

UNIVERSITY OF
THE DISTRICT OF COLUMBIA

+ + + + +

BOARD OF TRUSTEES

+ + + + +

STUDENT AFFAIRS COMMITTEE

+ + + + +

RESCHEDULED REGULAR MEETING

+ + + + +

Wednesday,
March 12, 2014

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

BOARD OF TRUSTEES MEMBERS PRESENT:

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

ALSO PRESENT:

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

BEVERLY FRANKLIN, Executive Secretary

SMRUTI RADKAR, Assistant General Counsel

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

INTRODUCTION:

Chairman Errol Schwartz. 3

ROLL CALL AND QUORUM DETERMINATION:

Beverly Franklin, Secretary. 3

1. Approval of minutes for last meeting:

Chairman Schwartz. 4

VOTE 4

2. Health Services:

Vice Chair Valerie Epps. 4

3. Enrollment Management:

Vice Chair Valerie Epps.12

4. Records Management:

Vice Chair Valerie Epps.13

5. Student Life:

Vice Chair Valerie Epps.24

Kimberly Pennamon.25

6. Occupancy:

Vice Chair Valerie Epps.35

7. Counseling Center:

Vice Chair Valerie Epps.62

8. Veterans' Affairs:

Vice Chair Valerie Epps.70

9. Financial Aid:

James Contreras.72

VOTE TO ADJOURN. 112

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22

P-R-O-C-E-E-D-I-N-G-S

6:12 p.m.

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

MS. FRANKLIN: General Schwartz?

CHAIR SCHWARTZ: Here.

MS. FRANKLIN: Mr. Bell? Mr. Shelton?

MR. SHELTON: Here.

MS. FRANKLIN: Mr. Isaacs?

MR. ISAACS: Here.

MS. FRANKLIN: Dr. Lyons?

DR. LYONS: Here.

DR. CRIDER: Here.

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

CHAIR SCHWARTZ: Thank you, Ms. Franklin. As you look at the agenda, we have a very lengthy agenda. I hope not to be here

1 all night. So we will move through and be
2 very thorough with each of the items. But I
3 will make sure that we are not here all night.

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

6 MR. SHELTON: Motion to accept,
7 Mr. Chair.

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

10 DR. LYONS: Seconded.

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

13 ALL: Aye.

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

17 VICE CHAIR EPPS: Yes. Many of
18 you probably met Dr. Ayana Elliott, who is our
19 new Director of the Student Health Services.
20 She is a two time alumnae of the University of
21 the District of Columbia. She received her
22 Associate's degree in nursing and also her

1 Bachelor's degree of nursing here at UDC. And
2 went on to the University of Maryland in
3 Baltimore to receive her MSN in nursing, and
4 then later went to Chatham University in
5 Pennsylvania to receive a Doctorate in family
6 practice. Dr. Elliott couldn't be here
7 tonight because she's at a training meeting.
8 And so we will have to meet her, in person,
9 later on again and maybe before the full board
10 meeting.

11 We have hosted DC HealthLink on
12 our campus to talk to our students about the
13 the DC Health Exchange Program. And we're
14 looking at that program, as well as we're
15 going to continue to look at as many other
16 health programs as the semester goes on, to
17 anticipate what the costs will be for our
18 health insurance program for our students for
19 the next academic year. But we also wanted to
20 make certain that our students had something
21 to compare with, in terms of the DC Health
22 Exchange Program. So we've had them on to

1 talk about that Health Exchange Program, so
2 that they could do a comparison and have the
3 cheapest health care, but the best health care
4 program.

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

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

16 VICE CHAIR EPPS: That's right.

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

22 VICE CHAIR EPPS: No. We haven't

1 done a survey. The number did decrease,
2 however, in terms of the number of students
3 participating because, as you know, some
4 students were able to stay on their parent's
5 health care program longer, until age 26.
6 Where, in the past, that was not so.

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

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

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

22 VICE CHAIR EPPS: Yes.

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

7 VICE CHAIR EPPS: Yes. Sure.

8 CHAIR SCHWARTZ: Okay?

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

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

14 VICE CHAIR EPPS: Yes.

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

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

22 CHAIR SCHWARTZ: Okay.

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

5 CHAIR SCHWARTZ: Yes.

6 VICE CHAIR EPPS: Like we did
7 before.

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

10 VICE CHAIR EPPS: Yes.

11 CHAIR SCHWARTZ: -- there will be
12 an increase.

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

18 CHAIR SCHWARTZ: Yes. Okay.

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

21 COURT REPORTER: Use the
22 microphone, please.

1 MR. SHELTON: The impact on the
2 students' tuition was under consideration when
3 we first got this.

4 VICE CHAIR EPPS: Yes.

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

9 VICE CHAIR EPPS: Correct.

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

14 VICE CHAIR EPPS: The amount the
15 year before -- during this academic year, was
16 \$1133.

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

20 VICE CHAIR EPPS: There's a
21 possibility.

22 MR. SHELTON: Potentially tacked

1 onto the existing --

2 VICE CHAIR EPPS: That's correct.

3 MR. SHELTON: Oh, okay. Thank
4 you.

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

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

12 VICE CHAIR EPPS: Well, the Pell
13 grant.

14 MR. SHELTON: Their grants?

15 VICE CHAIR EPPS: Yes.

16 MR. SHELTON: Okay.

17 VICE CHAIR EPPS: And loans if
18 they need it.

19 MR. SHELTON: Yes.

20 CHAIR SCHWARTZ: Okay.

21 MR. SHELTON: Thank you.

22 CHAIR SCHWARTZ: Any more

1 questions on health care? So, as soon as we
2 know what that increase is, that's posted on
3 My UDC also?

4 VICE CHAIR EPPS: Yes.

5 CHAIR SCHWARTZ: Okay. Enrollment
6 management.

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

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

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

21 (Whereupon, an off-mike reply by
22 an unknown participant.)

1 VICE CHAIR EPPS: Around the same
2 time.

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

5 VICE CHAIR EPPS: Yes. For the
6 flagship.

7 CHAIR SCHWARTZ: Okay. For the
8 flagship.

9 VICE CHAIR EPPS: And then the law
10 school --

11 CHAIR SCHWARTZ: The law school
12 came down. Yes.

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

17 CHAIR SCHWARTZ: Okay. Great.
18 Thanks. Questions? None at this time? Thank
19 you.

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

1 CHAIR SCHWARTZ: Right.

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

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

16 VICE CHAIR EPPS: That's correct.

17 CHAIR SCHWARTZ: So nothing else
18 has happened since then?

19 VICE CHAIR EPPS: No. It came out
20 to, I think, about -- when I said about
21 \$900,000.00, I think exactly about
22 \$846,000.00.

1 CHAIR SCHWARTZ: Yes. Well, it's
2 about a million dollars. It's a million
3 dollars.

4 VICE CHAIR EPPS: Right. Right.

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

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

10 CHAIR SCHWARTZ: -- to put towards
11 this initiative.

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

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

18 VICE CHAIR EPPS: Seek it. Yes.

19 DR. LYONS: But we -- there are
20 some things we really need to do that, if we
21 don't do, could cause us problems down the
22 line.

1 VICE CHAIR EPPS: Right.

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

5 VICE CHAIR EPPS: Yes.

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

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

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

22 VICE CHAIR EPPS: Yes. Right.

1 MR. SHELTON: Absolutely. And a
2 million dollars is a million dollars.

3 CHAIR SCHWARTZ: Right.

4 VICE CHAIR EPPS: Right.
5 Absolutely.

6 CHAIR SCHWARTZ: But we have to
7 prioritize in using.

8 MR. SHELTON: Absolutely.

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

12 VICE CHAIR EPPS: Yes.

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

18 VICE CHAIR EPPS: Right.

19 CHAIR SCHWARTZ: And if you can go
20 through and list the critical things that we
21 need to repair in the records management
22 arena.

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

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

18 VICE CHAIR EPPS: Yes. Yes.

19 CHAIR SCHWARTZ: And to see --

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

22 CHAIR SCHWARTZ: Yes.

1 VICE CHAIR EPPS: And they can see
2 where they are and where they really need to
3 go. And some regulations may have changed
4 since then.

5 CHAIR SCHWARTZ: Yes.

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

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

11 VICE CHAIR EPPS: Messy?

12 CHAIR SCHWARTZ: There you go,
13 less messy.

14 VICE CHAIR EPPS: Maybe so.

15 CHAIR SCHWARTZ: Okay.

16 VICE CHAIR EPPS: Okay.

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

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

21 CHAIR SCHWARTZ: Now, when do you
22 plan to kick off this internal package, if you

1 will?

2 VICE CHAIR EPPS: I will say next
3 month.

4 CHAIR SCHWARTZ: Next -- next
5 month? April?

6 VICE CHAIR EPPS: Yes.

7 CHAIR SCHWARTZ: Okay.

8 DR. CRIDER: May I just ask one
9 question?

10 CHAIR SCHWARTZ: Yes.

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

14 MR. SHELTON: Records management?
15 Can you field that?

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

20 DR. LYONS: Not that resourceful.
21 Not quite.

22 CHAIR SCHWARTZ: But, if we need

1 to kick off the internal look with the
2 representatives from each department that can
3 at least frame where they are and what are the
4 --

5 DR. LYONS: Exactly.

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

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

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

19 CHAIR SCHWARTZ: Sure.

20 MR. SHELTON: So you have to have
21 a strategy to deal with the problem that
22 exists.

1 CHAIR SCHWARTZ: And whether or
2 not we have a contractor to come in, we still
3 need the buy in from the internal team.

4 VICE CHAIR EPPS: Right.

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

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

16 DR. LYONS: No.

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

20 DR. LYONS: Yes. The Middle
21 States wouldn't expect that we have a records
22 -- retention of records management person in

1 every department and program. But --

2 DR. CRIDER: Okay.

3 DR. LYONS: -- they would want to
4 know that we understand that we have a problem
5 and how it's impacting what we do, you know.

6 DR. CRIDER: So this need for a
7 record manager in each department is the
8 consultant's recommendation or impression, not
9 related to any regulations? Because the
10 sentence above it talked about compliance with
11 regulations governing the area. And the very
12 next sentence presented the primary problem,
13 which I interpreted to -- to be the primary
14 problem related to compliance with
15 regulations, are these things that were
16 identified in the next sentence.

17 So -- so we're sure that this is
18 not?

19 VICE CHAIR EPPS: No. This was
20 our idea, just trying to get everybody on
21 board and trying to get a group of people
22 together who were -- and -- and have like a

1 day's workshop and educate the in terms of
2 what was -- what's required; what records
3 management is all about; and so forth. We
4 would bring in a consultant, probably, for
5 that day's worth of training. And then have
6 people --

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

10 VICE CHAIR EPPS: Oh, I'm sorry.

11 DR. CRIDER: I know you're tired.
12 So I'll let it go.

13 VICE CHAIR EPPS: Well, thank you.

14 DR. CRIDER: I'll let it go.

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

17 DR. CRIDER: Go ahead. Go ahead.
18 That's it for now.

19 CHAIR SCHWARTZ: Okay. Student
20 life?

21 VICE CHAIR EPPS: Okay. Each --
22 well, periodically, we update the Student Life

1 Calendar that's on our website and a copy of
2 an almost up-to-date -- oh, here's an up-to-
3 date copy, up to April. I put a copy -- did
4 put a copy in your folders for you. But we
5 try to keep this as updated as possible on our
6 -- on our website. So I just wanted to
7 mention that to you.

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

17 CHAIR SCHWARTZ: Timing is
18 everything.

19 MS. PENNAMON: Good evening.
20 Kimberly Pennamon, Associate Vice President of
21 Student Affairs. In lieu of homecoming this
22 year, as we shared earlier, the USGA has opted

1 to have a Spring Fling/Spring Fest, which is
2 scheduled to start on March 24. It will run
3 until that Saturday, which I believe is the --
4 I want to say that's the 29th, if I'm not
5 mistaken. The first day, a kick-off will be
6 a wonderful crab feast. It will be a new
7 signature program for the USGA.

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

16 The rest of the activities include
17 the usual fashion show on that Thursday.
18 We're also going to have a stroll off, where
19 there will be a competition and prizes
20 awarded. We are having a DJ party. We opted
21 not to have a concert this year, to save some
22 funds. But the students have been very

1 supportive in trying to still have great
2 activities for the student body, within our
3 refined budget this year.

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

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

8 MR. BELL: What is a stroll off?

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

13 MR. BELL: Okay. Okay.

14 MS. PENNAMON: Yes. Any other
15 questions?

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

19 MS. PENNAMON: Yes.

20 VICE CHAIR EPPS: Voting ceremony?

21 MS. PENNAMON: So we were very
22 excited to launch the student ambassador

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

16 VICE CHAIR EPPS: Good. Okay.

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

19 MS. PENNAMON: Okay. All right.

20 So we are off to a full start, believe it or
21 not, already, for student elections for this
22 particular academic year. The GSGA election

1 process has already started. Their deadline
2 for submitting applications is this Friday,
3 5:00 p.m. So we've already received about
4 five applications, which is unusual for that
5 group. So we're happy to see an increase in
6 the applicant pool.

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

16 The flagship Van Ness process will
17 actually start, along with Miss UDC start
18 today. So we disseminated applications
19 electronically. That deadline will be March
20 26, which is a Wednesday, I believe. So we're
21 trying to give them time beyond the spring
22 break where we always get kind of the concerns

1 and issues. So we are giving them a full few
2 days beyond when they get back from spring
3 break.

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

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

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

21 DR. CRIDER: One of the supreme
22 competitions on campus.

1 MS. PENNAMON: But, in all
2 seriousness, we do try to include alumnae, in
3 many cases, as well as trustees who may be
4 interested. But we typically leave that up to
5 sometimes Jay Morrow, who serves at the
6 advisor to that group, to let him make some
7 recommendations in who she might see fit as a
8 good judge.

9 VICE CHAIR EPPS: Okay.

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

12 MS. PENNAMON: Yes?

13 CHAIR SCHWARTZ: Could you shed
14 some light on that?

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

1 they still are not as fully engaged in the
2 activities.

3 CHAIR SCHWARTZ: Right.

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

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

17 MS. PENNAMON: Yes. So they --

18 VICE CHAIR EPPS: Those are
19 effective.

20 MS. PENNAMON: And I will say,
21 yes. And so they were just chartered last
22 year. And they do receive nominal funds from

1 the overall USGA allocation. I think they
2 asked for -- I think it's maybe a little less
3 than \$600, is what they were awarded. I'd
4 have to look at the numbers again. They have
5 not been as active this particular semester as
6 they were in the past. But we hope to see
7 some increase in their activities.

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

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

12 VICE CHAIR EPPS: Okay.

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

16 Unfortunately, that process cannot start,
17 according to the DCMR, until March 15. And,
18 as you know, in this particular year, that's
19 a Sunday. But, in speaking with OGC Stacey,
20 we figured that we still need to
21 electronically disseminate the applications,
22 just to stay within those guidelines. And

1 then, physically also have them available on
2 that Monday, which is the 17th, I believe it
3 is. So we are looking, just to stay within
4 the time frame allotted in the guidelines,
5 that students will have until March 28 to
6 submit application for the Student Member of
7 the Board of Trustees election process.

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

19 VICE CHAIR EPPS: Okay.

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

1 candidate by April 15.

2 VICE CHAIR EPPS: Okay. Good.

3 All right.

4 CHAIR SCHWARTZ: Okay. Thanks.

5 Occupancy. The campus -- oh, yes.

6 VICE CHAIR EPPS: At our last
7 meeting -- our occupancy has not changed any.
8 I think it was like 133 or something like
9 that. We were short three students -- 137, I
10 think.

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

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

15 CHAIR SCHWARTZ: Three beds?

16 VICE CHAIR EPPS: Three beds.
17 That's right. That were not filled. We did
18 have a request, however, while I was gone last
19 week, to fill one bed. Because there was an
20 emergency. A student needed emergency
21 housing. And I asked the staff to check with
22 Mr. Contreras' office to see if they could

1 work with her to see if we could get that
2 student on campus. So then we would only have
3 a vacancy of about two beds.

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

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

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

10 VICE CHAIR EPPS: Emergency. Yes.

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

13 VICE CHAIR EPPS: Yes?

14 CHAIR SCHWARTZ: Do we have a
15 waiting list?

16 VICE CHAIR EPPS: Well, as soon as
17 our new person comes on, I'll be able to
18 determine what is real and what is Memorex on
19 the -- on the waiting list. But it's also
20 time for us to get out our advertisements for
21 and marketing for the summer. And also next
22 fall, one of the things that Ms. Jumper and I

1 talked about today was taking a look also at
2 the pricing for our housing. Because the --
3 the rent goes up periodically on the Archdome
4 apartments. They don't all end at the same
5 time. So when it's time to renew leases, they
6 -- they go up. We're okay in the Consulate.
7 But the Archdome apartments are now starting
8 -- starting to be time to renew some leases.

9 CHAIR SCHWARTZ: So the lease --

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

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

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

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

21 VICE CHAIR EPPS: That's correct.

22 CHAIR SCHWARTZ: And --

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

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

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

15 CHAIR SCHWARTZ: Yes?

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

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

22 VICE CHAIR EPPS: Yes. But we

1 hope that we're collecting enough from other
2 things that -- that we're not looking at --

3 CHAIR SCHWARTZ: Other things?

4 VICE CHAIR EPPS: I mean other
5 rooms.

6 CHAIR SCHWARTZ: Other rooms?

7 Okay. Within the apartments.

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

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

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

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

21 VICE CHAIR EPPS: I'm always
22 concerned about that. And that's why I want

1 to take an in depth look at what we're doing.

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

6 VICE CHAIR EPPS: That's correct.

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

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

21 MR. BELL: Okay.

22 VICE CHAIR EPPS: -- turns into.

1 MR. BELL: Okay.

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

6 MR. BELL: Ready or not.

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

11 MR. BELL: Okay. So you --

12 VICE CHAIR EPPS: As you
13 authorized us to do.

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

16 VICE CHAIR EPPS: Right.

17 MR. BELL: Okay.

18 VICE CHAIR EPPS: We're still at
19 ten.

20 MR. BELL: Okay. Thank you.

21 MR. SHELTON: And there's no
22 indicator that we are operating at a deficit

1 in this, to your knowledge? Or it is -- I
2 mean, we had summer rentals and we've had two
3 years of experience.

4 VICE CHAIR EPPS: Yes. Yes.

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

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

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

11 VICE CHAIR EPPS: We -- we are
12 monitoring the cost. We will go into more
13 detail with the new CFO. But we do have also
14 two groups that are interested in meeting with
15 us next week, who are interested in summer
16 housing. So we hope that that will make up
17 the difference, and market to other groups as
18 well. One is -- one group is the Washington
19 Internship Program, which has been with us for
20 the last two years. And they've asked to come
21 back again for the third year. And that
22 usually involves about 30 students and

1 probably comes to the tune of somewhere
2 between \$60 and \$80 thousand for housing
3 alone.

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

8 MR. SHELTON: Yes?

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

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

17 VICE CHAIR EPPS: Yes.

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

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

22 MR. SHELTON: Okay.

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

4 VICE CHAIR EPPS: Okay.

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

7 VICE CHAIR EPPS: On the 24th.

8 CHAIR SCHWARTZ: Okay.

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

11 CHAIR SCHWARTZ: Yes. Yes, Mr.
12 President?

13 DR. LYONS: I have two comments I
14 just wanted to follow up on. One is the --
15 the University family was very much involved
16 in a very large recruitment fair at the Alfred
17 Street Baptist Church, which may very well be
18 the largest recruitment fair in the country
19 now. I know of two or three that attract
20 several thousand students. But it may very
21 well be that this certainly is the largest
22 church related recruitment fair. But it may

1 be the largest, period. And our recruiters
2 were there, engaging a lot of students.

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

10 VICE CHAIR EPPS: Yes.

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

17 A second point I'd like to make,
18 while I certainly support the Spring Fest
19 activity, I do intend to have a conversation
20 with the National Alumni president and the
21 student leadership to find out why we don't
22 have homecoming and why we can't seem to work

1 together to make it happen. A Spring Fest is
2 fine. A Winter Fest is fine. I have no
3 problems with any of the fests. But we seem
4 to have some difficulty with homecoming. And
5 so, in fact I talked to the Alumni president
6 just this morning and -- and I will keep you
7 posted as we have those conversations.

8 VICE CHAIR EPPS: Yes?

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

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

15 DR. LYONS: No.

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

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

20 MR. SHELTON: The DC High School
21 have to recruit from the middle schools
22 annually. They have a big recruitment fair

1 every year. I think it's held at the
2 Convention Center or some big arena. The high
3 schools do it; the junior high schools do it;
4 and part of educating families to this is to
5 have our presence there when we know about
6 them. And it's easy to find out. It's an
7 annual event. But the high schools do a real
8 good job. They bring in cheerleaders and, you
9 know, and the groups and the clubs to recruit
10 for their special programs.

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

20 So most of the high school
21 principals are looking for programs --
22 classes, for college credit, for their

1 seniors, for a half a day, to get them out of
2 the building or -- I hate to say out of the
3 building -- but to give them a college
4 experience to get them motivated. Especially
5 those who have done well and are well ahead in
6 their course work, rather than letting them go
7 home for a half of day. They put them into a
8 college program.

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

22 CHAIR SCHWARTZ: Yes.

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

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

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

22 MR. SHELTON: Not outside.

1 CHAIR SCHWARTZ: Yes. Inside.

2 MR. SHELTON: But beefing it up.
3 Because see, it's always existed. It's been
4 an in -- a negotiated agreement. You know, I
5 have a contact with George Washington and we
6 work out the deal, you know, that gets it done
7 and gets the tuition paid and all those
8 different things done. That's been going on.
9 But it's been a small program. We're the
10 city's university.

11 And all of the high schools are
12 facing that problem. The requirements are met
13 early for a lot of students. And then they
14 have free time. And they have a five day a
15 week requirement, but they only have three
16 days of real work that they need to do.
17 They're taking non -- you know, basked weaving
18 -- it's not basked weaving, but they're taking
19 non-serious courses. They're not taking the
20 advanced calculus and the creative courses.
21 They're taking the "I need a course at fourth
22 period" class or "I need a course that I've

1 missed."

2 So you've got to get them into an
3 advanced program or a program offsite. The
4 internships is what we talked about in the
5 '90s. And they're going on. But we need to
6 have college programs. Because that's what
7 works. They go to high school for part of
8 their week; then they go their university,
9 whichever one it is; take their couple of
10 classes; walk around campus like college
11 students; and they graduate. And then they
12 choose colleges and those credits go with
13 them.

14 Now, we've been doing that. But we, as
15 the university to this city, ought to jump on
16 that heavy. And I've talked to three
17 principals. Dunbar's principal has a problem
18 and Howard is trying to provide them. And
19 Eastern doesn't have a -- doesn't have, at
20 this time, a -- they have George Washington,
21 because that's what I'm involved with. But
22 they're looking for more. And they're

1 available to do more. And that's all over the
2 city. All of the high schools have the same
3 problem.

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

8 MR. SHELTON: No.

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

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

18 CHAIR SCHWARTZ: Right. Right.

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

1 course work.

2 CHAIR SCHWARTZ: Yes.

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

13 CHAIR SCHWARTZ: Okay. Thank you,
14 very much.

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

17 CHAIR SCHWARTZ: Okay.

18 DR. CRIDER: And it goes to -- if
19 Kim, yes, Kim is still back there. So one of
20 the things that you talked about was the level
21 of student engagement from the students that
22 are in student housing. And, you know, we're

1 building this student center, right, that
2 should come up at some point. I'm wondering
3 -- I'm assuming that Student Affairs will be
4 kind of managing or in charge of the student
5 center. And I'm wondering what kinds of -- or
6 if you see the availability of the student
7 center as a way of enhancing student
8 engagement in student life. Because that's
9 one of the things, I think, was the -- an
10 argument for student housing, was that they
11 would be more engaged in student life.

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

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

17 MS. PENNAMON: Right. Great
18 questions. And the one thing that I will say
19 is that we don't have, I guess, in terms of
20 actual data, to support the reasons behind why
21 we don't see the level of engagement that we
22 would like to see. It's been more anecdotal

1 to the conversations with the Residents' Life
2 staff.

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

16 As it relates to your questions
17 about the Student Center, I know that we've
18 talked extensively with Ms. Jumper and her
19 staff, in terms of who will actually oversee
20 the student activity side of activities with
21 the Student Center. And I'm not quite sure,
22 Dr. Epps, maybe I'll refer that question to

1 you. I do believe that there still have been
2 some discussions about -- about -- about that.
3 Where that would be a facilities function --
4 a facilities staff person who would do that,
5 or whether that would be a student affairs
6 staff person.

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

10 MS. PENNAMON: Okay.

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

22 So we're going to be getting very

1 seriously into those conversations. You know,
2 there is the auxiliary services side, making
3 certain that there's someone involved who is
4 looking at it from an entrepreneurial
5 perspective. Again, there's the Student
6 Affairs side as the activities and engagement
7 type things. So it's --

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

22 DR. CRIDER: Okay. And I

1 certainly hope that the entrepreneurial side
2 is not going to overtake the student
3 activities side, and the ability to engage
4 students in that. Because I thought the
5 purpose of the student center really was for
6 the students. And so I certainly don't want
7 to see everything else become more important
8 than the students, in the student center. So
9 that's why I'm -- I was kind of surprised that
10 -- to the response there

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

14 DR. CRIDER: I understand.

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

22 DR. CRIDER: Yes.

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

14 VICE CHAIR EPPS: One of the
15 things we noticed that was missing over in the
16 Archdome, Dr. Crider, was that when we first
17 started over there, that the students were
18 able to use the community room. And, I guess
19 through changes in management, they took that
20 privilege away from our students. So I just
21 negotiated with the new management that came
22 aboard that our students could use the

1 community room and that our students would be
2 able to have some storage for their luggage.
3 Because the other residents of the Archdome
4 have places where they can store things. But
5 our students weren't given that privilege.
6 So, when the new management came in, we will
7 be able to have storage for our students and
8 we will be able to use their community room
9 without cost. Because they wanted to charge.
10 The old management wanted to start charging
11 \$250.

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

14 VICE CHAIR EPPS: Yes.

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

22 VICE CHAIR EPPS: Sure.

1 DR. CRIDER: -- to become engaged.
2 And, as you -- you all, you know, sell housing
3 as, you know, vital to vibrant community, you
4 know, we have housing now that's apparently
5 not doing that. And so that becomes a
6 concern. What is it that we can do that
7 improves the student's ability to contribute
8 to a vibrant campus here?

9 VICE CHAIR EPPS: Right.

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

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

18 DR. CRIDER: Okay.

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

21 DR. CRIDER: Yes.

22 VICE CHAIR EPPS: So we've been

1 pinch hitting. We have a good person that's
2 coming in that the residents like.

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

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

8 DR. CRIDER: Okay.

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

13 DR. CRIDER: Okay.

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

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

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

1 CHAIR SCHWARTZ: Yes.

2 DR. CRIDER: What happened to it?
3 We don't have it at all any more?

4 CHAIR SCHWARTZ: Yes.

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

7 DR. CRIDER: Oh, okay.

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

10 DR. CRIDER: Is that what it was?

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

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

18 MS. PENNAMON: Yes. I will say
19 that Mr. Shelton is right that, in the
20 majority of the reasons why we -- USGA decided
21 to push homecoming back was for financial
22 reasons. As you are aware, our budget was

1 significantly reduced this particular fiscal
2 year. And so, as opposed to, I would say the
3 \$80 plus thousand dollars that we had to spend
4 on homecoming alone, this year we only have
5 about maybe \$35-40 thousand to spend on
6 homecoming.

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

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

21
22 As an response to the question in

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

18 DR. CRIDER: Okay.

19 DR. LYONS: I stand by my state.

20 MS. PENNAMON: Yes, sir. Yes,
21 sir. Yes. I can't give you my word. But I
22 will definitely encourage them that, next

1 November, we will have homecoming activities.
2 But they -- I will say that they are looking
3 towards having a spring homecoming, as opposed
4 to a fall homecoming. So that is possible.

5 DR. CRIDER: Thank you.

6 MR. SHELTON: FYI. October 24 of
7 2014, that's a Friday night, DC Teachers is
8 going to have something. They're working on
9 it right now. Okay.

10 MS. PENNAMON: Okay.

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

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

20 MR. SHELTON: Okay.

21 CHAIR SCHWARTZ: Counseling?

22 VICE CHAIR EPPS: Oh. Okay. The

1 counseling center, during the month of
2 January, was involved with the Spring
3 Orientation for new students. And what we're
4 trying to do is to beef up orientation so that
5 it's very interesting for our students and
6 also that the parents and families are
7 involved in the homecoming information
8 sessions. There was even a writing contest
9 during that time. And, of course, the usual
10 financial aid -- wonderful workshops. And so
11 it was a full day. Campus tours -- full day.
12 And the feedback seemed to be very positive.

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

22 However, Dr. Ledbetter will come

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

8 CHAIR SCHWARTZ: Okay.

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

22 MS. PENNAMON: How special.

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

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

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

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

1 grown. I would say not grown until you're 21.

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

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

12 CHAIR SCHWARTZ: Okay.

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

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

20 VICE CHAIR EPPS: For Veterans
21 Affairs, during the month of March, there will
22 be two town hall meetings; one at the flagship

1 and one at the community college, led by Cecil
2 Byrd. And I'm hoping that I can hold those
3 dates on my calendar so that I can also be
4 present. But to give our veteran students an
5 opportunity to give us some feedback about the
6 services on campus.

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

9 CHAIR SCHWARTZ: Great. How many
10 --

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

13 CHAIR SCHWARTZ: -- veteran
14 students do we have?

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

18 CHAIR SCHWARTZ: Okay.

19 VICE CHAIR EPPS: And that might
20 not include the workforce development
21 students, as well. When I attended their
22 graduation -- their completion ceremony, they

1 did have quite a few veterans. Of course, you
2 would expect them in that program.

3 CHAIR SCHWARTZ: Yes. Right.

4 VICE CHAIR EPPS: In their
5 completion process.

6 CHAIR SCHWARTZ: Okay.

7 MR. CONTRERAS: Financial Aid.

8 CHAIR SCHWARTZ: Financial Aid.

9 You've been waiting all evening, sir.

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

18 VICE CHAIR EPPS: No, we didn't.

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

21 VICE CHAIR EPPS: Okay. Make sure
22 you give Beverly and the reporter a copy.

1 This is hot off the press.

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

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

20 If you were to compare the pie
21 chart from this year to last year, you'll see
22 that we've already exceeded the amount of aid

1 that we've disbursed at this point, over last
2 year, with the exception of law school student
3 lending. We still have summer one to summer
4 two. We'll top out between -- I would say
5 between \$47 and \$50 million, as we've already
6 hit over \$20 million in the student loan
7 program, just here at the flagship. That
8 doesn't include another \$5 million at the law
9 school and student loan borrowing.

10 So tangent to that, you'll see
11 that we've also received our revised draft
12 three-year cohort default rates, which spiked
13 from the 14.4 to it is now 18.6. This was a
14 significant jump. This is from the 2010
15 three-year draft cohort default rates.
16 Beginning this year, of course, we go with the
17 three year rates. Last year, for the 2009
18 official cohort default rate, our two-year
19 rate was 7.1 percent. So that's a significant
20 jump. And, in talking with my colleagues in
21 the area, everyone's choler default rate
22 spiked for a number of reasons. But adding

1 that three year rule to the rates didn't help
2 us any.

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

15 We're also working with student
16 that are on default on ways to get out of
17 default, which is reinstating the loans.
18 And, often times, if they just simply
19 consolidate their loans. Granted, some
20 students may consolidate for 20 to 30 years
21 and be making mortgage payments out of it.
22 But their monthly payment maybe can be as

1 little as \$50 a month. So outreach is, I
2 think, critical.

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

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

14 MR. CONTRERAS: Well, that really
15 depends on how we define our institutions.
16 There are a number of ways we look at this.
17 In one of the reports that I looked at, we are
18 within the average of the District of Columbia
19 cohort default rate. Now, in terms of the
20 HBCUs, we are significantly lower. And, of
21 course, Dr. Lyons is aware that some schools
22 have now hit over the 25 and 30 percent

1 threshold. And, if you're at a 25 percent
2 rate, you -- you're kind of on alert. And, if
3 you have three years of being over 25 percent,
4 you could potentially lose your participation
5 in the Federal Student Aid programs. So this
6 is a major concern among HBCUs and Hispanic
7 serving institutions who have students that
8 don't -- that may have a lower graduation rate
9 and -- and the statistics show that students
10 that do not graduate go into default within
11 three years of obtaining those loans. So
12 there is some concern. But I think the
13 awareness component of getting the word out of
14 options -- because there's really no reason a
15 student should default if they take these
16 interventions.

17 And, of course, with the
18 President's Obama's Income Contingent
19 Repayment Plan, after 20 years, they'll
20 absolve the loan. But on the other side, half
21 of that's going to be taxable. So you end up
22 owing the IRS, which can be a little worse in

1 the end. But that's another story. But it
2 won't hurt the University's cohort default
3 rate.

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

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

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

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

1 it is for them to participate? We're not
2 sure.

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

12 CHAIR SCHWARTZ: Right.

13 MR. CONTRERAS: We're not alone in
14 struggling to do that. Actually, at one of
15 our Federal Student Aid conferences, we
16 actually had an HBCU birds of a feather
17 session. And many of us found that, unless
18 you make it some type of mandatory session or
19 you tie it into orientation or graduation,
20 that's the only way you're going to get that
21 captive audience. They're not going to
22 participate.

1 CHAIR SCHWARTZ: And mandatory
2 without penalty still doesn't work. So if you
3 look at it, probably you need electronic way
4 of getting to kids on their smart phones.

5 MR. CONTRERAS: Yes. Yes.

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

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

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

1 campaign, really, is to --

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

5 MR. CONTRERAS: Yes?

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

9 MR. CAMPBELL: Absolutely.

10 CHAIR SCHWARTZ: -- of default.

11 MR. CONTRERAS: Absolutely.
12 Because, if you look at 2010, students only
13 borrowed \$12 million from the flagship. If
14 you look at this year, and we've topped over
15 \$20 million, and that's '12 and '14. So when
16 the future cohort default rates come out, and
17 the economy hasn't improved that tremendous,
18 students aren't graduating and getting the
19 jobs they really hoped to, so you'll read in
20 the media a lot that, yes, that there's still
21 a lot of students that have a high debt,
22 especially the millenials, will have a high

1 debt, but yet mediocre employment. So it
2 continues to be a major concern with the
3 Department of Education and with us.

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

13 Yes. We don't want to get
14 anywhere near 20 percent. And so we are
15 aggressively looking at tackling at this and
16 working with lender servicers and other
17 partners that can help us reach out to
18 students that are currently delinquent or in
19 default and providing them with options that
20 they may not have thought were available. I
21 think there's a lot of fear and then they give
22 up.

1 And we make student lending too
2 easy. I think the government system, you fill
3 out one master promissory note, it's just
4 serial, it's automatically renewed, so the
5 kids don't have to reapply every year. It's
6 just automatically part of their award
7 notification. They get the refund and no one
8 sends them a notice, hey, guess what, you owe
9 this much money; you're going to have to pay
10 this much back, until they graduate. And, by
11 then, the damage has already been done. So I
12 think we can do a better job of loan
13 counseling in the office, as well.

14 CHAIR SCHWARTZ: Very true.

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

18 We have begun the starting phase
19 of our A1-33 single audits. We have no
20 findings to report, at this time. Those will
21 probably be reported either in the April or
22 May Board of Trustees meetings. Today we

1 provided them with their initial student
2 samples for enrollment reporting verification
3 and return of Title IV. They are doing new
4 sample testing in the areas of cash management
5 and admissions status and verifying if we are
6 following our procedures in correctly
7 enrolling students as residents and metro
8 students. So there are new testing items this
9 year, in addition to that.

10 MR. BELL: Mr. Contreras?

11 MR. CONTRERAS: Yes?

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

16 MR. CAMPBELL: They're looking at
17 2010, 2009, and 2008. And they actually take
18 a cohort group of students. The numbers
19 actually, because we had only \$12 million,
20 they look at the total number of students that
21 went into repayment and, during that three
22 year period, how many of them actually

1 defaulted from going into repayment.

2 MR. BELL: Yes?

3 MR. CONTRERAS: The numbers are
4 actually low. For example, with our Perkins,
5 our Perkins loan default rate is high. We're
6 liquidating the Perkins program now. But we
7 showed that 33 -- well 34 out of 60 borrowers
8 had gone into default. But many of these
9 borrowers were from 20 over -- ten to 20 years
10 ago. And so that's still averaged into that
11 formula. It wasn't part of the federal direct
12 loan formula. So the numbers were low in
13 comparison. But, if you looked at the
14 percentage, it was -- it looked higher than
15 what it was for the number of students. And
16 I'll be happy to provide the actual numbers
17 that derived that percentage. But, in the
18 total grand scheme of things, it wasn't a
19 large number of students that went into --
20 we're not talking thousands of students that
21 went into default. We're talking maybe less
22 that 200 out of a pool of maybe 600 that went

1 into repayment during a given period. Because
2 other students will either transfer or
3 continue their education or be in some time of
4 repayment deferment or forbearance status and
5 not part of that methodology of formula.

6 MR. BELL: Okay.

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

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

1 did the University just have to purchase that
2 loan now, as part of the liquidation?

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

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

14 So this will take time. They have
15 up to 45 days to audit that. So we're looking
16 at sometime this summer to finish the program.
17 Because we had sort of a transition in staff
18 and leadership, and then the department
19 changed the forms on us, it took us a little
20 bit longer than what we had anticipated to
21 complete the program. But we are going through
22 and doing what we need to do to get that

1 completed.

2 CHAIR SCHWARTZ: So do we have an
3 auditing firm on board or available or is it
4 a new contract?

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

20 CHAIR SCHWARTZ: Have we budgeted
21 the money for that?

22 MR. CONTRERAS: I'm sorry?

1 CHAIR SCHWARTZ: Have we budgeted
2 the money for that auditing?

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

9 CHAIR SCHWARTZ: Yes. Yes.

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

12 CHAIR SCHWARTZ: Please go ahead
13 Dr. Crider.

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

18 MR. CONTRERAS: Yes?

19 DR. CRIDER: -- income tax
20 refunds.

21 CHAIR SCHWARTZ: Garnish?

22 DR. CRIDER: Yes.

1 CHAIR SCHWARTZ: Okay.

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

6 MR. CONTRERAS: Oh, absolutely.
7 It's a federal -- it's a federal loan. It's
8 like owing the IRS. They will take your
9 federal tax income; they will destroy your
10 credit; they will garnish 40 percent of your
11 wages; if you're on Social Security, they will
12 take part of your Social Security check; it's
13 a ruthless process. It's a no holds barred we
14 want our money back. And you cannot dissolve
15 this loan in bankruptcy because it's a federal
16 loan.

17 DR. CRIDER: So, when they do
18 that, they you know, garnish your wages or
19 whatever, does that apply back to the
20 university as, you know, so that it improves
21 our collection rate? Or are we out of it at
22 that point?

1 MR. CONTRERAS: If they show the
2 student is no longer in default, for whatever
3 reason then yes, it benefits the university
4 because they come off of that student default
5 list. So it's a hard way to get off the
6 default. Yes. But that's what happens. We
7 normally encourage our students, in a worst
8 case scenario. to do reinstatement, which is
9 securing the loan. So if they can show that
10 they can make a minimum monthly repayment --
11 normally it's \$50 a month -- on time for at
12 least four to six months, the Government will
13 cure the loan; they'll reinstate it and put
14 the student back in a repayment status. Which
15 may allow the student to go back to school and
16 get an in school deferment; complete their
17 education; and then be able to successfully
18 complete the loans.

19 And these are the options that we
20 want to make students aware of, that are in
21 default. To get them out, rather than having
22 them have their tax refund taken away, to get

1 that done. But some students actually just
2 claim the maximum exemptions on their W2s, so
3 that they don't get a refund and so that they
4 know the IRS won't take it. So that's a
5 different story.

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

11 MR. CONTRERAS: Yes.

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

14 MR. CONTRERAS: Correct. However,
15 there are a number of unemployment deferment
16 options. You can have an unemployment
17 deferment option, I believe it is for up to
18 two to three years. And you can request that
19 unemployment deferment for six months, eight
20 months, nine months at a time. If you still
21 find that you're without a job and you've
22 exhausted your unemployment deferment period,

1 then they have what's called a financial
2 hardship forbearance. So you can then go
3 through a financial hardship forbearance.

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

16 But I don't -- I think many
17 institutions or the Government itself doesn't
18 do a very good job of letting students know
19 these are what's available. Because it's
20 really a click on the button of going online
21 to the direct loan student loans.gov website
22 and saying I'm not working, and completing the

1 non-employment deferment. Electronically
2 submitting it takes less than five minutes and
3 they're done. But I think there's this fear
4 I got bill collectors after me and I can't
5 afford it. And there's sort of this denial or
6 ignoring the debt until it hits them hard. So
7 I think once we do a better job of getting the
8 word out --

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

13 Financial Aid Services, just to be
14 brief, we are offering a number of programs.
15 We had over 50 people, along with the D.C.
16 College Success Program, go to our FAFSA
17 online session last Thursday. This weekend,
18 we are partnering with the U.S. Department of
19 Education and DC-OSSE to offer the first FAFSA
20 college expo. The expo will give updates from
21 DC-OSSE on the the D.C. Promise, D.C. TAG, and
22 D.C. Mayor's scholarship program. The

1 Department of Education will be there to talk
2 about some of its programs, as well as some of
3 the changes, which is the 150 percent
4 subsidized loan limit, the Pell Lifetime loan
5 limit, and that we will have hands on FAFSA
6 online. And this will be held adjacent to the
7 Tax Clinic. So the student and family can
8 literally come to one computer lab; get their
9 taxes done; and walk to the next classroom and
10 actually get their FASFA done.

11 So we also have over 40 colleges
12 available for the expo, some doing online
13 admissions. Many of the schools that I
14 contacted during our financial aid IRA
15 Director's meetings were that the reason that
16 some of them did not participate or do the
17 online admissions application was because we
18 were holding the event too late. They do
19 their online or their admission -- their hands
20 on admissions normally in October, November,
21 and December. So their admission deadlines
22 had passed. So they wouldn't do hands on

1 admissions. But we have Spellman and a number
2 of other great schools coming in as part of
3 the college fair, as well.

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

17 We're also looking at our packing
18 philosophy to insure that we leverage any
19 money that we receive in the D.C. Mayor's
20 scholarship program, and perhaps the D.C.
21 Promise can kind of be stretched further to
22 those non-Pell Grant eligible recipients that

1 can use the money so it can help offset their
2 costs to pay their tuition, as well. And
3 that's pretty much it for my report. Are
4 there any questions?

5 CHAIR SCHWARTZ: Questions? Mr.
6 Shelton?

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

10 MR. CONTRERAS: Absolutely. Sure.
11 Yes. You've got it.

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

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

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

22 MR. CONTRERAS: Yes.

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

4 MR. CONTRERAS: Yes.

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

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

18 But we've been working closely
19 with the CFO, Mr.k Donald Rickford, who had
20 indicated that any findings that occur for
21 this '12/'13, that we immediately come up with
22 the corrective actions and controls to prevent

1 those recurrences. We believe, based on our
2 responses, to the corrective actions last
3 year, that we have implemented many of the
4 controls and corrective actions. But you
5 won't see them until the '13/'14 year, because
6 we were not able to capture some of them for
7 the '12/'13 year.

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

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

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

22 MR. CONTRERAS: In addition to

1 that, we are also working closely with and we
2 do have a future meeting scheduled with the
3 Minority Serving and Small Schools Initiative
4 team with the U.S. Department of Education.
5 And we will be in touch with Jim Settles and
6 Marsha Boyd and the team here in D.C. to
7 assist us in the areas of program compliance.

8 MR. SHELTON: One follow-up.
9 There was a discussion about assessing
10 services to academically challenged colleges
11 and universities. Are we involved in setting
12 the criteria for the evaluation of our ability
13 to get Pell Grants? At one time, we were.
14 There was a discussion about a new assessment
15 process for Federal grants and loans. And we
16 felt that the criteria that we were held
17 accountable for needs to reflect more closely
18 what we do. Is that something that's out
19 there in your area?

20 MR. CONTRERAS: No. Because the
21 majority, of course, the aid that we give away
22 is based on financial need and based on the

1 last IPEDS report that we submitted. For
2 example, over 80 percent of our first time,
3 full time students received a Federal Pell
4 Grant. So it was not based on a certain other
5 criteria, other than financial need.

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

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

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

13 DR. LYONS: Oh, Yes. The
14 President's College Affordability Plan, that's
15 still under great discussion with the
16 implementation still proposed for 2015. That
17 rating is going to be different. Because what
18 they're really looking at is the college
19 affordability against the University's
20 graduation rate. But the graduation rate
21 numbers, of course, are skewed. Based on a
22 recently submitted IPEDS report, our

1 graduation rate was 16 percent. But that
2 doesn't take into account, of course, the
3 transfer students, the non-traditional
4 students, the part-time students, into the
5 formula. It only looked at a certain cohort
6 of groups. So, as part of that rating system,
7 the outcry by many institutions is you really
8 need to have it reflected on -- reflective of
9 a diverse populations among many universities.
10 Because we're not all a traditional setting
11 that serves a traditional type of student.

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

18 MR. CONTRERAS: Yes. I want to
19 defer that to President Lyons. But I'm not
20 sure if you attended the summit that President
21 Obama had at the White House recently on this
22 particular items and the tour that the

1 President has been doing. And I think in one
2 of your paths, your former universities, he
3 was presenting.

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

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

20 DR. LYONS: Yes. Well, the word
21 is out there, Mr. Shelton. It's just -- it
22 just depends on whether they listen to it.

1 But then, they've had regional hearings. One
2 was at Cal State Dominguez Hills. The first
3 one, in fact. And people are saying these
4 things to the Federal Government. So we'll
5 see what comes out of it. But they certainly
6 have been advised.

7 MR. SHELTON: Thank you.

8 MR. CONTRERAS: Any other
9 questions?

10 CHAIR SCHWARTZ: Okay. Thank you,
11 very much.

12 DR. LYONS: I just want to say
13 that I thank James and his folk for staying on
14 this default rate issue. I know he's probably
15 tired of me calling him and e-mailing him.
16 But the reason is that this is real. And just
17 a couple of weeks ago, letters were supposed
18 to have gone out to institutions that were on
19 the list. So presidents all over the country
20 were calling around each other, are you on the
21 list? Are you on the list? Are you sure?
22 And I probably

1 e-mailed James three times with the same
2 question. But it was, each time, it was
3 coming from a different organization.

4 MR. CONTRERAS: Right.

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

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

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

19 MR. CONTRERAS: Yes. Yes. I
20 explained to the Director about a year and a
21 half ago and it took a spike, I think, when we
22 increased tuition.

1 DR. LYONS: Right.

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

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

9 VICE CHAIR EPPS: Thank you.

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

12 DR. CRIDER: I'm sorry.

13 DR. CRIDER: Okay.

14 CHAIR SCHWARTZ: It's been a long
15 day.

16 DR. CRIDER: I did have a couple
17 questions.

18 CHAIR SCHWARTZ: Okay. Go ahead.
19 It's still open.

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

22 CHAIR SCHWARTZ: Okay.

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

9 VICE CHAIR EPPS: I'll pass that
10 on.

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

21 VICE CHAIR EPPS: Yes.

22 DR. CRIDER: Do we know, as we

1 look at the increase in the -- the 105
2 increase in the flagship, is there any way for
3 us to determine what -- if this represents an
4 improvement for us over the number of students
5 last year that applied to the flagship, but
6 because they couldn't meet the admission
7 standards, we referred to the community
8 college? Do you understand the question I'm
9 asking?

10 VICE CHAIR EPPS: Yes.

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

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

21 DR. CRIDER: I understand.

22 Right.k

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

5 VICE CHAIR EPPS: Right.

6 DR. CRIDER: Okay.

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

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

22 Do we -- do we have any idea of

1 the -- why we have the reduction? I know it's
2 only ten percent. These numbers, percentage
3 wise, are small. But why the reduction in the
4 law school. We have been seeing, I thought,
5 increases in law school enrollment?

6 DR. LYONS: No. They are down.
7 It's the exact opposite. Law school
8 enrollments --

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

17 DR. LYONS: That is not my
18 understanding.

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

21 DR. LYONS: Yes. Yes.

22 DR. CRIDER: And then, what was

1 the last question I had? Okay. I think
2 that's it for now.

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

5 VICE CHAIR EPPS: Can I make one
6 remark?

7 CHAIR SCHWARTZ: Sure. Go ahead.

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

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

22 MR. SHELTON: So moved.

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22

CHAIR SCHWARTZ: Seconded.

CHAIR SCHWARTZ: All in favor?

ALL: AYE.

CHAIR SCHWARTZ: Thanks. The meeting is adjourned.

(Whereupon, the meeting was adjourned at 7:48 p.m.)

A				
\$1 80:16	accepted 4:15 88:8	advised 104:6	Alumni 45:20 46:5	37:14,15,17 38:21
\$1133 10:16,18	access 10:7	advisor 31:6	66:12	59:16 60:3
\$12 81:13 84:19	acclimate 26:11	affairs 1:5 2:17	ambassador 27:22	area 9:4 23:11
\$20 74:6 81:15 82:7	account 102:2	7:13 25:10,21	ambassadors 27:18	58:21 74:21
\$250 60:11	accountable 100:17	54:3 56:5,8 57:6	amount 10:6,13,14	100:19
\$30 65:4	accreditation 20:13	70:21	17:16 73:22	areas 75:13 84:4
\$35 65:4	accrediting 22:13	affect 25:12	amounts 72:13	100:7
\$35-40 64:5	Acting 1:16,18	afford 82:7 94:5	anecdotal 54:22	arena 17:22 47:2
\$42 73:4	action 17:14	affordability	Angela 69:9	argument 54:10
\$47 74:5	actions 98:22 99:2	101:14,19	annual 47:7	Ashe-Goins 69:2
\$5 74:8	active 28:14 30:11	afraid 80:17	annually 46:22	asked 14:6 33:2
\$5,645 96:8	33:5	afternoon 57:8	answer 109:3	35:21 42:20 80:7
\$5,730 96:8	activities 26:16	age 7:5 69:19	answering 24:8	asking 24:9 26:14
\$50 74:5 76:1 91:11	27:2 28:10 31:19	agenda 3:21,22	Anthony 70:8,11	56:18 108:9
\$60 43:2	32:2 33:7 55:11	aggressive 75:4	anticipate 5:17 6:5	aspects 56:15
\$600 33:3	55:14,20 56:9	78:13	94:9	assembly 78:5
\$80 43:2 64:3	57:6 58:3 60:21	aggressively 75:6	anticipated 16:3	assessing 100:9
\$846,000.00 14:22	61:13 62:11 64:8	82:5,15	87:20	assessment 6:19
\$85 96:9,13	64:9,12 65:6,12	ago 85:10 86:18	anticipation 56:15	55:10 100:14
\$900,000.00 14:11	65:16,17 66:1	104:17 105:21	anybody 46:10	101:12
14:21	111:13	agreed 40:4	anyway 18:15	assign 86:15,20
A1-33 83:19	activity 10:8 45:19	agreement 50:4	46:19 81:4	assignment 86:12
A133 97:21 99:13	46:12 55:20	ahead 24:17,17	apartments 37:4,7	87:5
ability 40:4 58:3	actual 27:7,10	41:9 48:5 72:20	39:7 41:10	assist 100:7
61:7 100:12	54:20 85:16	89:12 106:18	apparently 61:4	Assistant 1:21
able 7:4 11:7 16:15	add 107:6,12	111:7	applicant 29:6	Associate 25:20
29:7 36:17 48:14	adding 74:22	aid 1:19 2:19 11:7	applicants 40:18	Associate's 4:22
59:18 60:2,7,8	addition 84:9 99:19	11:10 67:10 72:7	application 34:6,11	association 29:15
90:3,3 91:17 92:9	99:22	72:8,12 73:5,6,7	95:17	32:15 66:13
99:6	addresses 29:9	73:16,22 77:5	applications 29:2,4	assume 22:18
aboard 59:22	adjacent 95:6	79:15 90:4 94:13	29:18 30:5 33:21	assuming 54:3
absolutely 9:13	adjourn 2:22	95:14 100:21	34:18	assured 65:11
17:1,5,8 61:16	111:21	105:9	applied 108:5	athletes 55:5
81:9,11 90:6	adjourned 112:5,7	AIDS 68:13	apply 90:19	Athletic 73:17
97:10	adjusted 107:8	alert 77:2	applying 7:11	attach 89:15
absolve 77:20	administrative	Alex 34:12	109:18	attend 68:16
absorb 38:11	89:8	Alfred 44:16	appoint 22:17	attendance 11:8
absorbs 38:8	admission 45:3	Alliance 69:12	appointments	76:8
academic 5:19 6:8	95:19,21 108:6,15	allocation 33:1	67:16	attended 63:14
10:15 28:22 52:13	admissions 84:5	allotted 34:4	appropriate 18:8	68:14,19 71:21
65:12 109:15	95:13,17,20 96:1	allow 55:7 64:13	appropriately	102:20
academically	adopted 18:5	91:15	34:12	attention 17:10
100:10	advanced 50:20	allowance 89:8	approval 2:5 4:4	111:9
accept 4:6,9 86:21	51:3	allows 48:19	April 20:5 25:3	attire 28:4
87:6	advertisements	alternative 16:14	26:13 34:21 35:1	attract 44:19
	36:20	alum 69:9	78:18 83:21	audience 79:21
		alumnae 4:20 31:2	Archdome 37:3,7	audit 87:15 88:18

97:20 98:7,12	barred 90:13	97:13 105:17	calling 27:12	2:18 3:3,9,18,20
audited 87:10	base 49:2	bodies 22:15	104:15,20	4:7,8,11,14,17
auditing 87:11 88:3	based 73:15 75:9	body 22:13 27:2	campaign 34:11	6:12,16,17,22
89:2	99:1 100:22,22	64:12	69:15 75:5 78:14	7:20,22 8:1,7,8,9
auditors 88:7,7	101:4,21	Bonds 69:10	80:15 81:1	8:11,14,15,18,22
99:14,16	basically 86:13	borrowed 81:13	CAMPBELL 1:18	9:1,5,6,8,10,11,13
audits 83:19	basked 50:17,18	borrowers 85:7,9	81:9 84:16	9:18 10:4,9,14,20
authorized 41:13	bed 35:19 107:7	borrowing 74:9	campus 5:12 26:13	11:2,5,12,15,17
automatically 83:4	beds 35:12,14,14	82:12	28:13 30:22 35:5	11:20,22 12:4,5,7
83:6	35:15,16 36:3	bottom 107:15	36:2 49:10 51:10	12:15,18 13:1,3,5
auxiliary 57:2	38:20	bound 63:6	61:8 62:10 67:11	13:7,9,11,13,17
availability 54:6	beef 67:4	boy's 63:16	69:8,13 70:4,15	13:20 14:1,2,13
available 17:15	beefing 50:2	Boyd 100:6	70:16 71:6 73:15	14:16,17,19 15:1
34:1 52:1 60:21	Beginning 74:16	brand 49:14	111:13	15:4,5,8,10,12,18
82:20 88:3 93:19	begun 83:18	break 29:22 30:3	campuses 68:5	16:1,5,12,22 17:3
95:12	believe 26:3 28:20	34:9	candidate 35:1	17:4,6,9,12,13,18
Avenue 57:12	29:20 34:2 56:1	breakdown 72:13	capitalizes 93:8	17:19 18:1,16,18
average 65:4 76:18	80:19 92:17 99:1	73:14	captive 79:21	18:19,20,22 19:1
averaged 85:10	109:14	bribe 76:8	capture 99:6	19:5,6,8,11,12,14
award 83:6	Bell 1:14 3:10 27:4	brief 73:3 94:14	card 7:12	19:15,16,17,21
awarded 26:20	27:8,13 30:18	bring 14:5 19:9	care 6:3,3,6,8 7:5	20:2,4,6,7,10,16
33:3	36:8 39:13,16,17	24:4 47:8 48:14	7:10 8:3 12:1	20:22 21:6,19
aware 21:13 49:15	40:2,7,21 41:1,6	brokers 6:9 9:3	Carter 40:12	22:1,4,5 23:19
52:21 53:12 63:22	41:11,14,17,20	bubble 80:18	case 32:5 91:8	24:10,13,15,19,21
70:10 75:12 76:21	84:10,12 85:2	budget 15:13 27:3	cases 31:3	25:17 27:16,20
80:21 91:20	86:6	48:17 49:6 63:22	cash 84:4	28:16 30:14 31:9
awareness 26:9	benefits 91:3	65:14	cause 15:21 105:8	31:10,13 32:3,14
68:13 70:10 77:13	best 6:3 52:15	budgeted 88:20	CBS 69:7	32:18 33:8,12
99:15	better 9:16 18:10	89:1	Cecil 71:1	34:19 35:2,4,6,11
Ayana 4:18	55:13 78:9 82:8	building 47:16 48:2	center 2:15 47:2	35:13,15,16 36:4
Aye 4:13 112:3	83:12 94:7 111:14	48:3 54:1 56:16	54:1,5,7 55:17,21	36:6,10,11,13,14
	Beverly 1:20 2:4	56:21	56:15,19 57:10	36:16 37:9,10,13
	72:22	busy 14:11 25:8	58:5,8 61:11,12	37:16,18,21,22
B	beyond 29:21 30:2	56:19	62:15,17 67:1	38:1,6,9,15,16,19
babysit 52:6	bid 88:16	button 93:20	ceremony 27:20	38:22 39:3,4,6,8
Bachelor's 5:1	bidding 88:6	buy 22:3	28:2 71:22	39:15,21 40:6,10
back 6:10 8:10	big 46:22 47:2 59:6	Byrd 71:2	certain 5:20 9:2	40:22 41:2,7,12
16:15 18:4 19:20	82:4		57:3 80:8 101:4	41:16,18 42:4,7
30:2 42:21 53:19	bill 94:4	C	102:5	42:11 43:9,17,20
63:21 68:1 83:10	birds 79:16	C-O-N-T-E-N-T-S	certainly 25:8	44:1,4,5,7,8,11
90:14,19 91:14,15	bit 29:12 87:20	2:1	44:21 45:18 58:1	45:10 46:8 48:22
103:16 106:20	96:15	Cal 104:2	58:6 59:12 104:5	50:1 52:4,9,18
109:20	board 1:3,12 5:9	calculus 50:20	certified 7:13	53:2,13,15,17
ballroom 58:19	23:21 32:11 33:15	calendar 25:1 28:8	CFO 39:11 42:13	54:12 56:12 59:14
Baltimore 5:3	34:7 44:6 55:9	28:14 34:14 71:3	89:5 98:19	60:14,22 61:9,16
bankruptcy 90:15	57:14,19 62:22	call 2:4 3:4,6 69:12	Chair 1:11,13,14	61:19,22 62:5,9
Baptist 44:17	72:11 83:22 88:3	called 64:17 93:1	2:7,8,9,11,14,16	62:14,16 63:1,4
bargain 39:20				

66:21,22 68:8,9 68:20 69:1,18,20 70:2,5,12,13,17 70:20 71:9,11,13 71:15,18,19 72:3 72:4,6,8,18,21 76:11 78:4,9 79:12 80:1,6 81:2 81:6,10 83:14 86:7 88:2,20 89:1 89:9,10,12,21 90:1 97:5,20 98:1 98:5 99:8,20 104:10 105:11 106:6,9,10,14,18 106:22 107:9,21 108:10,19 109:5 111:3,5,7,8,16 112:1,2,4 Chairman 2:3,6 44:9 challenged 100:10 chance 49:17 81:8 changed 19:3 35:7 87:19 changes 59:19 95:3 charge 54:4 60:9 charges 38:13 charging 38:10 60:10 chart 12:8 73:21 chartered 32:21 Chatham 5:4 cheapest 6:3 check 35:21 90:12 99:10 checked 40:18 checking 99:9 cheerleaders 47:8 cholera 74:21 choose 51:12 CHRISTOPHER 1:14 church 44:17,22 circulating 105:6 city 48:10 51:15 52:2	city's 50:10 claim 92:2 class 50:22 53:6 classes 47:14,22 48:15 51:10 78:22 classmates 48:20 classroom 95:9 click 93:20 Clinic 95:7 clinical 67:16 closed 63:12 closely 21:10 98:18 100:1,17 closing 98:16 clubs 47:9 coat 28:2 cohort 74:12,15,18 76:19 78:2 81:16 84:18 102:5 colleagues 74:20 collecting 39:1 collection 90:21 Collective 69:5 collectors 94:4 college 13:15 28:11 47:22 48:3,8 51:6 51:10 52:5 71:1 71:17 78:19 94:16 94:20 96:3 101:14 101:18 108:8,16 108:20 colleges 48:10 51:12 95:11 100:10 101:10 Columbia 1:1 4:21 76:18 come 9:15 17:13 22:2 25:15 30:10 38:14 42:20 49:11 54:2 59:6 67:22 79:6,9 81:16 88:18 91:4 95:8 98:21 109:8 comes 36:17 41:4 43:1 44:6 55:9 56:16 104:5 coming 10:19 26:13	28:13 32:11 38:13 48:11 49:3 62:2 72:16 96:2 98:12 105:3 comments 44:10,13 commit 88:11 committee 1:5 15:13 34:13,16 communicating 102:16 community 13:14 59:18 60:1,8 61:3 68:15,18 71:1,17 78:19 93:13 108:7 108:16,20 comparable 9:4 compare 5:21 73:20 76:12 comparison 6:2 85:13 compete 109:15,18 competition 26:19 27:11 competitions 30:22 complaints 7:8,8 complete 87:21 88:18 91:16,18 completed 88:1 completing 93:22 completion 71:22 72:5 compliance 14:6 23:10,14 100:7 compliment 29:13 component 77:13 computer 95:8 concern 34:9 61:6 77:6,12 80:10 82:2 concerned 39:22 45:4 81:7 concerns 29:22 39:13,17 concert 26:21 condescending 79:5 conditions 98:11	conferences 79:15 conjunction 68:6 Connecticut 57:12 consideration 10:2 consists 73:8 consolidate 75:19 75:20 constraints 48:17 Consulate 37:6 40:3 41:10 consultant 14:3,7 19:9 24:4 consultant's 23:8 consultants 16:4 contact 50:5 contacted 95:14 contacting 66:13 contest 67:8 contingent 75:11 77:18 82:6 contingently 80:13 continue 5:15 15:16 32:7,9 65:9 86:3 continued 71:8 continues 22:8 82:2 contract 88:4,6 contractor 22:2 Contreras 1:19 2:20 35:22 72:7 72:10,11,19 73:2 76:14 78:7,12 79:13 80:5,9 81:5 81:11 83:15 84:10 84:11 85:3 86:10 88:5,22 89:3,18 90:6 91:1 92:11 92:14 97:10,17,22 98:4,7 99:18,22 100:20 102:18 104:8 105:4,19 106:2 contribute 61:7 controls 98:22 99:4 convened 1:11 Convention 47:2 conversation 45:19	57:18 conversations 46:7 55:1 57:1 coordinate 66:17 copy 4:5 25:1,3,3,4 72:22 corner 52:21 correct 10:9 11:2 14:16 37:21 40:6 54:13,13 92:14 corrections 99:17 corrective 98:22 99:2,4 correctly 84:6 cost 6:13 11:8 14:10 38:6 42:10 42:12 60:9 64:13 89:8 costs 5:17 97:2 counsel 1:18,21 69:6 75:8 86:13 counseling 2:15 62:15,17 66:21 67:1 83:13 count 107:5,7 country 44:18 104:19 county 53:11 couple 38:18 51:9 53:16 104:17 106:16 course 6:7 47:17 48:6 50:21,22 53:1 67:9 69:7 72:1 73:6 74:16 76:21 77:17 100:21 101:21 102:2 courses 17:14 50:19,20 COURT 9:21 covering 43:19 crab 26:6 create 21:8 creative 48:21 50:20 credit 47:22 64:10
--	--	--	---	--

90:10	days 30:2 50:16 87:15	22:11 23:1,7 69:3 80:11 82:3 86:16 86:21 87:6,9,18 94:18 95:1 100:4	disabled 67:19 68:5	24:7,11,14,17 30:21 34:12,22,22 44:9,13 45:11 46:9,15,18 49:19 53:15,18 54:14 55:22 56:7,11,13 57:22 58:11,14,15 58:22 59:1,16 60:12,15 61:1,10 61:18,21 62:3,8 62:13,18 63:2,7 63:10,15 65:18,19 66:5 67:22 69:16 76:21 89:10,13,14 89:19,22 90:2,17 92:6,12 101:8,13 103:4,20 104:12 105:5 106:1,6,11 106:12,13,16,20 107:1,11,22 108:11,18,21 109:1,6,7,10 110:6,9,17,19,21 110:22 111:4
credits 51:12	DC 5:11,13,21 9:15 46:20 66:7	depends 76:15 103:22	disbursed 73:7 74:1 81:3	draft 34:14 74:11 74:15 84:13
Crider 1:15 3:17 20:8,11 21:9 22:7 22:17 23:2,6 24:7 24:11,14,17 30:19 30:21 53:15,18 54:14 57:22 58:14 58:22 59:16 60:12 60:15 61:1,10,18 61:21 62:3,8,13 62:18 63:2,7,10 63:15 65:18 66:5 89:10,13,14,19,22 90:2,17 92:6,12 106:11,12,13,16 106:20 107:1,11 107:22 108:11,21 109:6,10 110:9,19 110:22 111:4	DC-OSSE 94:19,21	detail 42:13 58:18	discontinued 105:10	draw 111:9
30:21 53:15,18 54:14 57:22 58:14 58:22 59:16 60:12 60:15 61:1,10,18 61:21 62:3,8,13 62:18 63:2,7,10 63:15 65:18 66:5 89:10,13,14,19,22 90:2,17 92:6,12 106:11,12,13,16 106:20 107:1,11 107:22 108:11,21 109:6,10 110:9,19 110:22 111:4	DCMR 33:17	DETERMINATI... 2:4	discussed 7:10 4:16 56:14	drastically 6:13
54:14 57:22 58:14 58:22 59:16 60:12 60:15 61:1,10,18 61:21 62:3,8,13 62:18 63:2,7,10 63:15 65:18 66:5 89:10,13,14,19,22 90:2,17 92:6,12 106:11,12,13,16 106:20 107:1,11 107:22 108:11,21 109:6,10 110:9,19 110:22 111:4	deadline 29:1,19	determine 32:5 36:18 55:11 87:5 108:3,12	discussions 56:2	draw 111:9
54:14 57:22 58:14 58:22 59:16 60:12 60:15 61:1,10,18 61:21 62:3,8,13 62:18 63:2,7,10 63:15 65:18 66:5 89:10,13,14,19,22 90:2,17 92:6,12 106:11,12,13,16 106:20 107:1,11 107:22 108:11,21 109:6,10 110:9,19 110:22 111:4	deadlines 95:21	develop 55:10	disrupted 63:9	dual 49:20
54:14 57:22 58:14 58:22 59:16 60:12 60:15 61:1,10,18 61:21 62:3,8,13 62:18 63:2,7,10 63:15 65:18 66:5 89:10,13,14,19,22 90:2,17 92:6,12 106:11,12,13,16 106:20 107:1,11 107:22 108:11,21 109:6,10 110:9,19 110:22 111:4	deal 21:16,21 50:6	developed 64:16	disseminate 33:21	due 30:5 87:12
54:14 57:22 58:14 58:22 59:16 60:12 60:15 61:1,10,18 61:21 62:3,8,13 62:18 63:2,7,10 63:15 65:18 66:5 89:10,13,14,19,22 90:2,17 92:6,12 106:11,12,13,16 106:20 107:1,11 107:22 108:11,21 109:6,10 110:9,19 110:22 111:4	debt 75:9 81:21 82:1 94:6	developing 64:20 103:18	disseminated 29:18	Dunbar's 51:17
54:14 57:22 58:14 58:22 59:16 60:12 60:15 61:1,10,18 61:21 62:3,8,13 62:18 63:2,7,10 63:15 65:18 66:5 89:10,13,14,19,22 90:2,17 92:6,12 106:11,12,13,16 106:20 107:1,11 107:22 108:11,21 109:6,10 110:9,19 110:22 111:4	debuting 28:4	development 71:20	disseminating 78:22	Dunbar's 51:17
54:14 57:22 58:14 58:22 59:16 60:12 60:15 61:1,10,18 61:21 62:3,8,13 62:18 63:2,7,10 63:15 65:18 66:5 89:10,13,14,19,22 90:2,17 92:6,12 106:11,12,13,16 106:20 107:1,11 107:22 108:11,21 109:6,10 110:9,19 110:22 111:4	December 61:20 95:21	difference 42:17 93:4 107:7,13,16	dissolve 90:14	editor 111:10
54:14 57:22 58:14 58:22 59:16 60:12 60:15 61:1,10,18 61:21 62:3,8,13 62:18 63:2,7,10 63:15 65:18 66:5 89:10,13,14,19,22 90:2,17 92:6,12 106:11,12,13,16 106:20 107:1,11 107:22 108:11,21 109:6,10 110:9,19 110:22 111:4	decided 63:20	differences 12:11	distract 47:19	
54:14 57:22 58:14 58:22 59:16 60:12 60:15 61:1,10,18 61:21 62:3,8,13 62:18 63:2,7,10 63:15 65:18 66:5 89:10,13,14,19,22 90:2,17 92:6,12 106:11,12,13,16 106:20 107:1,11 107:22 108:11,21 109:6,10 110:9,19 110:22 111:4	decision 102:16	different 24:8 38:4 50:8 54:15 67:19 68:3 92:5 101:17 105:3 109:4,19	District 1:1 4:21 76:18	
54:14 57:22 58:14 58:22 59:16 60:12 60:15 61:1,10,18 61:21 62:3,8,13 62:18 63:2,7,10 63:15 65:18 66:5 89:10,13,14,19,22 90:2,17 92:6,12 106:11,12,13,16 106:20 107:1,11 107:22 108:11,21 109:6,10 110:9,19 110:22 111:4	declined 88:9	difficult 76:4 98:15	diverse 102:9	
54:14 57:22 58:14 58:22 59:16 60:12 60:15 61:1,10,18 61:21 62:3,8,13 62:18 63:2,7,10 63:15 65:18 66:5 89:10,13,14,19,22 90:2,17 92:6,12 106:11,12,13,16 106:20 107:1,11 107:22 108:11,21 109:6,10 110:9,19 110:22 111:4	decrease 7:1 83:17 94:12	difficulties 7:15	Division 25:9	
54:14 57:22 58:14 58:22 59:16 60:12 60:15 61:1,10,18 61:21 62:3,8,13 62:18 63:2,7,10 63:15 65:18 66:5 89:10,13,14,19,22 90:2,17 92:6,12 106:11,12,13,16 106:20 107:1,11 107:22 108:11,21 109:6,10 110:9,19 110:22 111:4	decreased 13:14,15	difficulty 46:4	DJ 26:20	
54:14 57:22 58:14 58:22 59:16 60:12 60:15 61:1,10,18 61:21 62:3,8,13 62:18 63:2,7,10 63:15 65:18 66:5 89:10,13,14,19,22 90:2,17 92:6,12 106:11,12,13,16 106:20 107:1,11 107:22 108:11,21 109:6,10 110:9,19 110:22 111:4	default 74:12,15,18 74:21 75:4,14,16 75:17 76:13,19 77:10,15 78:2 80:21 81:10,16 82:12,19 83:17 84:13 85:5,8,21 89:15 91:2,4,6,21 104:14 106:4	dilemma 102:15	Doctorate 5:5	
54:14 57:22 58:14 58:22 59:16 60:12 60:15 61:1,10,18 61:21 62:3,8,13 62:18 63:2,7,10 63:15 65:18 66:5 89:10,13,14,19,22 90:2,17 92:6,12 106:11,12,13,16 106:20 107:1,11 107:22 108:11,21 109:6,10 110:9,19 110:22 111:4	defaulted 85:1	diligence 87:12	document 86:19	
54:14 57:22 58:14 58:22 59:16 60:12 60:15 61:1,10,18 61:21 62:3,8,13 62:18 63:2,7,10 63:15 65:18 66:5 89:10,13,14,19,22 90:2,17 92:6,12 106:11,12,13,16 106:20 107:1,11 107:22 108:11,21 109:6,10 110:9,19 110:22 111:4	defer 102:19	dimension 52:13	doing 6:20 38:18 40:1 49:4,13 51:14 61:5 66:17 78:10 84:3 87:22 95:12 103:1,4,5 106:8	
54:14 57:22 58:14 58:22 59:16 60:12 60:15 61:1,10,18 61:21 62:3,8,13 62:18 63:2,7,10 63:15 65:18 66:5 89:10,13,14,19,22 90:2,17 92:6,12 106:11,12,13,16 106:20 107:1,11 107:22 108:11,21 109:6,10 110:9,19 110:22 111:4	deferment 75:11 86:4 91:16 92:15 92:17,19,22 93:4 93:11 94:1	direct 49:10 73:11 85:11 93:21	district 1:1 4:21 76:18	
54:14 57:22 58:14 58:22 59:16 60:12 60:15 61:1,10,18 61:21 62:3,8,13 62:18 63:2,7,10 63:15 65:18 66:5 89:10,13,14,19,22 90:2,17 92:6,12 106:11,12,13,16 106:20 107:1,11 107:22 108:11,21 109:6,10 110:9,19 110:22 111:4	deferred 103:5	direction 57:20	diverse 102:9	
54:14 57:22 58:14 58:22 59:16 60:12 60:15 61:1,10,18 61:21 62:3,8,13 62:18 63:2,7,10 63:15 65:18 66:5 89:10,13,14,19,22 90:2,17 92:6,12 106:11,12,13,16 106:20 107:1,11 107:22 108:11,21 109:6,10 110:9,19 110:22 111:4	deficiencies 98:3,6	directly 25:12 48:18	document 86:19	
54:14 57:22 58:14 58:22 59:16 60:12 60:15 61:1,10,18 61:21 62:3,8,13 62:18 63:2,7,10 63:15 65:18 66:5 89:10,13,14,19,22 90:2,17 92:6,12 106:11,12,13,16 106:20 107:1,11 107:22 108:11,21 109:6,10 110:9,19 110:22 111:4	deficit 41:22	director 1:19 4:19 33:9 41:3 44:5 56:19 72:11 105:20	doing 6:20 38:18 40:1 49:4,13 51:14 61:5 66:17 78:10 84:3 87:22 95:12 103:1,4,5 106:8	
54:14 57:22 58:14 58:22 59:16 60:12 60:15 61:1,10,18 61:21 62:3,8,13 62:18 63:2,7,10 63:15 65:18 66:5 89:10,13,14,19,22 90:2,17 92:6,12 106:11,12,13,16 106:20 107:1,11 107:22 108:11,21 109:6,10 110:9,19 110:22 111:4	define 76:15	Director's 95:15	disbursed 73:7 74:1 81:3	
54:14 57:22 58:14 58:22 59:16 60:12 60:15 61:1,10,18 61:21 62:3,8,13 62:18 63:2,7,10 63:15 65:18 66:5 89:10,13,14,19,22 90:2,17 92:6,12 106:11,12,13,16 106:20 107:1,11 107:22 108:11,21 109:6,10 110:9,19 110:22 111:4	definitely 39:10 61:17 65:22 79:10	Directors 32:8 99:12	discussed 7:10 4:16 56:14	
54:14 57:22 58:14 58:22 59:16 60:12 60:15 61:1,10,18 61:21 62:3,8,13 62:18 63:2,7,10 63:15 65:18 66:5 89:10,13,14,19,22 90:2,17 92:6,12 106:11,12,13,16 106:20 107:1,11 107:22 108:11,21 109:6,10 110:9,19 110:22 111:4	degree 4:22 5:1		discontinued 105:10	
54:14 57:22 58:14 58:22 59:16 60:12 60:15 61:1,10,18 61:21 62:3,8,13 62:18 63:2,7,10 63:15 65:18 66:5 89:10,13,14,19,22 90:2,17 92:6,12 106:11,12,13,16 106:20 107:1,11 107:22 108:11,21 109:6,10 110:9,19 110:22 111:4	delinquent 82:18		discovers 7:10 4:16 56:14	
54:14 57:22 58:14 58:22 59:16 60:12 60:15 61:1,10,18 61:21 62:3,8,13 62:18 63:2,7,10 63:15 65:18 66:5 89:10,13,14,19,22 90:2,17 92:6,12 106:11,12,13,16 106:20 107:1,11 107:22 108:11,21 109:6,10 110:9,19 110:22 111:4	delta 38:8,11		discussion 59:5 89:3,4 100:9,14 101:15 102:14	
54:14 57:22 58:14 58:22 59:16 60:12 60:15 61:1,10,18 61:21 62:3,8,13 62:18 63:2,7,10 63:15 65:18 66:5 89:10,13,14,19,22 90:2,17 92:6,12 106:11,12,13,16 106:20 107:1,11 107:22 108:11,21 109:6,10 110:9,19 110:22 111:4	demonstrate 21:13		discussions 56:2	
54:14 57:22 58:14 58:22 59:16 60:12 60:15 61:1,10,18 61:21 62:3,8,13 62:18 63:2,7,10 63:15 65:18 66:5 89:10,13,14,19,22 90:2,17 92:6,12 106:11,12,13,16 106:20 107:1,11 107:22 108:11,21 109:6,10 110:9,19 110:22 111:4	denial 94:5		dispersed 73:4	
54:14 57:22 58:14 58:22 59:16 60:12 60:15 61:1,10,18 61:21 62:3,8,13 62:18 63:2,7,10 63:15 65:18 66:5 89:10,13,14,19,22 90:2,17 92:6,12 106:11,12,13,16 106:20 107:1,11 107:22 108:11,21 109:6,10 110:9,19 110:22 111:4	department 21:2		disrupted 63:9	
54:14 57:22 58:14 58:22 59:16 60:12 60:15 61:1,10,18 61:21 62:3,8,13 62:18 63:2,7,10 63:15 65:18 66:5 89:10,13,14,19,22 90:2,17 92:6,12 106:11,12,13,16 106:20 107:1,11 107:22 108:11,21 109:6,10 110:9,19 110:22 111:4			disseminate 33:21	
54:14 57:22 58:14 58:22 59:16 60:12 60:15 61:1,10,18 61:21 62:3,8,13 62:18 63:2,7,10 63:15 65:18 66:5 89:10,13,14,19,22 90:2,17 92:6,12 106:11,12,13,16 106:20 107:1,11 107:22 108:11,21 109:6,10 110:9,19 110:22 111:4			disseminated 29:18	
54:14 57:22 58:14 58:22 59:16 60:12 60:15 61:1,10,18 61:21 62:3,8,13 62:18 63:2,7,10 63:15 65:18 66:5 89:10,13,14,19,22 90:2,17 92:6,12 106:11,12,13,16 106:20 107:1,11 107:22 108:11,21 109:6,10 110:9,19 110:22 111:4			disseminating 78:22	
54:14 57:22 58:14 58:22 59:16 60:12 60:15 61:1,10,18 61:21 62:3,8,13 62:18 63:2,7,10 63:15 65:18 66:5 89:10,13,14,19,22 90:2,17 92:6,12 106:11,12,13,16 106:20 107:1,11 107:22 108:11,21 109:6,10 110:9,19 110:22 111:4			dissolve 90:14	
54:14 57:22 58:14 58:22 59:16 60:12 60:15 61:1,10,18 61:21 62:3,8,13 62:18 63:2,7,10 63:15 65:18 66:5 89:10,13,14,19,22 90:2,17 92:6,12 106:11,12,13,16 106:20 107:1,11 107:22 108:11,21 109:6,10 110:9,19 110:22 111:4			distract 47:19	
54:14 57:22 58:14 58:22 59:16 60:12 60:15 61:1,10,18 61:21 62:3,8,13 62:18 63:2,7,10 63:15 65:18 66:5 89:10,13,14,19,22 90:2,17 92:6,12 106:11,12,13,16 106:20 107:1,11 107:22 108:11,21 109:6,10 110:9,19 110:22 111:4			District 1:1 4:21 76:18	
54:14 57:22 58:14 58:22 59:16 60:12 60:15 61:1,10,18 61:21 62:3,8,13 62:18 63:2,7,10 63:15 65:18 66:5 89:10,13,14,19,22 90:2,17 92:6,12 106:11,12,13,16 106:20 107:1,11 107:22 108:11,21 109:6,10 110:9,19 110:22 111:4			diverse 102:9	
54:14 57:22 58:14 58:22 59:16 60:12 60:15 61:1,10,18 61:21 62:3,8,13 62:18 63:2,7,10 63:15 65:18 66:5 89:10,13,14,19,22 90:2,17 92:6,12 106:11,12,13,16 106:20 107:1,11 107:22 108:11,21 109:6,10 110:9,19 110:22 111:4			Division 25:9	
54:14 57:22 58:14 58:22 59:16 60:12 60:15 61:1,10,18 61:21 62:3,8,13 62:18 63:2,7,10 63:15 65:18 66:5 89:10,13,1				

educate 9:16 24:1	entered 7:14	equate 12:16	extensively 55:18	45:18 46:1,2
educating 47:4	entertain 111:21	Errol 1:11,13 2:3	extent 59:3	feats 46:3
education 47:16	entertainer 65:5	error 107:5		fewer 48:18
73:10 80:11 82:3	entrants 110:15	especially 48:4	F	field 20:15
86:3,16,21 87:6	entrepreneurial	81:22	fabulous 106:8	figure 49:6
91:17 94:19 95:1	57:4 58:1	essentially 14:14	facilities 56:3,4	figured 33:20
100:4	environment	estimate 8:20	58:21	files 99:14
EFC 96:10	109:16	estimated 14:9	facility 58:20	fill 35:19 49:8 83:2
effective 21:15	Epps 1:14 2:7,8,9	evaluation 100:12	facing 50:12	filled 35:17
32:19	2:11,14,16,18	evening 25:19 72:9	fact 46:5 61:12	final 87:3 88:12,12
effectively 83:17	4:17 6:16,22 7:22	72:10	78:12 104:3	financial 1:19 2:19
effort 31:17	8:7,9,14,18 9:1,6	event 45:13 47:7	109:18	11:7,10 63:21
eight 43:13 92:19	9:10,13 10:4,9,14	95:18	faculty 34:13 52:21	67:10 72:7,8,12
either 83:21 86:2	10:20 11:2,5,12	events 28:10	FAFSA 28:11	76:4,10 78:8,14
ELAINE 1:15	11:15,17 12:4,7	everybody 23:20	94:16 95:5	78:16 79:3 93:1,3
election 28:18,22	12:18 13:1,5,9,13	everybody's 57:16	fair 44:16,18,22	94:13 95:14
33:15 34:7	13:20 14:2,16,19	everyone's 74:21	46:22 96:3	100:22 101:5
elections 28:21	15:4,8,12,18 16:1	ex 1:16	fall 36:22 66:4	105:9 109:1
electronic 80:3	16:5,12,22 17:4	exact 110:7	67:21	financially 79:6
electronically	17:12,18 18:1,18	exactly 14:21 21:5	families 47:4 67:6	find 14:9 15:9 18:3
29:19 33:21 78:10	18:20 19:1,6,11	example 56:20	family 5:5 44:15	20:17 31:19 45:21
94:1	19:14,16 20:2,6	58:19 85:4 101:2	95:7	47:6 70:13 89:6
eligible 96:16,22	21:9 22:4 23:19	109:2	FASFA 94:19	92:21 99:20 109:3
eliminating 87:13	24:10,13,15,21	exceeded 73:22	95:10	findings 83:20
Elliott 4:18 5:6	27:16,20 28:16	exception 74:2	fashion 26:17	98:15,20
emergency 35:20	31:9 32:14,18	Exchange 5:13,22	48:15	fine 46:2,2
35:20 36:9,10	33:8,12 34:19,22	6:1 9:15	fast 9:9	finish 86:11 87:16
employed 92:8	35:2,6,13,16 36:6	excited 27:22 28:5	favor 4:12 112:2	88:14
employment 82:1	36:10,13,16 37:10	30:9	fear 82:21 94:3	finished 98:13
empty 35:14 38:20	37:16,21 38:1,9	exciting 57:13	feast 26:6	firm 87:11 88:3
encourage 41:4	38:16,22 39:4,8	Excuse 46:13	feather 79:16	first 4:4 10:3 26:5
62:6 65:22 91:7	39:21 40:6,10,22	Executive 1:20	February 12:17,19	30:11 48:16 49:17
encourages 82:12	41:2,7,12,16,18	exemptions 92:2	28:1,6,7	59:16 62:21 69:14
engage 31:17 58:3	42:4,7,11 43:9,17	exhausted 92:22	federal 73:5,7,9,9	94:19 101:2 104:2
engaged 32:1 54:11	43:20 44:4,7	existed 50:3	73:10 77:5 79:15	107:4
61:1 62:11 64:18	45:10 46:8 55:22	existing 11:1 22:18	85:11 90:7,7,9,15	fiscal 64:1 65:13
engagement 53:21	56:13 59:14 60:14	exists 9:17 21:22	96:7 100:15 101:3	87:9
54:8,21 57:6	60:22 61:9,16,19	expect 22:21 72:2	104:4	FISE 67:18
60:18 61:14	61:22 62:5,9,16	expectation 22:13	feed 99:12	fit 31:7
engaging 45:2	66:22 68:9 69:1	experience 42:3,6	feedback 67:12	five 29:4 50:14 94:2
enhancing 54:7	69:20 70:5,13,20	48:4 54:15	71:5	flagship 13:6,8
enrolling 84:7 96:6	71:11,15,19 72:4	experiencing 39:9	feeds 49:11	29:16 70:22 74:7
enrollment 2:8 8:2	72:18,21 99:8,20	explain 97:9	feel 39:19	78:19 81:13 108:2
12:5,12,13,13	106:7,9 107:9,21	explained 105:20	fees 96:12	108:5
49:21 84:2 106:21	108:10 109:5	explored 32:6	feet 49:10	Fling/Spring 26:1
110:5	111:5,8	expo 28:11 94:20	felt 100:16	folders 25:4 99:21
enrollments 110:8	equals 107:16	94:20 95:12	Fest 25:16 26:1	folk 59:5 104:13

folks 45:15	funding 14:9,12 73:17	goal 61:17	greatly 69:9	HealthLink 5:11
follow 44:14 45:14	funds 16:16 26:22 32:22	goes 5:16 37:3 38:2 53:18 106:20	ground 56:17,21	hear 7:7 8:17 30:6 68:16 70:6
follow-up 100:8	further 96:21	going 5:15 18:2,6 21:7 26:10,18 32:10,11 49:7 50:8 51:5 56:22 58:2 66:8 67:20 75:5,7,8 77:21 78:15 79:20,21 80:17,22 82:11 83:9 85:1 87:21 93:20 94:11 96:6 98:15 101:17 105:7 111:15	group 23:21 29:5 31:6 42:18 43:4,7 55:14 69:12 84:18 99:11	heard 7:8 69:4
following 84:6	future 81:16 100:2	good 25:19 28:16 28:17 31:8 35:2 45:16 47:8 49:12 62:1 72:10 93:18 98:3 108:18	groups 42:14,17 43:12 47:9 102:6	hearings 104:1
food 76:8	FYI 66:6	gotten 47:16 109:12	grown 70:1,1	heavily 82:5
Foods 69:10	G	governing 23:11	GSGA 28:22	heavy 51:16
forbearance 75:11 86:4 93:2,3,5,7	game 55:6	government 29:15 83:2 91:12 93:5 93:17 104:4	guess 11:6 37:11 45:6 54:19 59:18 69:22 83:8 99:9	held 47:1 78:5 95:6 100:16
forced 76:7	Gaston 28:5 111:10	Grad 73:12	guidelines 33:22 34:4	help 30:19 55:12 75:1 82:17 96:13 97:1
forgiveness 93:14	gather 86:14	grades 108:20	guys 72:20	helped 29:10 30:12
forgot 62:19 89:16	General 1:18,21 3:8	graduate 29:10,14 51:11 53:6 77:10 83:10	H	helping 43:21
form 75:8	George 50:5 51:20	graduating 81:18	hair 111:18	helps 69:8
former 103:2	getting 25:10 56:22 77:13 80:4 81:18 82:4 86:9 94:7 103:17	graduation 71:22 77:8 79:19 101:20 101:20 102:1	half 48:1,7 77:20 105:21	hey 83:8
forms 86:12 87:19	Giant 69:10	grand 85:18	hall 26:10 62:7 70:22	high 46:20 47:2,3,7 47:20 50:11 51:7 52:2,11 81:21,22 85:5
formula 85:11,12 86:5 102:5	giggling 107:2	grant 11:13 67:18 67:20 68:6 71:8 73:9,10 96:8,12 96:16,22 101:4	hand 72:20	higher 85:14
forth 24:3 67:16	gingerly 16:18	granted 75:19 82:9	handbook 18:3	highlight 28:6
fortunately 11:6	girls 68:12,12 69:19,22 70:10	grants 11:11,14 69:16 100:13,15	hands 8:4 95:5,19 95:22	highlighted 98:10
forward 33:11 65:10	give 29:21 48:3,18 48:19 64:9,19 65:21 68:18 71:4 71:5 72:15,22 82:21 88:12,17 94:20 100:21 111:14	great 13:17 27:1 54:17 71:9 96:2 101:15 111:16	happen 46:1 80:7	Highlights 28:7
found 79:17	giving 30:1 99:14	greater 58:18	happened 14:18 53:10 63:2	Hills 104:2
foundation 57:9,10 57:14	go 6:6 14:7 16:14 17:19 19:3,12 24:12,14,17,17 37:6,19 40:4 41:9 42:12 48:6 51:7,8 51:12 53:7,8 72:19 74:16 77:10 88:6 89:12 91:15 93:2 94:16 98:1 99:10 106:18 111:7		happens 47:14 53:11,11 91:6	hire 22:14
Founder's 28:3			happy 29:5 72:14 85:16 97:18,19	hiring 56:19
four 28:8 38:3,3,4 91:12 109:16			hard 34:8 91:5 94:6	Hispanic 77:6
fourth 50:21			hardship 93:2,3	hit 56:20 74:6 76:22
frame 21:3 34:4 65:15,16			hardships 6:19 7:21	hits 94:6
framing 18:11			hate 48:2	hitting 62:1 80:16
Frances 69:2			HBCU 79:16	HIV 68:13 70:8,9 70:10
Franklin 1:20 2:4 3:5,8,10,13,15,18 3:21			HBCUs 67:19 68:4 76:20 77:6	hold 71:2 78:5
free 50:14			health 2:7 4:16,19 5:13,16,18,21 6:1 6:3,3,6 7:5,10,16 8:3 9:15 12:1 69:3,3	holding 95:18 110:11
freeze 12:19,20				holds 90:13
frequently 55:8 80:6				home 48:7
Friday 29:2 66:7				homecoming 25:21 45:22 46:4,10 62:20,22 63:12,21 64:4,6 65:2,12 66:1,3,4 67:7
frozen 12:14,16				honor 68:15
fruition 30:10				honored 69:2
full 5:9 10:11 28:20 29:13 30:1 34:16 67:11,11 101:3				hope 3:22 21:17
fully 32:1				
fun 64:11				
function 56:3				

30:10 32:12 33:6 34:15,17,21 39:1 42:16 58:1 66:14 69:5 hoped 81:19 hopeful 29:13 102:15 hoping 71:2 host 111:13 hosted 5:11 hot 73:1 house 28:11 102:21 housing 31:11 35:21 37:2 40:16 40:19 41:8 42:16 43:2 53:22 54:10 60:13 61:2,4 80:18 Howard 51:18 Howe 34:12 huge 45:12 Human 69:4 hurt 78:2	impression 23:8 improve 54:16 improved 81:17 improvement 108:4 improves 61:7 90:20 include 26:16 28:10 29:12 31:2 32:9 71:20 73:11 74:8 included 12:9 includes 87:8 including 3:6 22:9 income 43:16 58:13 75:11 77:18 82:6 89:19 90:9 incorporate 70:18 increase 6:6,21 8:1 8:13 9:12 12:2 29:5 32:12 33:7 38:17 39:18 76:9 96:8,9,12 108:1,2 108:13 increased 40:15 94:10 96:14 105:22 106:4 increases 96:11 110:5 independent 87:11 Indiana 43:10 indicated 56:12 98:20 indicator 41:22 individual 10:7 individuals 80:21 induction 28:1 inform 29:11 information 7:19 16:9 67:7 73:4 75:10 99:13 initial 84:1 initiative 15:11 48:21 100:3 input 103:6,17 Inside 50:1 insinuating 79:5 instances 86:19	institution 109:16 institutional 29:8 73:17 institutions 45:6,7 76:12,15 77:7 93:17 101:10 102:7 103:14 104:18 insurance 5:18 6:13 7:12 insure 96:18 intend 45:19 interest 30:12 40:15 41:8,8 82:10 93:6,8 interested 30:8 31:4 40:16,19 42:14,15 interesting 67:5 internal 18:17 19:22 21:1 22:3 Internship 42:19 43:12 internships 51:4 interpreted 23:13 intersection 70:9 interventions 77:16 INTRODUCTION 2:2 inventory 101:9 investment 65:8 involved 44:15 47:11 51:21 57:3 59:2 62:17 67:2,7 100:11 102:14 103:8,9,10 involves 42:22 IPEDS 101:1,22 IR 12:8 IRA 95:14 IRS 77:22 90:8 92:4 Isaacs 1:15 3:13,14 issue 20:12 28:6 102:17 104:14 issues 30:1 item 4:4	items 4:2 84:8 102:22 IV 84:3 <hr/> J <hr/> Jackson 69:6 James 1:16,19 2:20 12:18 72:11 99:11 104:13 105:1,12 January 67:2 Jay 31:5 69:10,11 JEROME 1:16 jet 24:15 Jim 100:5 job 45:16 47:8 55:13 83:12 92:10 92:21 93:18 94:7 106:8 jobs 81:19 join 93:12 joint 46:11 judge 30:17 31:8 judges 30:15 July 86:11 jump 51:15 74:14 74:20 Jumper 36:22 55:18 56:13 June 86:11 98:13 junior 47:3 Justine 69:7 <hr/> K <hr/> keep 25:5 46:6 93:10 106:10 KENNETH 1:15 1:18 key 18:13 kick 19:22 21:1 kick-off 26:5 kid 52:20 kids 52:16 80:4 83:5 Kim 53:19,19 60:17 Kimberly 2:12 25:20 kind 16:9 29:11,22	45:14 54:4 58:9 58:21 64:7 77:2 88:13 96:21 106:4 109:2 kinds 54:5 knew 98:11 107:2 know 6:11,12 7:3 8:4 12:2 13:21 16:8,14,18 18:8 18:11 20:18 22:8 22:11 23:4,5 24:11 33:18 39:10 42:10 44:19 45:14 46:9 47:5,9 50:4,6 50:17 52:7,9 53:5 53:22 55:17 57:1 57:18 59:7 60:18 61:2,3,4,11,20 65:3 68:1 70:5 71:7 80:13 87:3 88:8 90:18,20 92:4 93:18 96:10 103:19 104:14 105:5 107:3,22 110:1,9,12 knowledge 42:1 102:15 kudos 64:19 <hr/> L <hr/> lab 95:8 ladies 30:7 lady 48:13 lagged 24:16 land 40:8 large 44:16 58:19 85:19 larger 55:4 largest 44:18,21 45:1 58:21 late 65:14 95:18 latest 111:9 launch 27:22 law 13:9,11 73:16 74:2,8 107:18 110:4,5,7,15 leaders 68:15
---	--	---	---	---

leadership 45:21 64:19 87:18	77:22 87:19 96:15	luggage 60:2,20	marketplace 9:17	microphone 9:22
lease 37:9,13 38:2	loan 11:10 73:11	Lyons 1:16 3:15,16	Marsha 100:6	middle 22:20 26:9
leases 37:5,8 38:3	74:6,9 77:20	4:10,12 15:16,19	Marshall 103:9	26:12 46:21
leave 21:16 31:4	80:16 83:12 85:5	16:2 20:20 21:5,8	Maryland 5:2	military 93:12
led 22:12 71:1	85:12 86:9 87:2	22:16,20 23:3	master 83:3 86:14	millenials 81:22
Ledbetter 67:22	90:7,15,16 91:9	34:22 44:9,13	mastered 52:22	million 15:2,2,5,6,9
69:16	91:13 93:6,14,21	45:11 46:9,15,18	maximum 92:2	16:2,7 17:2,2,15
Lee 31:16,20 61:20	95:4,4 106:2	49:19 56:7,11	Mayor's 94:22	20:17 73:4 74:5,6
left 61:20 68:20	loans 11:17 73:12	58:11,15 59:1	96:19	74:8 81:13,15
legal 89:16	73:12,16 75:17,19	65:19 76:21 101:8	McGriff 31:21	84:19
legible 86:20	77:11 88:8,9	101:13 102:19	mean 10:6 39:4	minds 18:12
lender 82:16	91:18 100:15	103:4,20 104:12	42:2 56:16 57:16	minimum 91:10
lending 74:3 83:1	loans.gov 93:21	105:5 106:1	59:11 62:5 63:15	Minority 100:3
94:10	local 45:5,6	108:18 109:1,7	79:3 89:7	minute 92:9
lengthy 3:22	locations 49:9,10	110:6,17,21	means 47:17 97:16	minutes 2:5 3:4 4:5
let's 17:9 67:13	logging 7:9	111:17	measure 84:14	4:5,15 94:2
letters 104:17	long 106:14		media 81:20	missed 51:1
letting 48:6 93:18	longer 7:5 75:7	M	Medicaid 7:14	missing 59:15
level 49:18 53:20	87:20 91:2	Macs 59:7	medical 47:12	mistaken 26:5
54:21 60:17	look 3:21 5:15 8:5	Madam 56:12	93:10,11	Monday 34:2
leverage 96:18	14:3 15:14 19:7	108:18	mediocre 82:1	money 10:7 81:7
liaison 18:13	21:1,10 33:4,10	main 49:10	mediums 80:14	83:9 86:22 88:21
lieu 25:21	37:1 38:12 39:11	major 77:6 80:10	meet 5:8 6:9 8:3	89:2,6,8 90:14
life 2:10 24:20,22	40:1 58:17 65:7	82:2 103:7	26:14 56:13 108:6	96:19 97:1
25:9,13 31:11,18	76:16 78:20 80:3	majority 63:20	108:14	monitoring 42:9,12
32:15 33:9 54:8	81:12,14 84:20	100:21	meeting 1:7,11 2:5	month 20:3,5 38:3
54:11 55:1 62:4	88:10 89:14 98:3	makers 102:16	3:5 5:7,10 13:22	67:1 70:21 76:1
Lifetime 95:4	99:13 107:3,14	making 57:2 75:21	14:14 19:18 25:14	78:18 82:8 91:11
light 31:14	108:1,12 109:20	80:12,21	26:11 35:7 42:14	monthly 75:22
limit 95:4,5	looked 45:5 76:17	management 2:8,9	57:9,11 75:4	91:10
line 15:22 44:3	85:13,14 102:5	12:6 13:21 14:4	99:11 100:2	months 91:12
liquidating 85:6	looking 5:14 34:3	17:21 18:3 20:14	111:20 112:5,6	92:19,20,20
86:8	39:2 47:13,21	22:22 24:3 59:19	meetings 64:17	morning 46:6
liquidation 87:2,7	51:22 53:4 56:17	59:21 60:6,10	70:22 83:22 95:15	Morrow 31:5 69:10
88:15	57:4,16 66:2 73:3	84:4	Member 33:14	69:11
list 17:20 36:12,15	78:17 82:15 84:15	manager 23:7	34:6	mortgage 75:21
36:19 79:11 91:5	84:16 86:10 87:15	managers 22:11	members 1:12	motion 4:6,8
104:19,21,21	96:17 101:18	managing 54:4	57:13	111:21
105:6,7	looks 22:13 111:18	mandatory 79:18	Memorex 36:18	motivated 48:4
listen 103:22	lose 77:4 103:17	80:1	mention 25:7 49:1	move 4:1 16:18
literacy 76:4,10	lost 92:9	manual 18:7	mentioned 8:12	62:15 65:10
78:8,14,16 79:3	lot 45:2,13 50:13	March 1:10 12:16	75:3 81:3 111:12	moved 111:22
literally 84:14 95:8	52:20 59:13 76:3	26:2 29:19 30:6	messed 107:2	Mr.k 98:19
little 13:4 24:15	81:20,21 82:21	33:9,17 34:5	messy 19:11,13	MSN 5:3
29:12 33:2 41:3	Love 69:7	70:21 71:12 78:17	met 4:18 50:12	
63:16 70:15 76:1	low 73:19 85:4,12	market 42:17	methodology 86:5	N
	lower 76:20 77:8	marketing 36:21	metro 84:7	NAFIO 103:8

<p>name 63:16 National 45:20 69:6 nationwide 110:10 naturally 86:17 near 82:14 need 8:5 10:7 11:18 15:20 16:19 17:21 19:2 20:22 21:7 22:3,6,9 23:6 33:20 37:11 38:17 47:15 49:8 50:16 50:21,22 51:5 53:5,6 56:18 58:16,17 59:9 79:6,7 80:3,14 83:16 87:7,22 89:6 98:2 100:22 101:5 102:8 needed 35:20 needs 22:10 100:17 107:7 negative 107:11,12 negotiated 50:4 59:21 Negro 69:7 Ness 29:16 never 18:5 new 4:19 26:6 28:4 32:10 33:8 34:13 36:17 39:11 41:3 42:13 43:6 49:14 55:9 59:21 60:6 67:3 84:3,8 88:4,5 100:14 101:9 110:15 nice 28:6 63:13 70:14 night 4:1,3 66:7 nine 92:20 nominal 32:22 non 50:17 non-employment 94:1 non-paying 36:5 non-Pell 96:22 non-serious 50:19</p>	<p>non-traditional 102:3 normally 65:17 91:7,11 95:20 note 83:3 86:14 notes 86:17 notice 83:8 noticed 59:15 notification 83:7 notify 9:8 November 65:16 66:1 95:20 number 7:1,2 74:22 76:16 84:20 85:15,19 92:15 93:9,15 94:14 96:1 108:4,14 109:13 110:15 numbers 33:4 67:14 72:16 84:18 85:3,12,16 88:13 101:21 107:3,15 107:20 108:12 110:2 nursing 4:22 5:1,3</p> <hr/> <p style="text-align: center;">O</p> <hr/> <p>O-F 2:1 Obama 80:10 102:21 Obama's 77:18 101:9 obligated 92:13 obligation 92:7 obtaining 77:11 occasion 58:16 68:17 occupancy 2:13 35:5,7 occur 98:20 October 66:6 95:20 off-mike 12:21 offer 64:12 94:19 offered 30:18 62:12 68:4 76:6 86:15 offering 94:14 office 12:8 35:22</p>	<p>66:14 69:2 83:13 86:13 officers 29:14 offices 18:9,13 official 74:18 officio 1:16 offline 97:9 offset 97:1 offsite 51:3 OGC 33:19 oh 11:3 16:20 24:10 25:2 35:5 39:15 62:18 63:7 66:22 71:7 90:6 97:17 101:13 okay 8:8,22 9:18 11:3,16,20 12:5 13:3,7,17 17:9 19:15,16,17 20:7 23:2 24:7,9,19,21 27:13,13 28:16,19 31:9 33:10,11,12 34:19 35:2,4 36:11 37:6,18 39:7 40:2,21 41:1 41:11,14,17,20 43:18,22 44:1,4,8 46:18 53:13,17 56:10 57:22 61:18 62:8,13,14,16 63:7 65:18 66:9 66:10,14,20,22 68:8 70:12,19 71:18 72:6,21 73:2 86:6 90:1 97:14 104:10 105:15 106:13,18 106:22 109:6,10 110:19 111:1,3 old 60:10 once 80:20 88:15 94:7 ones 64:15 76:6 online 93:20 94:17 95:6,12,17,19 onsite 45:3 open 28:11 106:19</p>	<p>opens 56:21 operating 41:22 operations 87:9 opportunities 58:12 59:8 opportunity 57:11 57:17 59:13 70:3 70:3 71:5 73:10 97:8 opposed 4:14 46:10 64:2 66:3 opposite 110:7 opted 25:22 26:20 option 89:5 92:17 options 60:13 75:12 77:14 80:20,22 82:19 91:19 92:16 93:9,13 order 3:5 18:15 organization 105:3 organizations 103:8 orientation 67:3,4 79:19 ought 48:11 51:15 103:13 outrery 102:7 outreach 76:1 outside 49:20,22 overall 13:15 16:6 33:1 38:12 39:11 oversee 55:19 overtake 58:2 owe 83:8 owes 86:22 owing 77:22 90:8</p> <hr/> <p style="text-align: center;">P</p> <hr/> <p>P-R-O-C-E-E-D-... 3:1 p.m 1:11 3:2,4 29:3 112:7 package 19:22 packaging 96:7 packing 96:17 page 111:17 paid 50:7</p>	<p>Parent 73:11 parent's 7:4 parents 67:6 part 11:7 47:4 51:7 69:12 70:6 83:6 85:11 86:5 87:2 90:12 96:2 98:8 102:6 part-time 102:4 partial 17:16 participant 12:22 participate 28:9 55:7 79:1,22 95:16 participating 7:3 participation 32:13 65:3 76:10 77:4 98:10 particular 26:8 28:22 30:13 33:5 33:18 64:1 65:7 65:13 102:17,22 partnering 94:18 partners 82:17 party 26:20 pass 72:14 107:9 passed 38:7 95:22 paths 103:2 pay 10:11 17:10 37:11 82:7 83:9 89:6 92:9 97:2 paying 6:14 36:5,6 36:7 38:20 82:9 payment 75:22 80:13 payments 75:21 peddling 106:11 peer 68:2 peers 68:3 Pell 11:12 73:9 95:4 96:7,12,14 96:16 100:13 101:3 penalty 80:2 Pennamom 2:12 25:14,14,19,20 27:6,9,14,19,21</p>
---	---	---	---	---

28:19 30:16 31:1 31:12,15 32:4,17 32:20 33:10,13 34:20 54:17 56:10 63:18 65:20 66:10 66:18 68:22 Pennsylvania 5:5 people 9:15 18:7 23:21 24:6 56:17 68:19 70:14 94:15 104:3 105:5 percent 6:7 8:12,16 8:21 10:18 13:14 13:15 73:6 74:19 76:22 77:1,3 82:14 90:10 95:3 101:2 102:1 105:13 108:13 110:2 percentage 55:4 85:14,17 110:2 percentages 73:14 73:18 period 34:10 38:2 45:1 50:22 84:22 86:1 92:22 periodically 24:22 37:3 Perkins 85:4,5,6 86:8,14 person 5:8 7:13 14:2 22:22 32:10 33:11 36:17 55:9 56:4,6,20 62:1,4,6 persons 69:1 perspective 52:5 57:5 72:15 phase 83:18 88:14 phases 87:4 philosophy 96:18 phones 80:4 Phronie 69:6 physically 34:1 pick 30:17 93:6 picture 64:11 pictures 111:12 pie 73:20	piece 8:12 piggyback 46:14 pinch 62:1 place 34:21 92:7 93:15 places 60:4 plan 19:22 21:16 25:12 77:19 82:6 101:14 planned 28:15 78:15 planning 59:3 66:15 96:11 plans 58:17 play 47:18 please 3:6 9:22 89:12 plus 10:18 64:3 73:12,12 podium 25:16 point 18:9,10 45:17 54:2 74:1 90:22 105:15 points 12:10 68:10 99:10 pool 29:6 40:17 85:22 populations 102:9 portfolio 88:10,12 position 30:13 positive 67:12 possibility 10:21 45:8 possible 21:15 25:5 57:15 66:4 103:19 posted 12:2 46:7 potential 52:20 potentially 10:22 77:4 practice 5:6 55:6 preceded 31:21 preparation 49:3 presence 47:5 present 1:12,17 34:22 45:15 71:4 presentation 13:22 16:10,11 70:7	presented 23:12 presenting 103:3 president 1:16 15:15 20:18 25:20 44:12 45:20 46:5 80:10 101:9 102:19,20 103:1 111:17 President's 77:18 101:14 presidents 104:19 presiding 1:11 press 73:1 pretty 97:3 103:11 110:11 prevent 75:13 80:20 98:22 prevention 75:5 prevents 82:11 previously 6:15 price 9:3 16:7 38:8 38:17 pricing 37:2 primarily 73:8 primary 22:8 23:12 23:13 principal 48:13 51:17 82:10 93:9 principals 47:13,21 51:17 prioritize 17:7 priority 79:11 privilege 59:20 60:5 prizes 26:19 probably 4:18 8:15 24:4 43:1 67:21 80:3 83:21 104:14 104:22 problem 21:14,21 22:8 23:4,12,14 50:12 51:17 52:3 problems 15:21 21:9 46:3 procedures 84:6 proceed 87:7 proceeding 57:20	57:21 process 7:11 18:17 21:7 26:12 29:1 29:11,16 33:15,16 34:7 64:18 72:5 86:12 87:8 88:7 88:15,17 90:13 96:5 100:15 103:18 profitable 65:9 program 5:13,14 5:18,22 6:1,4,6 7:5 14:4,5 23:1 26:7 28:1,3 38:12 39:11 42:19 47:12 48:8 49:21 50:9 51:3,3 72:2 73:15 74:7 85:6 87:13 87:16,21 94:16,22 96:20 98:9 100:7 programming 59:3 programs 5:16 18:9 47:10,21 51:6 73:8,11 76:5 77:5 78:8 93:15 94:14 95:2 prohibitive 39:19 projection 86:8 prom 86:17 Promise 94:21 96:21 promissory 83:3 86:14 promoting 55:14 pronounce 69:5 proposed 28:17 101:16 prospective 40:17 proudly 106:10 provide 51:18 75:9 85:16 88:15 provided 84:1 103:6 provider 8:19,19 providing 82:19 provisional 98:9 publication 111:10	publicizing 55:13 pulling 76:5 purchase 87:1 purpose 58:5 59:9 push 32:8 63:21 pushing 78:10 82:6 put 15:10,12 25:3,4 48:7 81:7 91:13 putting 78:11 111:20 <hr/> Q <hr/> query 41:2 question 20:9 22:12 24:8 31:10 40:3 55:22 61:15 62:19 64:22 89:11 105:2 108:8,18 109:4,8 110:13,20 111:1 questions 12:1 13:18 27:15 44:2 53:16 54:18 55:16 56:18 80:7 97:4,5 104:9 106:17 111:4 quite 20:21 55:8,21 72:1 quorum 2:4 3:19 <hr/> R <hr/> radio 69:8 RADKAR 1:21 raised 10:12 61:14 raising 110:20 range 6:18 ranges 69:19 ranking 101:10 rate 74:18,19,21 76:13,19 77:2,8 78:3 81:4 83:17 84:13 85:5 90:21 94:9 101:20,20 102:1 104:14 106:4 rates 74:12,15,17 75:1 81:16 rating 101:17 102:6
--	---	---	---	--

103:12	45:1	report 8:10 19:18 19:19 83:20 87:9 97:3 101:1,22	retention 22:22	satellite 49:9
reach 75:5 82:17	recruiting 47:12 52:15 70:3	reported 83:21	return 65:8 84:3	Saturday 26:3 28:12
reacting 60:16	recruitment 44:16 44:18,22 46:22	reporter 9:21 72:22	review 18:17	save 26:21
read 18:7 81:19	recurrences 99:1	reporting 57:19 84:2 87:8 105:17	reviewing 87:4	saw 28:3
reading 107:13	reduce 7:21	reports 76:17 111:12	revised 74:11	saying 37:12,19 48:14 93:22 103:10 104:3 107:14 109:17
ready 25:10 41:5,6	reduced 64:1	representative 34:13	Rickford 89:4 98:19	says 22:8
real 36:18 41:8 47:7 48:20 50:16 104:16	reduction 107:4 110:1,3	representatives 21:2	rid 86:9	scale 103:12
realities 103:13	refer 55:22 108:19	represents 108:3 108:13	right 6:16 14:1 15:4,4 16:1,22 17:3,4,18 22:4 25:15 28:19 31:22 32:3 35:3,17 36:4 41:14,16 43:19 46:17 49:5,11 52:18,18 54:1,17 57:12 60:12 61:9 63:19 66:9 69:5 72:3 79:12 80:9 89:15 97:13 99:18 102:12 105:4,14 106:1,6 109:5,10	scenario 91:8
really 15:20 19:2 29:11 30:9 31:17 32:8 34:11 41:5 58:5 64:7,10,17 65:8 76:14 77:14 79:7 81:1,19 93:20 97:16 99:16 101:18 102:7	referred 108:7,16	request 15:13 35:18 92:18	Right.k 108:22	schedule 28:18 63:9 64:16
reapply 83:5	refined 27:3	requests 28:8	rights 75:10	scheduled 26:2 100:2
reason 8:2 77:14 91:3 95:15 104:16 109:11 110:13	reflect 100:17 103:13	required 24:2	rigorous 109:15	schedules 55:5,6,6
reasonable 6:18	reflected 102:8	requirement 50:15	road 98:2	scheduling 49:5 53:9 78:21
reasons 54:20 63:20,22 74:22 78:20 93:11 109:1 109:2	reflective 102:8	requirements 8:4 50:12	Rogers 57:8 66:14	scheme 85:18
recall 21:12 62:21	refund 83:7 91:22 92:3	RESCHEDULED 1:7	roll 2:4 3:6	scholarship 94:22 96:20
receive 5:3,5 12:8 32:22 96:19	refunds 89:20	research 29:8 67:18 68:2	room 38:21 59:18 60:1,8	school 13:10,11 46:20 47:20 51:7 73:16 74:2,9 91:15,16 107:18 110:4,5,7,15
received 4:21 29:3 74:11 101:3	regarding 80:12	Resident 62:4	rooms 35:12 37:19 38:3,4 39:5,6	schools 6:10 46:21 47:3,3,7 50:11 52:2,11 76:21 95:13 96:2 100:3
receiving 11:11	regional 104:1	residents 31:18 32:15 33:9 55:1 60:3 62:2,7 84:7	rule 75:1	Schwartz 1:11,13 2:3,6 3:3,8,9,20 4:8,11,14 6:12,17 7:20 8:1,8,11,15 8:22 9:5,8,11,18 11:20,22 12:5,15 13:3,7,11,17 14:1 14:13,17 15:1,5 15:10 17:3,6,9,13 17:19 18:16,19,22 19:5,8,12,15,17 19:21 20:4,7,10 20:16,22 21:6,19 22:1,5 24:19 25:17 30:14 31:10 31:13 32:3 35:4
recertification 98:9	REGULAR 1:7	resolve 98:16	run 26:2 59:10 64:13	
recipients 96:22	regulations 19:3 23:9,11,15	resource 59:4	runner-up 30:11	
recognize 80:15	reinstate 91:13	resourceful 20:19 20:20	running 30:8 56:21	
recommendation 23:8	reinstatement 91:8	respond 34:9	runs 14:10 56:8	
recommendations 31:7	reinstating 75:17	response 58:10 64:22	Russell 40:13	
record 22:10 23:7	related 23:9,14 44:22	responses 99:2	ruthless 90:13	
records 2:9 13:21 14:4 17:21 18:3 20:14 22:21,22 24:2	relates 31:11 55:16	responsibilities 22:19 75:10		
recruit 46:21 47:9	relatively 73:19	responsible 82:12 93:7		
recruiters 40:14	remain 37:20	rest 26:16 62:10		
	remark 111:6	restricting 110:14		
	remember 63:11,16 63:17 110:16	result 106:3		
	renew 37:5,8	results 68:1		
	renewed 83:4	resume 65:11		
	rent 37:3 38:13			
	rentals 42:2			
	rents 39:18			
	repair 17:21			
	repayment 75:12 77:19 82:6 84:21 85:1 86:1,4 91:10 91:14 92:7			
	reply 12:21			
			S	
			Sabrina 69:4	
			salary 89:17	
			sample 84:4	
			samples 84:2	
			Sandra 40:11,12	

35:11,15 36:4,11 36:14 37:9,13,18 37:22 38:6,15,19 39:3,6,15 44:1,5,8 44:11 48:22 50:1 52:4,9,18 53:2,13 53:17 54:12 62:14 63:1,4 66:21 68:8 69:18 70:2,12,17 71:9,13,18 72:3,6 72:8 76:11 78:4,9 79:12 80:1,6 81:2 81:6,10 83:14 86:7 88:2,20 89:1 89:9,12,21 90:1 97:5,20 98:1,5 104:10 105:11 106:6,10,14,18,22 111:3,7,16 112:1 112:2,4 scope 14:7,10 se 7:12 second 8:11 16:13 16:14 42:6 45:17 Seconded 4:9,10,11 112:1 Secretary 1:20 2:4 section 62:20 securing 91:9 Security 90:11,12 see 6:19 8:5 12:10 12:11 14:8 18:7 18:19,20 19:1,6,7 21:17 29:5 30:9 31:7 32:12 33:6 35:22 36:1 37:11 38:16 40:19 41:5 50:3 54:6,21,22 55:12 58:7 61:14 64:10 67:13,13 68:4 73:18,21 74:10 76:9 99:5 104:5 107:4 109:8 seeing 99:16 110:4 seek 15:17,18 seeking 59:5 sell 61:2	semester 5:16 33:5 53:7 send 109:14 sends 83:8 seniors 47:14,15 48:1,16,19 sent 80:12 sentence 23:10,12 23:16 September 64:14 sequestration 63:9 serial 83:4 seriously 57:1 seriousness 31:2 serves 31:5 102:11 service 7:16 93:13 servicers 82:16 services 2:7 4:16,19 25:9,13 31:18 48:18 57:2 68:4 69:4 71:6 94:13 100:10 serving 77:7 100:3 session 79:7,9,17 79:18 94:17 sessions 67:8 78:16 sets 68:18 setting 100:11 102:10 Settles 100:5 shapes 6:11 share 49:16,17 shared 25:22 shed 31:13 sheet 73:13 Shelton 97:6 Shelton 1:16 3:11 3:12 4:6 9:19 10:1,5,10,17,22 11:3,9,14,16,19 11:21 16:6,20 17:1,8 19:19 20:14 21:11,20 41:21 42:5,9 43:8 43:15,18,22 46:13 46:16,20 49:1,22 50:2 52:8,14,19	53:3 63:5,8,11,19 66:6,11,20 97:7 97:12 100:8 101:6 101:11 102:12 103:15,21 104:7 105:15 111:22 short 30:16 35:9 shouting 72:16 show 13:4 26:17 27:7,10 70:4 77:9 91:1,9 105:8 showed 76:6 78:6 85:7 shows 87:11 side 55:20 57:2,6 58:1,3 77:20 sight 103:17 sign 75:8 signature 26:7 significant 74:14 74:19 significantly 64:1 76:20 simply 75:18 single 83:19 sir 65:20,21 72:9 sit 55:10 97:15 site 7:10 66:16 sitting 57:11 six 6:7 8:12,16,21 10:18 43:12 91:12 92:19 111:17 sizable 43:14 size 76:12 skewed 101:21 skills 64:20 slowly 94:12 small 50:9 100:3 110:3 smart 80:4 SMRUTI 1:21 snow 63:6 social 80:14 90:11 90:12 sole 59:8 somebody 53:8 59:2	soon 12:1 36:16 sorry 24:10 27:4 39:16 62:19 84:12 88:22 106:12 sort 73:13 76:7 87:17 88:16 94:5 101:11 sounds 54:14 spark 30:12 speak 15:15 70:11 speaking 33:19 special 47:10 68:22 98:11 Spellman 96:1 spend 64:3,5 65:3 spent 72:13 73:15 spike 94:9 105:21 spiked 74:12,22 106:3 sponsored 68:11 spread 73:13 spring 12:12,12 25:16 26:1 29:21 30:2 34:9 45:18 46:1 66:3 67:2 Stacey 33:19 staff 18:12 22:18 35:21 52:21 55:2 55:19 56:4,6,8 87:17 111:19 staffing 49:7 stage 16:8,8,9,16 16:17,17 staggering 48:15 stand 65:19 standards 108:7 start 18:11,14 21:7 26:2 28:20 29:17 29:17 33:16 60:10 72:15 started 29:1 38:4 57:14 59:17 starting 18:10 37:7 37:8 83:18 96:5 starts 33:9 state 45:8 65:19 104:2	statement 60:17 States 22:21 26:9 26:12 statistics 67:14 77:9 status 84:5 86:4 91:14 stay 7:4 33:22 34:3 43:21 staying 104:13 step 14:8 27:10 steps 21:15 sticking 86:17 stopped 64:10 storage 60:2,7 store 60:4 story 78:1 92:5 109:20 stow 60:20 Strategic 25:12 strategy 21:21 street 31:22 44:17 stretched 96:21 stroll 26:18 27:5,8 27:11 struggling 79:14 student 1:5 2:10 4:19 8:3 24:19,22 25:8,10,13,21 27:2,18,22 28:18 28:21 29:14 31:11 31:11,17,18 32:15 33:14 34:6 35:20 36:2,5 37:15 38:7 45:21 53:21,22 54:1,3,4,6,7,8,10 54:11 55:17,20,21 56:5,7,8,8,14,19 57:5,10 58:2,5,8 59:11 60:13 61:11 61:12 64:12 68:3 73:5,7,16 74:2,6,9 75:7,15 77:5,15 79:4,15 80:16 83:1 84:1 86:13 86:22 90:4 91:2,4 91:14,15 93:21
--	---	---	--	---

95:7 102:11 106:2 student's 61:7 students 5:12,18,20 6:20 7:2,4,9,14 9:9,16 10:2,6,11 11:6 13:4 26:11 26:14,22 29:9,10 32:9 34:5 35:9 39:19 40:15,17 41:3 42:22 43:10 43:11 44:20 45:2 45:9,13 47:18,19 48:9,11 50:13 51:11 52:7,10 53:21 55:4,15 58:4,6,8 59:17,20 59:22 60:1,5,7,18 61:13 62:7 64:9 67:3,5,19 68:5,10 71:4,14,21 73:5 75:6,20 76:5,6 77:7,9 78:21 81:12,18,21 82:7 82:18 84:7,8,18 84:20 85:15,19,20 86:2 91:7,20 92:1 93:10,18 96:6,9 96:15 101:3 102:3 102:4,4 108:4,14 108:19 109:13,17 students's 9:20 study 68:2 submit 34:6,11 submitted 34:14 101:1,22 submitting 29:2 94:2 subsequent 106:4 subsidized 93:6 95:4 Success 94:16 successfully 91:17 suddenly 53:5 summer 36:21 42:2 42:15 43:13 74:3 74:3 87:16 summit 102:20	Sunday 33:19 34:18 supervisors 18:14 supplemental 43:16 73:9 support 45:18 54:20 66:19 supported 69:15 supportive 27:1 supports 34:16 supposed 71:11 104:17 107:20 supreme 30:21 sure 4:3 7:17,21 8:7 8:16 15:14 21:19 23:17 28:2 55:21 60:22 66:12 68:21 72:21 79:2 88:11 97:10 98:2 102:20 104:21 107:19 111:7 surprised 58:9 survey 6:18 7:1 Syracuse 68:7 system 83:2 102:6 103:13 <hr/> T <hr/> T-A-B-L-E 2:1 tacked 10:19,22 tackling 82:15 TAG 69:13 94:21 take 15:14 16:16 17:14 19:7 34:21 38:12 39:10 40:1 44:3 51:9 77:15 84:17 87:14 89:16 89:17 90:8,12 92:4 97:12 98:3 99:13 102:2 taken 21:14 91:22 takes 94:2 talk 5:12 6:1,10 25:16 27:17 36:12 76:3 95:1 97:8 talked 23:10 37:1 43:6 46:5 47:13	48:12 51:4,16 53:20 55:18 talking 12:10 40:11 49:19 52:15,17,19 56:17 68:10 69:19 70:8 74:20 85:20 85:21 101:8 tangent 74:10 tax 89:19 90:9 91:22 95:7 taxable 77:21 taxes 95:9 tea 68:12,18,21 70:18 teacher 48:19 93:14 teachers 49:7 66:7 team 22:3 26:13 100:4,6 106:7 technically 10:17 technologies 22:10 tell 43:4 97:15 109:19 tells 109:19 ten 13:14 40:4,8 41:15,19 85:9 86:18 110:2 term 79:5 89:16 terms 5:21 7:2 12:11 13:20 14:10 20:11 24:1 25:10 54:19 55:19 62:20 65:1,3 67:14,15 73:15 76:19 99:12 103:12 terribly 7:7 testing 84:4,8 thank 3:7,20 11:3 11:21 13:18 24:13 41:20 53:13 66:5 66:18 104:7,10,13 106:7,9 111:3,18 Thanks 13:18 35:4 112:4 thing 54:18 60:19 82:4 96:4 103:11 things 14:4 15:20	16:19 17:10,20 18:2,15 21:6,12 23:15 25:11 31:19 36:22 39:2,3 50:8 53:20 54:9 57:7 57:13,15,19 59:10 59:13,15 60:4 79:11 80:8 83:16 85:18 90:4 104:4 111:11 think 14:20,21 18:4 20:17 24:7 33:1,2 35:8,10 40:3 43:10 44:1 47:1 54:9 59:9 61:17 63:5 69:20,21 71:16 76:2 77:12 79:7 82:21 83:2 83:12,15 93:16 94:3,7 98:1 102:12 103:1 105:21 109:11,18 111:1,18 third 42:21 Thomas 70:8,11 thorough 4:2 thought 58:4 61:10 62:18 82:20 110:4 110:10,13 thoughts 102:17 thousand 43:2 44:20 64:3,5 65:4 thousands 85:20 three 8:21 16:9,17 35:9,11,12,13,14 35:15,16 38:19 44:19 50:15 51:16 74:17 75:1 77:3 77:11 78:15 84:13 84:14,21 92:18 105:1 three-year 74:12 74:15 threshold 77:1 96:14 Thurgood 103:9 Thursday 26:17	94:17 tie 79:19 tied 8:4 62:4 tilt 10:11 time 3:3 4:20 12:13 12:15,20 13:2,18 29:12,21 30:17 34:4,10 36:20 37:5,5,8 43:14 48:19 49:17 50:14 51:20 65:15,16 67:9 69:9 83:20 86:3 87:14 91:11 92:20 97:13 100:13 101:2,3 105:2 times 38:5 75:18 105:1 Timing 25:17 tip-top 14:6 tired 24:11 104:15 Title 84:3 today 29:18 37:1 83:22 told 79:4 tonight 5:7 top 74:4 79:10,10 topped 81:14 total 84:20 85:18 107:5,15 touch 49:2 66:12 97:14 100:5 touching 82:10 tour 70:16 102:22 tours 28:12 67:11 town 26:10 70:22 traditional 49:20 102:10,11 training 5:7 24:5 55:5 transfer 86:2 102:3 transition 49:12 87:17 tremendous 57:11 57:17 59:12 81:17 tried 34:8 66:11 78:5
---	---	--	---	--

trillion 80:16	40:11 68:14	Van 29:16	109:5 111:5,8	104:4
trouble 65:2 105:8	110:18	various 28:9 68:15	visiting 26:12 68:3	we're 5:13,14 16:15
105:12	understands 59:2	68:18	visitors 67:15	18:6 23:17 26:8
true 83:14	unemployment	vendors 59:6	vital 61:3	26:10,18 29:5,20
trunk 27:7	92:15,16,19,22	verification 84:2	void 49:8	36:6 37:6 39:1,2,8
Trustee 30:18,19	Unfortunately	verifying 84:5	volume 80:16 106:3	40:1 41:15,18
39:16	33:16	versus 93:7	VOTE 2:6,22	50:9 52:6,19
trustees 1:3,12 31:3	union 56:7 59:11	veteran 71:4,13	voting 27:20 34:20	53:22 56:22 67:3
33:15 34:7 72:11	United 6:5	veterans 2:17 7:11	VRAP 71:7	75:6,8,15 78:14
83:22	units 40:4,5,8	7:13 70:20 72:1		78:17,20,22 79:1
try 25:5 31:2 97:15	universe 103:14	vibrant 61:3,8	W	79:13 85:5,20,21
trying 14:12 23:20	universities 9:4	Vice 1:14 2:7,8,9	W2s 92:2	86:11 87:15 88:11
23:21 27:1 29:21	100:11 102:9	2:11,14,16,18	wages 89:17 90:4	96:17 102:10
32:4,6 36:7 49:5	103:2	4:17 6:16,22 7:22	90:11,18	109:17
49:16 51:18 52:6	university 1:1 4:20	8:7,9,14,18 9:1,6	wait 20:17	we've 5:22 9:14
52:10 66:16 67:4	5:2,4 18:6 28:10	9:10,13 10:4,9,14	waiting 36:12,15	29:3 42:2 49:13
78:20 102:13	37:14,17 38:8,10	10:20 11:2,5,12	36:19 72:9 88:13	51:14 55:17 61:22
103:16	38:20 42:10 44:15	11:15,17 12:4,7	waived 7:17	72:13 73:4,22
Tuesday 26:8	50:10 51:8,15	12:18 13:1,5,9,13	walk 51:10 58:18	74:1,5,11 78:13
tuition 9:20 10:2,6	57:17 68:7 69:11	13:20 14:2,16,19	95:9	78:15 81:14 98:18
50:7 96:12 97:2	86:15 87:1,12	15:4,8,12,18 16:1	walked 58:16	99:8,19 105:16,17
105:22	90:20 91:3 96:11	16:5,12,22 17:4	walking 25:15	weaving 50:17,18
tune 43:1	University's 78:2	17:12,18 18:1,18	want 7:20 9:1 18:5	website 25:1,6
turns 40:22	101:19	18:20 19:1,6,11	23:3 26:4 30:19	78:11 93:21
tweaked 34:15	unknown 12:22	19:14,16 20:2,6	38:11 39:22 46:14	Wednesday 1:9
two 4:20 16:8,17	unlimited 6:8	22:4 23:19 24:10	58:6 62:10 82:13	29:20
28:9 36:3 42:2,14	unprepared 109:14	24:13,15,21 25:20	88:8,9,18 90:14	week 35:19 42:15
42:20 44:10,13,19	unusual 29:4	27:16,20 28:16	91:20 97:12	43:6 50:15 51:8
56:14 60:13 65:14	up-to 25:2	31:9 32:14,18	102:18 104:12	56:11,12 65:7
70:22 74:4 88:14	up-to-date 25:2	33:8,12 34:19	105:13 106:7	weekend 94:17
92:18	update 24:22	35:2,6,13,16 36:6	111:9	weeks 28:9 38:18
two-year 74:18	106:21	36:10,13,16 37:10	wanted 5:19 25:6	43:13 104:17
type 57:7 64:8	updated 22:9 25:5	37:16,21 38:1,9	43:11 44:14 56:13	went 5:2,4 6:13
79:18 102:11	updates 94:20	38:16,22 39:4,8	60:9,10 97:14	30:5 84:21 85:19
types 55:11	uptake 13:4	39:21 40:6,10,22	Washington 42:18	85:21,22
typically 31:4 52:4	use 9:21 11:7 59:18	41:2,7,12,16,18	43:12 50:5 51:20	weren't 60:5
U	59:22 60:8 97:1	42:4,7,11 43:9,17	wasn't 68:16 70:6	whichever 51:9
U.S 69:3 80:11	USGA 25:22 26:7	43:20 44:4,7	85:11,18 89:5	White 102:21
86:16 94:18 100:4	33:1 63:20	45:10 46:8 59:14	water 43:21	Winter 46:2
UDC 5:1 12:3	usual 26:17 67:9	60:14,22 61:9,16	way 54:7 68:21	wise 110:3
29:17 30:4,8,11	usually 42:22	61:19,22 62:5,9	71:7 78:10 79:20	withdraw 75:7
69:9,15		62:16 66:22 68:9	80:3 91:5 108:2	women 68:11,12,15
UNCF 103:9	V	69:1,20 70:5,13	108:11 109:4	69:3,4,7,18 70:10
understand 23:4	vacancy 36:3	70:20 71:11,15,19	ways 75:16 76:16	wonder 107:3
58:14 108:8,21	Valerie 1:14 2:7,8,9	72:4,18,21 99:8	we'll 15:16 34:17	wonderful 26:6
understanding	2:11,14,16,18	99:20 106:9 107:9	38:17 70:18 74:4	66:18 67:10 68:17
	value 78:22 79:8	107:21 108:10	76:8 87:7 89:6	wondering 54:2,5

word 65:21 77:13 82:5 94:8,11 103:20	108:5,14,15,17 109:16	82:14 85:9,9 86:18	5194 107:6
work 8:5 9:2 14:7 14:10 21:7 22:6 29:7 32:7,10 36:1 45:22 47:17 48:6 50:6,16 53:1 65:2 80:2 111:19	year's 70:18 81:3 years 42:3,20 49:13 75:20 77:3,11,19 84:15 85:9 86:18 92:18	200 71:16 85:22 87:4 2000 18:4 2004 12:12 2008 84:17 2009 74:17 84:17 2010 74:14 81:12 84:13,17 2012 98:13 2012/13 98:17 2013 12:12 98:14 2014 1:10 66:7 96:4 2015 96:5 101:16 21 69:21,22 70:1 24 2:11 26:2 33:9 66:6 24th 44:6,7 25 2:12 76:22 77:1 77:3 105:12 25th 12:17,19 26 7:5 29:20 30:6 28 34:5 29th 26:4	5196 107:5 55 107:7,13,19
worked 7:16	yesterday 34:14 young 30:7 48:12 younger 47:18,19	2012 98:13 2012/13 98:17 2013 12:12 98:14 2014 1:10 66:7 96:4 2015 96:5 101:16 21 69:21,22 70:1 24 2:11 26:2 33:9 66:6 24th 44:6,7 25 2:12 76:22 77:1 77:3 105:12 25th 12:17,19 26 7:5 29:20 30:6 28 34:5 29th 26:4	<hr/> 6 <hr/> 6 2:13 6:00 3:4 6:12 1:11 3:2 60 85:7 600 85:22 62 2:16
workforce 71:20	<hr/> Z <hr/> zero 96:10	2012 98:13 2012/13 98:17 2013 12:12 98:14 2014 1:10 66:7 96:4 2015 96:5 101:16 21 69:21,22 70:1 24 2:11 26:2 33:9 66:6 24th 44:6,7 25 2:12 76:22 77:1 77:3 105:12 25th 12:17,19 26 7:5 29:20 30:6 28 34:5 29th 26:4	<hr/> 7 <hr/> 7 2:15 7.1 74:19 7:48 112:7 70 2:18 72 2:20 75 73:6
working 18:14 33:11 66:8 75:15 82:16 92:9,13 93:22 98:18 100:1	<hr/> 0 <hr/> <hr/> 1 <hr/> 1 2:5 10 18:5 10-15 30:7 100 13:4 105 108:1 11 98:13 112 2:22 12 1:10 2:8 3:4 81:15 98:12,13,21 99:7 13 2:9 12:17 98:12 98:21 99:5,7 107:17 133 35:8 137 35:9 14 34:21 81:15 99:5 107:12,17,18 14.4 74:13 15 33:17 34:21 35:1 40:5,9 86:18 150 95:3 16 102:1 17th 34:2 18 69:21 18.6 74:13 19 28:1	<hr/> 3 <hr/> 3 2:3,4,8 30 42:22 43:11,11 64:14 75:20 76:22 31 61:20 33 85:7 34 85:7 35 2:14 36 107:11,18	<hr/> 8 <hr/> 8 2:17 80 101:2
works 51:7	<hr/> 1 <hr/> 1 2:5 10 18:5 10-15 30:7 100 13:4 105 108:1 11 98:13 112 2:22 12 1:10 2:8 3:4 81:15 98:12,13,21 99:7 13 2:9 12:17 98:12 98:21 99:5,7 107:17 133 35:8 137 35:9 14 34:21 81:15 99:5 107:12,17,18 14.4 74:13 15 33:17 34:21 35:1 40:5,9 86:18 150 95:3 16 102:1 17th 34:2 18 69:21 18.6 74:13 19 28:1	<hr/> 4 <hr/> 4 2:6,6,7,9 4,000 73:5 40 90:10 95:11 45 87:15	<hr/> 9 <hr/> 9 2:19 90 71:16 90s 51:5 930 69:15
workshop 24:1	105 108:1 11 98:13 112 2:22 12 1:10 2:8 3:4 81:15 98:12,13,21 99:7 13 2:9 12:17 98:12 98:21 99:5,7 107:17 133 35:8 137 35:9 14 34:21 81:15 99:5 107:12,17,18 14.4 74:13 15 33:17 34:21 35:1 40:5,9 86:18 150 95:3 16 102:1 17th 34:2 18 69:21 18.6 74:13 19 28:1	<hr/> 5 <hr/> 5 2:10 5:00 29:3 50 94:15 107:19 500 40:17	
workshops 67:10	<hr/> 2 <hr/> 2 2:7 26:13 20 75:20 77:19	<hr/> 5 <hr/> 5 2:10 5:00 29:3 50 94:15 107:19 500 40:17	
worry 59:10	<hr/> 0 <hr/> <hr/> 1 <hr/> 1 2:5 10 18:5 10-15 30:7 100 13:4 105 108:1 11 98:13 112 2:22 12 1:10 2:8 3:4 81:15 98:12,13,21 99:7 13 2:9 12:17 98:12 98:21 99:5,7 107:17 133 35:8 137 35:9 14 34:21 81:15 99:5 107:12,17,18 14.4 74:13 15 33:17 34:21 35:1 40:5,9 86:18 150 95:3 16 102:1 17th 34:2 18 69:21 18.6 74:13 19 28:1	<hr/> 6 <hr/> 6 2:13 6:00 3:4 6:12 1:11 3:2 60 85:7 600 85:22 62 2:16	
worse 77:22	105 108:1 11 98:13 112 2:22 12 1:10 2:8 3:4 81:15 98:12,13,21 99:7 13 2:9 12:17 98:12 98:21 99:5,7 107:17 133 35:8 137 35:9 14 34:21 81:15 99:5 107:12,17,18 14.4 74:13 15 33:17 34:21 35:1 40:5,9 86:18 150 95:3 16 102:1 17th 34:2 18 69:21 18.6 74:13 19 28:1	<hr/> 7 <hr/> 7 2:15 7.1 74:19 7:48 112:7 70 2:18 72 2:20 75 73:6	
worst 91:7	105 108:1 11 98:13 112 2:22 12 1:10 2:8 3:4 81:15 98:12,13,21 99:7 13 2:9 12:17 98:12 98:21 99:5,7 107:17 133 35:8 137 35:9 14 34:21 81:15 99:5 107:12,17,18 14.4 74:13 15 33:17 34:21 35:1 40:5,9 86:18 150 95:3 16 102:1 17th 34:2 18 69:21 18.6 74:13 19 28:1	<hr/> 8 <hr/> 8 2:17 80 101:2	
worth 24:5	105 108:1 11 98:13 112 2:22 12 1:10 2:8 3:4 81:15 98:12,13,21 99:7 13 2:9 12:17 98:12 98:21 99:5,7 107:17 133 35:8 137 35:9 14 34:21 81:15 99:5 107:12,17,18 14.4 74:13 15 33:17 34:21 35:1 40:5,9 86:18 150 95:3 16 102:1 17th 34:2 18 69:21 18.6 74:13 19 28:1	<hr/> 9 <hr/> 9 2:19 90 71:16 90s 51:5 930 69:15	
wouldn't 22:21 95:22	105 108:1 11 98:13 112 2:22 12 1:10 2:8 3:4 81:15 98:12,13,21 99:7 13 2:9 12:17 98:12 98:21 99:5,7 107:17 133 35:8 137 35:9 14 34:21 81:15 99:5 107:12,17,18 14.4 74:13 15 33:17 34:21 35:1 40:5,9 86:18 150 95:3 16 102:1 17th 34:2 18 69:21 18.6 74:13 19 28:1	<hr/> 9 <hr/> 9 2:19 90 71:16 90s 51:5 930 69:15	
writing 67:8	105 108:1 11 98:13 112 2:22 12 1:10 2:8 3:4 81:15 98:12,13,21 99:7 13 2:9 12:17 98:12 98:21 99:5,7 107:17 133 35:8 137 35:9 14 34:21 81:15 99:5 107:12,17,18 14.4 74:13 15 33:17 34:21 35:1 40:5,9 86:18 150 95:3 16 102:1 17th 34:2 18 69:21 18.6 74:13 19 28:1	<hr/> 9 <hr/> 9 2:19 90 71:16 90s 51:5 930 69:15	
written 18:4 68:6	105 108:1 11 98:13 112 2:22 12 1:10 2:8 3:4 81:15 98:12,13,21 99:7 13 2:9 12:17 98:12 98:21 99:5,7 107:17 133 35:8 137 35:9 14 34:21 81:15 99:5 107:12,17,18 14.4 74:13 15 33:17 34:21 35:1 40:5,9 86:18 150 95:3 16 102:1 17th 34:2 18 69:21 18.6 74:13 19 28:1	<hr/> 9 <hr/> 9 2:19 90 71:16 90s 51:5 930 69:15	
<hr/> X <hr/> X 108:13	<hr/> 2 <hr/> 2 2:7 26:13 20 75:20 77:19	<hr/> 5 <hr/> 5 2:10 5:00 29:3 50 94:15 107:19 500 40:17	
<hr/> Y <hr/> year 5:19 6:9 10:13 10:13,15,15,19 25:22 26:21 27:3 27:6,9,10 28:22 30:8 32:22 33:18 42:6,21 45:12 47:1 48:12,16 49:3,4 53:8 63:5,8 63:13 64:2,4 65:10,12,14 73:21 73:21 74:2,16,17 74:17 75:1 81:14 83:5 84:9,13,22 94:10 96:7 98:13 98:14,17 99:3,5,7 105:16,18,20	<hr/> 2 <hr/> 2 2:7 26:13 20 75:20 77:19	<hr/> 5 <hr/> 5 2:10 5:00 29:3 50 94:15 107:19 500 40:17	

C E R T I F I C A T E

This is to certify that the foregoing transcript


In the matter of: Student Affairs Committee

Before: UDC

Date: 03-12-14

Place: Washington, DC

was duly recorded and accurately transcribed under
my direction; further, that said transcript is a
true and accurate record of the proceedings.



Court Reporter

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS

1323 RHODE ISLAND AVE., N.W.

WASHINGTON, D.C. 20005-3701