11	break 3:14
activity 6:22	announce 51:4	attend 7:4,7 12:15	believe 11:8 21:9 43:14 48:20 58:4	briefly 22:16
acts 23:7,9	annual 21:4,5 31:8 32:9	attendance 9:17 11:7 12:20 17:16	Bell 1:12 4:8,9 12:6 12:16,21 13:4 19:9,9,19 20:4 26:12 27:1,5,18	bring 57:5 60:19
add 36:6	answers 38:13	attended 9:18,20 23:17		brought 46:12
addition 55:13	anybody 45:19	attention 34:2		brown 23:15,16 46:22 48:15
additional 7:3	anyway 38:9	attractive 10:2,4		budget 5:14,18
address 33:1 60:9	apologize 38:20	attributed 43:17		
addresses 23:6	appears 4:11	audible 22:14 38:6		
adjourn 61:17,19	Applause 54:6	audit 1:5 17:22 18:1 19:21 20:20 20:21,22,22 21:4 21:6,12,16,17,18 46:19,22 49:22		
admin 41:14	applications 46:16			
ADMINISTRAT... 1:5	applied 10:13			
administrative 40:19	appreciate 11:21 39:16 54:13 60:15 61:7 62:18			
adults 52:20	appreciated 4:21			
advance 25:19				

37:3	10:19 11:17,21	CNA 48:2 52:2	compliment 10:17	copies 25:1,6,8
building 43:21 44:3	13:8,13 14:7,18	Code 30:8	comprehensive	copy 24:7
44:13,15 45:2,9	15:2,7,10,12,14	cold 13:19	62:16	correct 11:5 18:16
buildings 44:5	16:3,6,10,16,18	colleague 5:1	computer 41:16,22	20:13 21:7,21
built 53:15	16:21 17:2,8 18:3	colleagues 3:8 39:7	42:3,4	26:22 28:1 29:1
bunch 53:22	18:11,14,17,21	college 10:7 40:2	concern 27:20	30:2,9,12 31:9
Bureau 57:20	19:2,5,8 20:6,9,14	49:12,13,13 60:2	concluded 63:12	corrective 17:15
business 4:15 32:15	20:17 21:2,8,19	60:6	conclusion 53:8	cost 10:17 11:7
	21:22 22:7,9,12	colleges 45:9	conducted 35:20	40:7
	24:14,17,20 25:1	Columbia 1:1	38:19	Council 5:13 8:7,15
C	25:5,12,15,18	17:12 40:1,5 44:7	conducting 34:18	Councilmember
C-O-N-T-E-N-T-S	29:20 30:3,6,10	44:12 47:10,13,17	37:21	7:2 9:10
2:1	30:22 31:7,10,15	51:8 52:18	conduction 6:12	councilmembers
calendar 32:20	33:3,7 35:2,6,13	come 6:17 13:22	conducts 33:16	12:18
campaign 6:18,18	35:21 36:2,17,20	41:15 44:16 50:7	conflict 2:3 22:17	counsel 1:19 22:22
campus 16:1,11	37:2 38:8 39:3	51:3,9 52:15 53:7	23:1,6 26:17	23:19 29:13
40:9,10	54:7,22 59:11	53:19,21 56:18	28:17 32:21	country 44:20
campuses 40:8	60:22 61:12,16,21	comes 21:17	conflicts 23:2 27:14	couple 5:9 26:13
candy 37:3	62:4,18,19 63:2,4	comfortable 22:19	confused 21:3	course 6:5
capacity 19:11,15	Chairman 15:19	coming 3:4 5:17,18	congratulations	courses 40:7
19:16,18 53:4	62:3	16:17 39:13 47:13	55:7	create 8:19 28:16
Capan 13:15	Chairperson 1:16	57:12,21 63:6	consideration 28:7	33:21
card 44:15	Chairs 62:20	comments 4:20	35:18	credentials 41:1
Care 48:2	Challenging 30:7	committee 1:5 5:19	considering 38:14	credit 37:10,12
career 40:17 41:1,3	chance 39:7,9	7:12,13 8:6 21:5	consistent 23:10,21	60:12
41:11,14 42:15	54:16	21:20 22:18 25:2	38:18	credits 42:1 46:22
51:18 53:14 57:8	change 19:22 50:9	26:7 62:10,12,12	consortium 9:8	49:15,16,17
carpentry 43:9	characterized	62:19	12:9	CRIDER 1:16
52:9	28:22	Committee's 54:13	constituencies 6:13	Cridor's 53:20
CASA's 56:18	charge 7:20 35:16	Communications	construction 40:19	curious 19:10 55:9
case 27:16,16 41:8	charter 9:21	6:11	consult 27:3	current 42:12
cases 27:13	cheap 7:21	community 39:11	contact 22:5 31:12	currently 6:10,11
Castillo 4:4	check 25:13 33:9	40:2 43:21 44:3	34:4	33:15
Catania 7:2 9:9,10	33:13 34:11,13,20	44:13,16 45:2,8	context 12:14	Curry 3:22
Catania's 8:5	35:1	45:10 49:13 55:11	continue 43:12,13	
Celebration 45:6	checks 33:17 34:5	57:10	47:21	D
census 52:19	children 34:3,4,22	company 21:9,10	continued 63:8	D.C 7:1,4,6 8:4
Center 40:12	35:10	competencies 56:8	continuing 6:6	9:14,21 10:2 15:1
certainly 26:5 27:3	choice 41:8	56:17	15:18 49:6	15:3,3,8 23:2
27:15 28:7 29:6,9	Christopher 1:12	complement 7:5	contribute 14:13	38:18 40:7 55:20
29:12,16 41:8	4:8	complete 59:5	control 27:11	data 42:11,12,12
59:7 60:9	circle 29:17	completer 58:17	convened 1:9	52:19 58:2,4,18
certification 32:10	city 13:15 21:16	completers 43:17	conversation 38:16	59:3
62:8	43:14 52:20	59:4	38:17 59:20	David 8:5
certified 41:18	class 42:21,22 43:4	completing 42:1	convey 23:22	day 15:20,21 44:9
Chair 1:9,11 3:3,19	clear 12:10 52:10	completion 49:20	coordinator 46:12	47:7 52:17
3:21 4:11,14 5:3	close 50:4 58:5	compliance 33:22	48:13	deal 14:5
7:19 8:22 10:4,14				

dealing 22:2	discovered 34:6	49:6	Excellent 59:8	find 59:22
Dean 1:18 39:15	discuss 9:3,5 24:20	effort 3:6 10:1	excited 42:17 43:10	finding 60:11
43:3 54:21 55:4,5	discussion 24:10	efforts 54:14 61:1	46:20 48:7,8 53:9	fine 23:20
55:6,16 59:15	25:20 31:20 32:3	EKG 48:3 56:11	53:11 59:18	finished 43:8,8 47:2
61:11,15	60:17	ELAINE 1:16	Excuse 7:16	51:12
Deans 59:20	discussions 19:6	eligible 9:15,19,22	executive 23:18	finishing 47:1
December 5:13	disposition 5:10	Elizabeth 13:15	38:9,15	firm 6:10
9:10 47:3	distance 11:3	emerging 37:11	exist 40:15	first 3:12 4:14 5:9
decide 8:16	distinction 14:2	employed 57:22	expand 53:4	13:20 34:9 46:18
decided 9:13	distributed 25:2	employee 23:5	expands 13:8	46:21 48:16 51:15
decision 22:20	district 1:1 7:5,8	employees 23:3	expect 25:6 60:3	53:12 55:18,19
deferred 4:16	13:10 17:12 21:12	33:17 34:7,16,21	expectation 11:8	59:22 60:5
definition 23:5	36:22 40:1,5 44:6	35:6,10	52:11	fiscal 17:13 35:12
degree 42:9 46:15	44:12 47:10,13,17	employment 33:13	expectations 52:6	36:3
46:17,19,21 47:1	51:8 52:18	57:19	expecting 10:16	five 40:17 56:1
47:3,6 49:10,19	District's 21:4,5	enabled 5:11	experience 60:4,6	fixed 52:14
49:22 50:2,4 59:6	division 43:1,1,5	encourage 9:14	experiences 59:21	focus 6:12
59:18 60:8,19	50:10	29:13	60:4	focused 9:11
delivery 38:22	Doctor 61:10	ends 52:14	explain 62:13	folks 33:17,22 36:6
DENISE 1:22	document 33:8	energetic 53:22,22	extent 24:9 27:7	40:14 45:17
dent 53:2	doing 17:21 18:19	engaged 53:16	32:21	follow 55:18
department 17:17	18:22 31:8 32:10	enhance 24:10	eye 7:1 59:21	follow-up 17:22
depend 28:9	33:19 39:5 41:7	enrolled 47:2 48:17		following 20:3
designed 11:13	45:3 49:19 50:1	enrollment 7:9	F	food 52:8
determination 28:3	55:7 58:15,22	43:11 60:10	fabulous 51:4	force 2:4 39:3 40:2
determine 29:17	61:8	enthusiasm 59:14	facilities 16:12	42:2 45:20 46:4
development 1:18	dollars 13:6	entire 46:13	fact 28:21	51:10 58:18 60:1
2:4 39:4 40:2 57:1	Donald 21:15 22:5	entry 55:22,22	facts 27:17 28:9	Forces 44:21
developments 43:7	doors 47:14 51:3	equally 51:2	faculty 6:14	Ford 1:18 39:15
device 9:13	doubled 48:13	especially 28:8	fails 26:16	43:3 54:21 55:3,4
devoted 46:10	dozen 60:1,5	37:22	Failure 26:20	55:4,5,6,16 59:15
dictate 20:11	Dr 24:6 49:1 53:20	established 16:9	fall 6:20 42:20,21	61:11,15
different 27:9 29:2	drafted 23:1	45:20	48:20	foremost 53:12
29:4 31:3 32:9	Drawing 60:3	Establishment 8:4	far 35:19	foreshadowing
37:11 55:12	dream 46:5,6,6,7,9	62:15	February 15:20	50:1
differently 27:9	47:22 54:2	Ethics 22:22 23:12	48:15	forget 44:17
digital 41:17	duty 26:4	28:4,11 29:7,22	federal 14:12,14	formally 27:4
Dillard 24:8	E	30:8 31:21	feedback 43:21	former 40:13
directed 7:6	e-mail 22:6 45:4,21	evening 3:3,9	45:11,21	forum 45:13
directing 12:11,12	earlier 11:11	events 45:5,6,8	file 31:17	forward 4:18 6:4
directly 31:14	earnings 57:22	everybody 9:3	filing 32:18	11:22 16:19 18:9
director 1:20 8:2	58:1,8,10,13,21	25:16 39:12,22	finalize 25:21	20:2 43:14 46:8
23:18	59:7	example 9:18 12:19	Finance 5:19	50:6,7 54:12
disclose 26:8,9,17	economic 14:10	41:14	financial 10:13,21	60:16
26:20 32:16	editorials 4:21	Excel 41:19	11:1 21:6,16,18	Founder's 15:19,21
disclosure 26:5	education 6:6 8:5	Excellence 45:7	32:11 46:17	four 9:20 40:8
discover 61:1			financially 51:22	four-year 49:13

51:11 four/five 47:14 framed 6:17 Franklin 25:7 31:11 full 3:5 8:7 10:16 11:7,20 22:20 25:8 functioning 53:15 fund 8:20 49:8 funding 8:16 12:14 13:15 funds 8:17 12:12 funneled 28:5 further 19:6 24:3 24:10 60:16 62:13 future 19:14 62:11 FY13 42:18	50:12,18 51:5,19 52:3,4,8,16 53:1 54:18 56:15,20 57:3,3 59:19 61:20 good 3:3 5:6 8:1 13:20 19:2 33:10 37:3 63:8 GOVERNANCE 1:5 governing 23:2 government 6:21 14:12,15,20 21:13 23:12 grade 56:20 57:4,5 graduates 43:5,9 60:12,14 graduating 42:20 42:22 43:4 grandfathered 34:8 grant 8:20 grants 13:18 great 44:10 54:18 Greater 40:13 group 6:14 27:8 29:18 groups 6:12 grow 14:8 43:13,13 growing 43:12,16 43:17 grown 44:18 guess 15:21 guidance 23:10 guys 44:3 45:14 53:17 55:7	44:10,10 health 40:18 48:2 52:1 hear 13:9 38:21 50:12 51:6 54:8,9 54:18 61:5 heard 13:10 44:4 hearing 9:9 held 9:9 help 49:16 54:10,11 61:4 helping 43:22 46:2 46:11 49:7 54:1 Hey 12:6 high 20:1 36:21 highlight 39:19 48:11 hiring 17:19 historically 7:8 history 41:10 42:22 43:4 holding 33:22 holdings 32:11 home 48:2 52:1 hope 3:13 43:13 54:8 hopefully 16:8 60:20 hospitality 40:19 hour 52:1,2 hours 18:19 60:13 housing 17:19 HR 33:8 hte 7:7 54:18 huge 43:9 44:1,3 50:2,9,9 52:13 58:3 human 2:3 5:1 17:18 33:11	26:18 impact 7:9 14:22 35:12 36:3,4 60:21 implement 5:21 6:19 implementation 5:16,20 6:2 implemented 34:15 important 34:14 42:5 50:5 51:2 in-house 57:7 include 57:18 included 23:4 inconsistent 36:9 increase 6:1 11:13 incredibly 48:7 independent 29:13 individually 24:3 info 51:16 information 3:7 18:7 19:3 24:3 31:12 32:3,5,6 35:22 informative 18:18 informed 3:9 25:18 39:12 54:13,14 initially 9:13 initiative 43:18,19 inside 13:10 instances 32:14 institutions 11:8 13:7,17 60:11 intake 50:10 52:13 interest 2:3 22:17 23:1,6 26:17 interested 12:3 46:15 interesting 26:14 internal 17:11,22 investments 6:3 invited 39:6 involved 16:2 issue 12:11,14 34:1 issues 12:7 14:11 24:2 31:20 33:2 35:2 38:18 62:14	items 5:16,18 IV 62:9
<hr/> G <hr/> Gabriela 4:6 gains 57:22 58:1,8 58:11,13,21 59:7 general 1:19 22:22 23:18 generosity 49:4 getting 25:8 46:20 give 9:2 32:5 39:9 given 20:21 28:8 giving 54:4 glad 3:14 go 7:17 10:6 11:3 13:14 27:21 29:22 30:10,15 34:12,19 38:9 39:7 41:17 41:20 48:1,4 49:16 50:3 51:16 51:17 52:9 54:17 goal 51:19,20 57:12 goes 30:14 32:10,19 49:14,14 going 6:19 13:6 14:8 16:1 17:16 18:19,22 21:11 27:15,16 41:9 46:15 47:9,22 48:4,21 49:21	<hr/> H <hr/> half 60:1,5 hall 45:12 49:11 hand 49:14,14 handling 52:8 hanging 25:21 happen 54:20 happened 25:11 happens 25:17 happy 3:12 57:18 Harris 40:10 44:8	<hr/> I <hr/> ID 44:15,22 idea 12:18 18:15 ideas 45:16 identify 16:13 IDs 45:4 immediately 12:5	<hr/> J <hr/> JAMES 1:14 January 1:8 43:20 Jerome 1:9,11 3:20 9:1 job 41:4 55:8 56:3 56:4,9 jobs 55:20,22 56:10 joining 15:15 joint 62:10 Joseph 4:2 June 58:4 jurisdictions 35:16	<hr/> K <hr/> keep 47:21 54:14 keeping 7:1 Kendrick 3:22 Kim 1:18 51:4 59:12 kind 6:15 7:5 21:3 48:11 52:14 kitchen 50:20 knew 47:12 knocking 13:16 know 5:10 6:7,16 7:8 10:20 11:10 12:2 13:5 14:15 16:8 18:18 21:11 26:2 27:4,6 28:8 29:18 31:16 32:14 32:22 35:14 36:21 37:2,4,10 38:8,20 39:21 40:9,10,14 42:5,18 44:7,17 45:12,14,17,18,22 46:1,2,19 47:16 49:5,6,21 50:16 50:17 51:13 52:4 52:21 53:3,10,17 53:18 55:13 56:19 57:7,13 58:3 59:1 59:4,19 60:20 61:1,3,6,8 62:7,21 knowing 41:16

knowingly 26:16
known 40:11
knows 29:18 39:22
Krishna 1:13 17:11

L

labor 42:11,13
 55:19 56:6 57:20
lady's 7:20
lag 58:3
language 11:22
 26:15
largest 42:21 43:3
late 15:17
Laughter 59:16
law 38:18
leave 17:18 61:13
left 19:13 32:7
legal 23:21
Lemas 4:6
letting 21:11
level 56:20,21 57:2
 57:5
line 18:4
linked 42:6
list 20:10
literacy 41:17
little 40:11 50:1
 59:14
loan 13:19
local 1:20 8:2 14:3
 14:3
location 16:13
long 50:17 51:19
longer 11:15
look 16:19 18:5
 19:21 23:19 24:15
 24:18 35:9 39:4
 44:21 52:18 54:12
 55:20 56:1,7,16
 56:16 60:16
looked 37:2
looking 4:22 55:21
loops 43:22 45:11
lot 40:14 44:4 45:5
 45:7,8 46:10 49:5
 50:13 56:10 60:10

60:12
love 44:10 47:20
Lyons 1:14 15:16
 24:6 49:1 59:10
 59:12,17 62:3,5
 63:1,3

M

Madam 3:16
main 39:19
man 44:18
management 18:2
 19:14
map 18:5 51:18
margin 36:15
Marion 40:11
market 42:11,13
 55:19 56:6,16
master's 42:4 47:9
 51:13
materials 57:2
matter 26:18 27:17
 63:12
matters 45:1
maximum 15:5
Mayor 5:12 8:19
mean 9:3,4 19:11
 28:4,6 43:1 44:22
 46:4 47:5 51:21
 58:12 62:15
means 41:3 43:7
 49:5 50:16,22
 52:2 62:15
medical 40:12
 56:13
mediums 20:2
meet 6:13,14
meeting 1:5,9 5:17
 18:7 57:9 62:10
 63:7
meetings 39:8
 45:12 49:11
members 1:10
 18:12 22:18 23:4
 23:8 27:8 31:21
 39:10
mentioned 62:6

messages 6:16
met 23:14 60:1,5
methods 55:15
MICHAEL 1:12
Microsoft 41:18,20
mid-level 55:22
million 8:10,12 9:2
millions 13:6
Mills 24:7 38:10
minutes 4:16
mission 40:3
misstatement 13:12
modify 20:12
money 7:3 10:5,8
 10:10 14:14,15,19
 14:20 50:13
monitoring 17:15
months 47:14
move 4:18 25:9,21
 41:12,21 42:3
 43:13 46:8 50:6,6
 53:7
moved 40:20
moves 47:19
moving 6:4
Myrtho 33:11

N

nation-wide 12:20
necessarily 50:13
necessary 56:8,17
need 7:17 22:1
 25:19 32:16 47:21
 50:14 51:12,13
 58:19 61:18
needed 5:21
needs 44:11 55:11
 57:10
Network 41:21
new 3:12 21:9 35:6
 61:1
November 5:11 6:4
number 35:9 59:4,5
numbers 55:13
 57:17
nurse 48:1,4
nursing 40:18

O

O-F 2:1
objectives 20:22
observed 20:7
obviously 55:8
occupational 43:6
offer 42:8 47:17
 51:14
offering 40:6
offerings 51:7
 55:11
office 1:22 4:19
 16:9 17:21 23:15
 23:17 30:11,19
Officer 22:22 28:4
 28:11 29:7 30:1
 31:22
oh 17:9 38:20 47:18
 51:9 58:22 61:21
okay 4:10,11 5:5
 8:8,13 10:4,14
 12:16 16:4,6,10
 16:16,18,20 17:8
 18:20 19:4,7,8
 20:4,5 22:7,9
 24:19,22 25:1,12
 27:1,5,18 28:14
 29:19,19 31:4,4
 31:10 33:3,4,7
 37:1,4,5,20 38:2,4
 38:13 49:5 51:22
 55:16,22 59:15
 61:16 63:1,2
old 34:5 61:2
once 34:12
online 6:5,5 31:1
open 45:13
opening 59:21
opinion 27:10
opportunities
 32:15
opportunity 9:5
 22:19 33:20 54:5
optimistic 48:20
option 37:17
options 37:19
order 4:14 9:15

34:8
outcomes 57:16
 59:3
outside 7:7
outstanding 38:22

P

P-R-O-C-E-E-D-...
 3:1
p.m 1:9 3:2 63:12
paid 35:20 36:20,21
 37:3
paragraphs 29:21
pardon 38:11
part 13:9 21:5,19
 31:3 44:13,15
 46:7 57:11
partial 10:22
PARTICIPANT
 39:2 43:2
participate 21:6
 26:11
participating 55:14
path 40:17 50:8,14
 51:21 53:6 57:8
paths 53:14
pathway 41:1,3,12
 41:15 42:16 52:12
Patient 48:1
Patricia 44:9
pay 36:22
paying 35:3,7 36:9
payroll 17:17,18
people 37:22 40:9
 40:10 41:2 45:1
 47:12 52:5 53:19
 55:14 61:2,2,3
 63:9
percent 58:6,7,8,9
 58:10
performing 17:14
period 18:18,21
periodically 19:21
person 29:4 48:14
 48:16
personally 63:5
phlebotomist 56:12

56:22	19:12 26:17	54:9,15 58:18	quorum 4:12,17	17:22
phlebotomy 43:8	potentially 15:3	62:9	61:18,22	reconciliation
48:3 52:9 56:10	PowerPoint 41:19	programming		17:17
56:11	PR 40:10 44:8,10	40:16 47:8	R	record 3:7
picked 42:9	practice 36:12,14	42:7 43:6 46:15	RADAR 25:3	records 17:20
picker 47:3	36:19	55:12 59:7	Radkar 1:19 22:21	recruiting 10:20
picks 42:15	Pre 33:12	prohibited 23:7,9	22:21 24:16,19,22	recusal 27:15
picture 47:5	pre-employment	projections 42:12	25:10,13,17 26:1	Redmond 1:20
piece 44:1 49:9	33:8	Promise 7:1 8:4	26:22 27:2,6 28:1	7:13 8:1,2,11,14
piecemeal 62:17	pre-reqs 56:14	promoting 43:21	28:6,14,19 29:1,9	9:7 10:11,15 11:6
place 11:2 51:1	present 1:10,15	45:11	29:12,16 30:2,5,9	11:19 12:4,13,17
60:20	3:21 4:9 39:17	promotion 58:12	30:12,18 31:2,5,9	12:22 13:5 14:1,5
plan 5:11,21 6:2,7,7	59:13	59:2	31:11,19 32:12,17	14:17,21 15:5,8
17:5,5,15 20:10	presentation 4:19	proposed 6:18 7:2	33:5	15:11 16:18
20:20 51:19 52:7	49:22 62:16	proposes 7:3 8:9	raise 12:11	redo 36:7
planned 20:22	presented 27:13	Protection 34:3	raised 9:8 12:8,11	redress 11:10
planning 5:15 60:8	presenting 33:12	proved 6:3	12:13 14:22 26:15	reduced 13:17
60:18	president 1:14 5:8	provide 11:10	34:1	referred 26:18
plans 19:22	15:16 16:12 49:7	provides 27:19	raising 12:8	regardless 32:16
play 22:3	59:10,12,17 62:3	29:5 30:21	range 8:17	region 55:21
please 3:17 38:11	62:5 63:1,3	provisional 62:8	rate 13:17 52:5	registrar's 17:21
61:3	president's 4:19	Provost's 1:22	reach 24:2	registration 13:18
plumber 50:16,18	presiding 1:9	public 6:8,9 9:14	reaches 31:13	14:13
50:19,21 51:5	pretty 13:19 38:13	9:17,21 10:2	reaching 60:13	regular 21:10
plumbers 50:12	39:18	11:14,15	read 3:9 56:21	regulations 61:17
plumbing 50:12	previously 33:15	publically 48:22	reading 12:3 57:1	relating 22:8
plus 41:21,21,21	primarily 11:12	purpose 61:4	ready 62:22	relations 6:8,10,22
56:1,1	primary 11:12 26:3	purposes 23:3	real 11:3 33:1	relevant 35:3
point 9:7 26:2 27:7	46:13	pursuing 57:8	42:11	remediate 57:6
32:7,17 49:12	Principally 5:22	push 16:2 20:2	realized 56:14	remediation 57:11
57:14 62:11	prior 21:12 32:19	put 3:6 26:7	58:10	Rephrase 23:16
points 8:15 32:2	60:2,6	putting 60:15	really 21:17 33:1	report 2:2 15:19
policies 33:13	priority 20:1 21:1		38:21 39:19 41:1	16:15 17:4 29:22
34:11	private 38:16,19	Q	42:17,17 46:1	37:14
policy 22:17 23:6	privy 28:10,10	question 12:7,22	48:10,20 54:19	reports 19:11 37:10
23:19,20 24:7,10	probably 44:19	14:22 21:15 26:12	58:19 59:1 60:21	represented 4:20
26:4,21 33:1,18	procedures 17:16	30:7 31:6 34:9	61:8	request 5:22 62:10
33:20,21 34:9,14	proceed 27:4	37:7 38:12 55:2	reason 43:15	requested 19:14
34:18,19	process 14:13	questions 3:10	reasons 20:21	requesting 5:19
position 34:12	27:19	22:13 26:13 30:13	received 22:18	requests 18:1
positions 38:1	producing 31:12	33:15 45:17	receives 62:7	require 37:9
possibility 11:19	profit 10:7	queuing 19:12	receiving 11:20	required 5:13
13:2	program 7:6 8:20	quick 22:6	49:3	requirement 32:9
possible 34:15	8:20 15:1,1 39:10	quickly 34:15	receptive 12:17	34:19
39:10,11 54:20	40:3 41:7 42:9,14	39:19	recommend 24:21	requirements
possibly 16:5	43:8,9 47:18 48:5	quite 25:22	36:2	10:12 23:21
potential 17:5	48:12,18 51:11,11		recommendations	requires 34:4

<p>residential 17:20 residents 7:4,7 10:3 40:4,7 52:17,20 resolved 27:14 resource 17:18 Resources 2:3 5:1 33:11 respect 5:7 6:21 response 4:1,3,5,7 5:12 22:14 31:16 38:6 responsibility 26:8 rest 10:8 restrict 12:19 retention 9:14 return 15:22 returns 25:7 review 26:19 29:14 50:3 reviewing 24:2 Rickford 21:15 22:5 right 5:5 11:3 12:21 14:1 15:11 16:21 18:17 22:4,15 26:21 28:4,5,19 29:5 30:5 32:12 33:3,5,20 37:17 50:8 52:10 56:10 RN 48:5 52:4 roads 61:1 Roberts 44:9 Rogers 1:12 4:20 4:22 5:5 7:15,18 8:8,13 13:11,21 14:3 15:13,18 16:4,7,11,17,20 17:1,2 role 22:3,3 29:7 46:14 roll 3:17 50:19 rollout 6:6 Rosetta 46:22 48:15 rules 61:17 run 39:18</p>	<p style="text-align: center;">S</p> <p>salary 52:5 sample 24:12 Saraiya 1:13 17:7,9 17:11 18:9,13,16 18:20 19:1,4,7,17 19:20 20:5,8,13 20:16,19 21:7,14 21:21 22:4,8,11 Saturday 45:7 saw 58:5,8 saying 13:16 says 44:9 47:8 scheduled 7:14 8:6 15:20 scholarship 7:3 10:9,22 11:9 49:2 49:3 scholarships 8:17 8:20 9:16 school 7:7 11:14,15 36:21,22 schools 7:4 9:15,17 9:21,21 10:2 12:15 science 41:22 42:3 42:4 seamlessly 41:13 seats 7:22 Secretary 3:16 Secure 41:21 security 57:17 see 3:5,14 25:7 32:11 47:4 50:3 52:22 54:17 56:7 56:19 58:18,21 seek 23:8 seeking 23:10 seen 58:2 self 26:4 29:21 self-report 30:4 self-reporting 30:3 semester 42:21 48:19 49:20 send 9:3 12:4 22:5 57:18 sense 6:15</p>	<p>sent 5:4 16:3 sequence 18:15 serve 40:3 61:2 served 42:19,20 44:19 service 38:22 45:8 63:8 services 6:9 17:20 serving 53:1 session 38:10,15 51:16 set 50:8 52:6,12 56:15 58:2,4 setting 50:14 53:5 Shadd 40:11 share 5:9 8:9 24:6 39:6,9 61:6 Shelton 1:9,11 3:3 3:19,20,21 4:11 4:14 5:3 7:19 8:22 10:4,14,19 11:17 11:21 12:8 13:8 13:13 14:7,18 15:2,7,10,12,14 16:3,6,10,16,21 17:2,8 18:3,11,14 18:17,21 19:2,5,8 20:6,9,14,17 21:2 21:8,19,22 22:7,9 22:12 24:14,17,20 25:1,5,12,15,18 29:20 30:3,6,10 30:22 31:7,10,15 33:3,7 35:2,6,13 35:21 36:2,17,20 37:2 38:8 39:3,16 53:18 54:4,7,22 59:11 60:22 61:12 61:16,21 62:4,18 63:2,4 short 47:1 short-term 41:4 show 43:11 50:11 58:11 59:14 sidebar 38:11 signed 24:13 signs 24:7 45:3</p>	<p>sink 50:20 sir 3:18 4:13 15:15 26:1 59:11 sit 50:15 51:5,17 site 40:15 45:22 sites 45:13 53:18,20 53:21,21 situation 28:16 situation's 20:11 six 9:19 46:22 skill 43:7 skills 56:8,17 57:1 SLAUGHTER 1:22 3:18,20,22 4:10,13 7:16 61:20 smallest 14:11 Smruti 1:19 22:21 social 57:16 somebody 44:21 somebody's 50:20 sorry 7:18 9:6 12:1 15:16 17:10 23:15 38:16 Southeastern 40:13 speak 62:1 special 18:1 specific 27:17 32:14 37:22 spoke 23:18 spring 6:19 48:19 SRB 6:11 Staci 24:6 stack 19:10 stackable 40:22 staff 6:15 53:16 standard 36:11,14 36:18 start 13:20 14:12 41:17 56:12 58:15 started 43:18 46:13 47:7 49:12 starting 48:14 state 1:20 8:2 12:15 13:7,14,19 statement 24:11,12 35:12 36:4</p>	<p>States 44:20 Statistics 57:20 statute 23:2,4 30:20 30:22 31:2,3 stay 48:1 stayed 11:15 58:12 step 47:19 steps 51:21 53:10 stop 41:6,9 47:9 stories 44:17 straight 30:14 strategic 5:11,21 strategies 62:14 strategy 18:4 strides 48:7 53:10 structure 9:12 student 17:20 39:20 41:6,9,15 42:8 43:19 44:8 46:18,21 53:13,22 62:12 student's 43:18 students 6:14 8:18 8:18,21 11:11,13 42:19 43:5,16,22 44:14,16 45:15,16 45:17,22 46:2,4 46:11,14,16,18 48:17 49:2,5,17 49:19 50:6,11 53:5 54:1 57:7,14 57:20 58:6 59:5,6 60:1,5,19 study 39:1 studying 58:9 subcommittee 23:11 27:8 submission 21:12 submit 5:12 submitted 31:17,22 subsequent 26:19 success 39:20 43:18 43:19 50:14 52:12 53:6,13 55:15 56:15 successes 42:18 successful 43:16</p>
--	--	--	---	--

53:13 56:9,12 58:17 59:3 successfully 42:1 sudden 50:21 suggested 29:21 supplement 11:9 support 5:14 11:13 supporting 63:6 supposed 21:9 sure 3:10 12:10 13:4 18:13 19:1 24:4,16 25:14,15 26:10 33:21 37:8 39:21 41:2 45:14 47:11 50:7 52:15 53:5,16 55:10 system 11:14,16 58:3	12:20 45:9 55:11 56:13 57:16 thank 3:4,19 15:12 15:14 16:21 17:2 18:3 19:5 22:9,15 22:15 33:4,5,7 35:21 38:4,7 39:13,14,15 49:1 49:3 54:3,3,7,21 54:22 55:16 59:8 61:11,14,15 63:3 63:4,6,7,10 thing 23:22 26:1 27:6,12 38:21 55:19 57:15 things 14:8 21:2 27:10 29:18 45:3 48:10 54:10,18 56:13 57:17 58:14 60:20 think 7:11 14:9 16:14 21:14,16 22:11,17 24:12 26:6 27:9 28:12 28:13 29:5 30:12 32:1,2,6 36:8 60:7 third 21:10 Thomas 1:20 7:11 7:15 8:2 12:6 thought 23:20 29:20 51:9 54:14 thoughts 37:11 thousands 13:6 three 35:1 36:6 43:20 49:2 52:3,7 three-year 62:8 tiers 9:16 till 47:9 time 4:16,21 16:8 17:5,15 18:4 24:1 24:1 27:14 32:20 33:2 39:4 42:12 46:5,10 50:3 54:17 58:7 59:13 60:3 63:7 times 54:20 timing 26:9	Title 62:9 today 8:7 39:6 told 7:19 18:4 tomorrow 56:3 tool 11:12,12 touch 3:11 touching 44:18 town 23:17 45:12 49:11 track 57:15,16,19 59:3 tradition 15:22 train 56:3,4 training 41:4 43:6 55:12 transaction 27:20 transcript 50:3 transition 43:22 44:1 46:3,11 transition's 46:12 transitioned 48:16 transitioning 59:6 transitions 48:12 48:13 49:10 transportation 40:21 Trinity 10:6,20 11:4 true 10:11 trustee 4:9 12:6,8 12:16,21 13:4 19:9,9,19 20:4 23:4 26:12,16 27:1,5,18 28:2,12 28:15,20 29:3,11 29:15,19 30:13,14 30:16,20 31:4 32:8,13 33:4 36:8 36:11,15,18 37:6 37:9,14,16,20 38:2,4 39:16 53:18 54:4 55:3,3 55:4,6,17 59:8 trustees 1:3,10,17 8:9 23:8 24:2,4,9 26:10 31:13,14 try 19:22 20:1 25:6	57:14 Tuesday 1:7 tuition 5:22 6:1 10:8 turn 41:16 two 21:22 44:2 48:10,14 two-quarters 58:8 two-year 51:10 typically 55:21	vice 4:19 5:8 16:12 view 27:9 viewpoints 9:11 violation 26:21 visit 53:20 volunteer 35:14,16 volunteers 33:17 35:13,19 36:16 37:4 vote 8:7 voted 8:5
<hr/> T <hr/>			<hr/> U <hr/>	<hr/> W <hr/>
T-A-B-L-E 2:1 Tag 7:6 13:21 15:1 15:3,4,8 take 3:16 24:15,18 28:7 35:17 50:2 50:12,18 51:20 52:3 56:18 58:13 takes 50:17 talk 17:6 40:22 45:15,15,18,18 46:1 50:15 57:9 58:19 62:13,14 talked 26:3,6 49:10 59:17 talking 9:1 32:14 teach 6:7 team 45:19 tech 41:14 48:2,3,3 technical 40:20 Technology 41:20 tell 45:14 46:4 58:21 telling 53:17 ten 56:2 term 58:16 terminations 17:19 terms 8:16 11:6			UDC 1:14 11:4 12:12 13:22 44:8 44:15 59:22 UDC's 1:16 UDC.edu 45:21 underemployed 40:4 52:21 understand 41:2 52:6 58:20 60:7 understanding 25:4,10 unemployed 40:4 52:21 57:21 unique 14:9 United 40:12 44:20 universities 9:8 10:6 14:4,19 university 1:1 2:2 5:8 6:13 7:10 10:18 11:4 14:16 17:12 18:1 24:8 31:18 32:4,6 33:16 34:17 35:5 35:15 40:1 41:13 44:6,11 47:10,12 47:16 48:19 49:7 49:18 51:7 62:7 university's 14:10 upcoming 45:6 usually 27:13	waiver 23:8,9 walk 44:5,8 want 12:10 14:16 14:18,19 15:19 24:9 26:2,9 27:3 28:4,13,15,16 29:10 32:1,5 38:21 39:21 41:2 51:9,10,11 53:9 56:2,4 58:15 61:8 61:12 62:9 63:5 wanted 9:12 23:22 24:4 39:8 48:11 54:19 wants 26:7 29:4 35:14 Wards 40:7 watching 56:5 way 14:9 16:5 28:21 47:18 59:2 60:9 we'll 16:14 17:6 19:5 35:17 57:6 60:20 62:20 we're 5:19 6:4 13:14 16:1 25:9 32:10 33:12 36:9 43:10,15 45:3 48:8,21 49:21 52:17,22 53:1,5,9 53:11 55:21 56:5 58:14 59:19 62:6 we've 6:22 20:12 26:2,6 35:19,20
			<hr/> V <hr/>	
			various 5:20 6:12 verification 17:18 versus 28:10 veteran 44:20	

38:22 46:10 48:8 49:18 web 12:1 weeks 16:17 welcome 15:13 welcoming 53:19 went 28:18 46:18 46:21 48:11 58:22 winter 3:13 wonderful 3:13 39:5 51:7 55:8 Word 41:19 words 11:14 work 2:4 20:14 33:19 39:1,1,3 40:2 42:1,2 45:20 46:3,14 51:10 56:22 57:13 58:18 60:1,2 62:20 Workforce 1:18 39:2 working 16:12 34:7 34:16,21 35:10 37:22 57:3 58:7 58:10,12 works 46:16 worth 10:8 wouldn't 9:2 28:3 wrench 50:20 written 24:11 34:10	young 61:2 63:8	<hr/> 6 <hr/> 60 49:18 58:8 <hr/> 7 <hr/> 7 40:8 7,000 11:2 70 58:5,7 <hr/> 8 <hr/> 8 40:8 8th 57:5 <hr/> 9 <hr/> 929 43:5,5,9		
<hr/> X <hr/>	<hr/> Z <hr/>			
<hr/> Y <hr/>	<hr/> 0 <hr/>			
year 3:13 13:20 15:22 17:6,13 18:5 20:3,10,20 21:10 24:8 31:1 31:16 32:19,20,22 36:5 42:18 43:19 44:4 46:11 50:10 53:1 years 9:19,20 21:22 34:5 35:1 36:6 43:12 50:18 52:3 52:7 56:1,2 Yelling 7:21 yesterday 47:4,6,7	1 <hr/> 10 15:10 100 48:21 100,000 52:19,19 10th 57:4 12 34:5,22 35:11 12th 57:4 14 1:8 17 2:2 19th 5:11 6:4 1st 5:13 48:15 <hr/> 2 <hr/> 20-some 49:19 2004 34:3 2008 34:17 2013 42:21 43:20 48:8 53:11 58:5 2014 1:8 17:13 48:9 53:11 20th 15:20 22 2:3 48:17 49:2 25 8:18,19 <hr/> 3 <hr/> 30 58:9 3000 53:1 33 2:3 39 2:4 <hr/> 4 <hr/> 40 35:11 36:6 40s 44:19 <hr/> 5 <hr/> 5 2:2 40:7 5:00 1:9 5:10 3:2 5:57 63:12 50 8:11,13 9:2 58:10 55 8:18			

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