

UNIVERSITY OF
THE DISTRICT OF COLUMBIA

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BOARD OF TRUSTEES

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REGULAR MEETING

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Tuesday,
September 16, 2014

The meeting convened at 5:00 p.m.,
Elaine Crider, Chair, presiding.

BOARD OF TRUSTEES MEMBERS PRESENT:

ELAINE CRIDER, Chair
CHRISTOPHER BELL, Vice-Chair
JOSEPH ASKEW
REGINALD FELTON, Treasurer
JEROME SHELTON
ERROL SCHWARTZ
ANTHONY TARD
MARY THOMPSON
JOSHUA WYNER
JAMES LYONS, Acting President

ALSO PRESENT:

BEVERLY FRANKLIN, Executive Secretary
MICHAEL C. ROGERS, VP of Institutional
Advancement
STACIE MILLS, Office of General Counsel
MYRTHO BLANCHARD, VP of Human Resources
SMRUTI RADKAR, Assistant General Counsel
JENNIFER MATTHEWS, Director of Employee and
Labor Relations
KRISTEN RIEGLE, Director of Classification and
Total Compensation
DONALD RICKFORD, Chief Financial Officer
DWIGHT SANCHEZ, Assistant Provost
ARLENE KING-BERRY
CALVIN WOODLAND, Outgoing CEO of UDC Community
College

CONTENTS

Call to Order and Roll Call. 4

Approval of Minutes
June 10, 2014. 5

Committee Reports
Executive.58
Academic Affairs77
Audit, Administration and Governance79

Report of the President. 206

Adjourn

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
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P-R-O-C-E-E-D-I-N-G-S

(5:22 p.m.)

CHAIR CRIDER: Okay. Ms. Franklin, I'd like to call to order the regular Board meeting of the University of District of Columbia Board of Trustees. Can you call the roll, please?

MS. FRANKLIN: Mr. Askew?

TRUSTEE ASKEW: Present.

MS. FRANKLIN: Mr. Bell?

MS. FRANKLIN: Present.

MS. FRANKLIN: Ms. Castillo? Dr. Crider?

CHAIR CRIDER: Here.

MS. FRANKLIN: Dr. Curry? Mr. Dyke? Mr. Felton?

TRUSTEE FELTON: Here.

MS. FRANKLIN: Dr. Lemus? Dr. Lyons?

DR. LYONS: Here.

MS. FRANKLIN: General Schwartz?

TRUSTEE SCHWARTZ: Here.

1 MS. FRANKLIN: Mr. Shelton?

2 TRUSTEE SHELTON: Here.

3 MS. FRANKLIN: Dr. Tardd?

4 TRUSTEE TARDT: Here.

5 MS. FRANKLIN: Ms. Thompson?

6 TRUSTEE THOMPSON: Here.

7 MS. FRANKLIN: Mr. Vradenburg?

8 Mr. Wyner?

9 TRUSTEE WYNER: Here.

10 MS. FRANKLIN: Madam Chair, you do
11 have a quorum.

12 CHAIR CRIDER: Okay. Thank you,
13 Ms. Franklin. Sorry. Okay. The first item
14 on the agenda is approval of the minutes for
15 our June 10th, 2014 meeting.

16 DR. LYONS: So moved, Madam Chair.

17 TRUSTEE SHELTON: Second.

18 CHAIR CRIDER: Moved and second.

19 Any discussion, corrections to the minutes, if
20 not all in favor vote aye.

21 (Chorus of ayes)

22 CHAIR CRIDER: Any opposed or

1 abstentions? That motion carries. Ms.
2 Franklin, I'd like to move to add a couple
3 items to the agenda and also to rearrange the
4 agenda if I can. Do we have to do each one
5 separately? Okay.

6 So in terms of new items added to
7 the agenda, we'd like to add the restructuring
8 of Board Committees, the proposed rulemaking
9 for that, the election procedures and the
10 executive appointments to the Committee
11 agenda.

12 In terms of reordering the agenda,
13 what I'd like to do first is to take all
14 action items at the beginning of the meeting
15 and go through each of the action items and
16 then come back and do the Committee reports on
17 the back end.

18 DR. LYONS: Okay.

19 CHAIR CRIDER: So if I could have
20 motion.

21 TRUSTEE FELTON: Clarification,
22 Madam.

1 CHAIR CRIDER: Yes.

2 TRUSTEE FELTON: You said to
3 separate the resolutions, in some cases the
4 Committee reports have included resolutions.

5 CHAIR CRIDER: Right. And so
6 normally what you do is you'll give your
7 reports and then you would go through the
8 action items.

9 TRUSTEE FELTON: Right.

10 CHAIR CRIDER: What I'd like to do
11 is to take all of the action items,
12 essentially, out of the report and move that
13 to the front --

14 TRUSTEE FELTON: Okay.

15 CHAIR CRIDER: -- and then you
16 would come back and do the rest of your
17 report.

18 TRUSTEE FELTON: All right.

19 CHAIR CRIDER: Is that --

20 TRUSTEE FELTON: Sure.

21 CHAIR CRIDER: -- clear? Does
22 that make sense?

1 TRUSTEE FELTON: Yes.

2 CHAIR CRIDER: Okay. And I don't
3 have to give a reason why I want to do it.

4 DR. LYONS: Because you're bad
5 like that.

6 CHAIR CRIDER: I'm just bad like
7 that. And I am bad. Okay. So hearing no
8 further discussion, I need a motion.

9 TRUSTEE SCHWARTZ: So moved.

10 TRUSTEE SHELTON: Second.

11 CHAIR CRIDER: It's been moved and
12 second, any further discussion? All in favor
13 vote aye.

14 (Chorus of ayes)

15 CHAIR CRIDER: Any opposed? Any
16 abstentions? Great. Thank you so much for
17 that. So the first things I'd like to do
18 would be the -- and it just so happens that
19 each of the new items we added to the agenda
20 require an action. Is that right? That's
21 right.

22 DR. LYONS: Yes.

1 CHAIR CRIDER: Okay. So we've got
2 a lot of action items tonight. So I think we
3 should take the --

4 DR. LYONS: Oh, I just wanted to
5 take a look at what you added, since we --

6 CHAIR CRIDER: Yes. So the first
7 one I'd like to do is the restructuring of the
8 Board Committee. Sorry. And as you know,
9 again, we voted at the last Board meeting to
10 change the structure of the Committees.

11 And we combined and consolidated
12 certain Committees, so that we would now have
13 a Student Academic Affairs Committee, we would
14 have an Audit, Finance and Budget Committee,
15 we would have an Operations Committee and we
16 would have, of course, the Executive Committee
17 to the Board.

18 We also voted at the last meeting
19 that the Executive Committee would be
20 comprised of the Offices of the Board.

21 And so therefore, based on that,
22 therefore, be it resolved that the Board of

1 Trustees of the District of Columbia hereby
2 takes final rulemaking to amend Chapter 1 of
3 the university roles to reflect the changes as
4 indicated, those that I just went through.

5 And that the General Counsel is
6 hereby directed to publish, this would not be
7 a Notice of Final Rulemaking, right, or is it?
8 Okay. So hereby directed to publish this
9 Notice of Final Rulemaking in the D.C.
10 register as soon as practicable.

11 I'd like a motion to do that,
12 please, in terms of approval. This is
13 approving our new Committee structure.

14 TRUSTEE THOMPSON: So moved.

15 (Simultaneous speaking)

16 CHAIR CRIDER: Been moved. Is
17 there a second.

18 TRUSTEE FELTON: Second.

19 CHAIR CRIDER: Any discussion.

20 Hearing no discussion, all in favor vote aye.

21 (Chorus of ayes)

22 CHAIR CRIDER: Any opposed or

1 those abstaining? Thank you. That motion
2 carries to restructure our committees. And
3 I'll make new Board assignments within the
4 next week or so based on our restructured
5 Board.

6 The next is the revised election
7 procedures for the alumni trustees. And it's
8 simply, whereas the president and elections
9 administrator have reviewed the election
10 procedures and recommend the approval of the
11 procedures.

12 Therefore, be it resolved that the
13 Board of Trustees of the university of the
14 District of Columbia hereby approves the
15 attached procedure for the conduct of
16 elections for alumni members of the Board of
17 Trustees. May I have a motion for that?

18 TRUSTEE THOMPSON: So moved.

19 TRUSTEE SHELTON: Second.

20 (Simultaneous speaking)

21 CHAIR CRIDER: It's been moved and
22 second. Any discussion, questions?

1 TRUSTEE ASKEW: Madam Chair?

2 CHAIR CRIDER: Trustee Askew.

3 TRUSTEE ASKEW: Okay. So --

4 COURT REPORTER: On your --

5 TRUSTEE ASKEW: I see that --

6 COURT REPORTER: -- microphone --

7 TRUSTEE ASKEW: -- in --

8 COURT REPORTER: -- please.

9 DR. LYONS: Mic.

10 TRUSTEE ASKEW: Sorry.

11 CHAIR CRIDER: Use the mic, sir.

12 TRUSTEE ASKEW: So in Section 1.4,

13 it looks like the university shall mean and

14 include the university of the District of

15 Columbia including the Community College and

16 the David A. Clarke School of Law.

17 I'm trying to figure out like were

18 there -- well, let me ask this first. Was

19 this referred to any committee for review?

20 CHAIR CRIDER: Maybe.

21 TRUSTEE ASKEW: Because this is

22 the first I'm seeing it. And I don't know

1 whether it went through another committee and
2 just, you know, didn't make it out or whether
3 this is something that is brand new that's
4 being presented to the full Board.

5 TRUSTEE FELTON: Your question is
6 did this --

7 TRUSTEE ASKEW: My question is --

8 TRUSTEE FELTON: -- go to a
9 committee before coming to the --

10 TRUSTEE ASKEW: -- what committee
11 --

12 TRUSTEE FELTON: -- full Board?

13 TRUSTEE ASKEW: -- did this go
14 through to review this?

15 CHAIR CRIDER: I thought that this
16 was one of the ones, and I may be incorrect,
17 but was this one Mr. Shelton that went to your
18 committee, but --

19 TRUSTEE SHELTON: It did.

20 CHAIR CRIDER: -- didn't have a
21 quorum --

22 TRUSTEE SCHWARTZ: It didn't have

1 a quorum --

2 CHAIR CRIDER: -- we were not able

3 --

4 TRUSTEE SCHWARTZ: -- and never --

5 CHAIR CRIDER: -- to act on that.

6 TRUSTEE SCHWARTZ: -- had a
7 presentation at the committee. And then it
8 was going to be fixed until it would come
9 here. But it never got to full quorum
10 meeting.

11 TRUSTEE ASKEW: Okay. But this
12 was not one of the initiatives that was on our
13 last because we've had a quorum at our last
14 meeting --

15 TRUSTEE SHELTON: Yes, this was --

16 TRUSTEE ASKEW: -- but this was
17 not --

18 TRUSTEE SHELTON: -- not on the
19 agenda to be done. It was mentioned that they
20 were working on it and it's being brought to
21 us now.

22 TRUSTEE ASKEW: Okay. So normally

1 I would have an issue with that, but let me
2 just -- because I know that we've had some,
3 and my mind is not at functioning 100 percent
4 right now because I can't -- we have had
5 similar discussion about whether or not
6 eligibility for either student running for the
7 Board of Trustee position as a community
8 college student could run.

9 And the answer that came out,
10 working with administration, was no, that you
11 can't. A community college student is not
12 eligible to run for a student Board of Trustee
13 position.

14 And so I am trying to reconcile
15 the fact. So now, what we're saying is that
16 however, if someone has an Associate's degree,
17 and again, I'm not quite sure, does it say
18 degree or could it be a Alum certificate on
19 that?

20 I'm just not quite clear on why a
21 community college graduate would be eligible
22 to run for a Board of Trustee position that

1 has responsibility over the entire
2 institution, not just one component of it.

3 And the same is not true when we
4 talk about our student trustee. To me there
5 seems to be somewhat of a conflict between
6 what our position is.

7 CHAIR CRIDER: So I know that for
8 the regular student elections at one point
9 when the community college was first
10 separated, they did make a decision that they
11 were going to have their own elections.

12 TRUSTEE ASKEW: Yes.

13 CHAIR CRIDER: And therefore,
14 those students would not be eligible to run in
15 the general election for the students
16 elections here.

17 I don't know that that ever came
18 up as part of the alumni. And so I don't know
19 that your question has ever actually been
20 raised --

21 TRUSTEE ASKEW: Right.

22 CHAIR CRIDER: -- then.

1 TRUSTEE ASKEW: Nor has it been
2 discussed --

3 CHAIR CRIDER: Yes.

4 TRUSTEE ASKEW: -- with even the
5 alumni --

6 CHAIR CRIDER: Yes.

7 TRUSTEE ASKEW: -- who should, in
8 my view as an alumni representative also, have
9 some say on whether they believe that is the
10 direction that we should be moving in.

11 CHAIR CRIDER: Yes.

12 TRUSTEE SHELTON: And I was also
13 going to, on the same 1.4, it seems that my
14 limited lessons that if priority is given to
15 placement in a series and they're now moving
16 it to the first position describing who's
17 eligible. And I think that that's not
18 appropriate.

19 I think it should be where it says
20 that David A. Clarke School of Law and if you
21 intend to include the Community College, then
22 you need to put it there. That was one of the

1 things that caught my eye.

2 The debate about the Associate's
3 degree and the four year degree are critical
4 questions in this process. And I'm not
5 belittling either certificate --

6 TRUSTEE ASKEW: Yes, me either.

7 TRUSTEE SHELTON: -- I'm just
8 suggesting that the expectation is the
9 terminal degree which is the B.S.

10 TRUSTEE ASKEW: I would hope for
11 those, at least.

12 CHAIR CRIDER: Yes. So I guess
13 one of the questions I hear you raise is
14 whether or not there was any alumni input into
15 the procedures at all. And --

16 TRUSTEE ASKEW: I'm not going to
17 leave this, so. And again --

18 CHAIR CRIDER: Mr. Rogers, can you
19 answer that question?

20 MR. ROGERS: You know, there was
21 not a --

22 COURT REPORTER: On your

1 microphone, sir.

2 MR. ROGERS: Is that the button?
3 Here we go. Okay. Basically, the procedures
4 we've used here, proposed here, are the same
5 procedures that have been used in three
6 subsequent elections, 2005 and 2009.

7 The only changes that were made
8 are the ones that are redlined here, that we
9 looked at. So I guess we, perhaps, wrongly
10 concluded that the questions that are being
11 raised now have been settled, you know, by the
12 adoption by previous boards. But just to, you
13 know, clarify the history --

14 CHAIR CRIDER: Why don't we just -
15 -

16 MR. ROGERS: -- on these rules.

17 CHAIR CRIDER: Sorry. I think the
18 question is specific to the community college
19 which was not addressed in the --

20 MR. ROGERS: Right.

21 CHAIR CRIDER: -- previous
22 versions of the regulations. And so the

1 question is here is the addition of the
2 community college into the alumni election
3 procedures.

4 MR. ROGERS: Yes. Stacie, that
5 was added for --

6 MS. MILLS: As another component
7 to --

8 CHAIR CRIDER: Mic.

9 MR. ROGERS: Hold it. But the
10 Associate's degree aspect of it, there had
11 been Associate's degrees at the university
12 before and that's why it was included, right.

13 So the community college is added
14 by name because it became an entity subsequent
15 to the last election, but the university had
16 offered Associate's degrees --

17 CHAIR CRIDER: Always.

18 MR. ROGERS: -- before. So I
19 suppose that's why --

20 CHAIR CRIDER: Yes, always.

21 MR. ROGERS: -- it's still in the
22 rules.

1 DR. LYONS: Do you have a
2 question?

3 TRUSTEE WYNER: Yes.

4 CHAIR CRIDER: I'm sorry. Trustee
5 Wyner.

6 TRUSTEE WYNER: So I understand we
7 may not settle this today, but it seems to me
8 that there are a number of Associate's degrees
9 at the community college that don't articulate
10 to Bachelor's degrees.

11 And I would be concerned if our
12 conclusion was that students who chose to
13 pursue a two year degree in a field that has
14 a terminal degree or chose to pursue a two
15 year degree here and for life reasons or
16 whatever other reasons there was a focus of
17 study that led them to another university.

18 They wanted to complete their
19 Bachelor's here, but felt a sense of gratitude
20 and belonging to the institution that we would
21 preclude them from participating fully as
22 alums.

1 I'm not sure why the decision is
2 made. It seems to me that the community
3 college is part of this university and the
4 goal here is one institution and my
5 understanding is that we remain unified.

6 And for that reason I would hope
7 that the signal to the students wouldn't be
8 that your rights were somehow lessened. And
9 even if the Community College chooses to have
10 its own governance structure for programs
11 there, there is still the institution-wide.

12 Now, it may be that UDC would
13 decide in this context where we've got a law
14 school and an undergraduate flagship and a
15 community college that the undergraduate
16 flagship would want to have a separate
17 governance structure so that it makes sure
18 that there's some opportunity there.

19 But as far as the overall
20 governance structure, I would hope that all
21 students would feel empowered, especially in
22 light of the fact that we have had not as much

1 engagement as we, perhaps, would have wanted
2 amongst students.

3 I would hope that we would want to
4 signal to every student that they have value.
5 And every alumni, that we want them engaged,
6 contributing to the university, owning their
7 degrees from here.

8 And while I agree that for many
9 students, maybe most of the institution, that
10 a Bachelor's degree is the aim, it's not so
11 for every student, so.

12 But those are my thoughts about
13 this and to the extent that we continue the
14 conversation at the committee level, and I
15 don't believe I'm on that committee. I don't
16 know how things will be restructured. I just
17 wanted to voice those views.

18 CHAIR CRIDER: Yes, thank you,
19 Trustee Wyner. I think that because this is
20 almost a new issue for us, you know, in having
21 to deal with this, that some of this hadn't
22 been, maybe, thought out.

1 For example, I think the community
2 college students were able to run for the
3 trustee seat, you know, as a student trustee,
4 but yet, we never talked about it from the
5 alumni perspective. And I think those are
6 things that we probably need to do.

7 I'm just wondering, what is the
8 timeline for the student trustee election? I
9 know they should have been placed in May, but
10 they weren't. And so what's your current
11 timeline?

12 MR. ROGERS: For the --

13 CHAIR CRIDER: Election.

14 MR. ROGERS: -- this election,
15 February of '15.

16 CHAIR CRIDER: Okay.

17 MR. ROGERS: The election period,
18 making the announcement, issuing the ballots
19 -- well, making the announcement, getting
20 petitions for candidates, then getting the
21 ballots all should take place, based on the
22 current time schedule, between November and

1 December.

2 And the vote would be in, you
3 know, you said January or February, so that we
4 would hope to conclude it by February 15th.
5 So that if there are protests those can be
6 resolved before the term begins in May.

7 CHAIR CRIDER: Okay. So the term
8 would still be --

9 MR. ROGERS: In --

10 CHAIR CRIDER: -- a May term?

11 MR. ROGERS: Right.

12 CHAIR CRIDER: Okay.

13 MR. ROGERS: Right.

14 CHAIR CRIDER: What I'd like to
15 suggest and I think I'm looking for a motion
16 to maybe table this discussion for now and
17 allow the trustees to put this in one of the
18 committees, either the -- well, it's probably
19 going into the --

20 DR. LYONS: Operations or Student

21 --

22 CHAIR CRIDER: -- Operations --

1 DR. LYONS: -- Affairs.

2 CHAIR CRIDER: -- or Student
3 Affairs, one of those committees. And I'll
4 decide which one we can put it into and let
5 them fully vet it at one of those committees
6 and then bring it back for our November
7 meeting for action.

8 TRUSTEE TARDD: I move to table.

9 DR. LYONS: Second.

10 CHAIR CRIDER: Moved and second.

11 All in favor?

12 (Chorus of ayes)

13 CHAIR CRIDER: Any opposed? Thank
14 you for that. That motion carries.

15 TRUSTEE BELL: Quick question on
16 the student trustee election. Is there a
17 possibility where we could have someone
18 appointed on an interim basis until the
19 election occurs, the head of student
20 government or something so that there's no
21 absence --

22 CHAIR CRIDER: Of students, yes.

1 TRUSTEE BELL: -- of students
2 that's in the -- yes.

3 CHAIR CRIDER: Yes. That's a good
4 idea, Trustee.

5 TRUSTEE FELTON: Question, would
6 it have to be someone who would not be seeking
7 election? Because then you stand the risk of
8 --

9 TRUSTEE BELL: I don't know what
10 qualifications would have to be, but my
11 concern is that there's not a voice during
12 that whole period. So it seems logically it
13 would be a student government leader. I don't
14 know that they should be precluded from then
15 seeking the position if they want to.

16 MS. MILLS: Just to clarify, I
17 think we've confused the two elections.
18 There's the alumni election, which are the
19 dates that Mr. Rogers is giving.

20 TRUSTEE BELL: Okay.

21 MS. MILLS: And then the student
22 trustee election which the Student Affairs, I

1 believe they're going to speak on today. They
2 provided an update in the Committee meeting --

3 TRUSTEE BELL: Okay.

4 MS. MILLS: -- and that's a
5 separate timeline.

6 TRUSTEE BELL: Okay.

7 MS. MILLS: But to answer the
8 question, currently there isn't a provision
9 that allows for a temporary appointment for
10 the student trustee. But I believe that their
11 election is moving and they may have a
12 representative sit in --

13 TRUSTEE BELL: Okay.

14 MS. MILLS: -- on the issues.

15 TRUSTEE BELL: Thank you. I was
16 confused. Thank you.

17 CHAIR CRIDER: Okay. The next
18 action item is on the appointment of Dr. Diana
19 Phillips as CEO of the University of the
20 District of Columbia's Community College.
21 I'll make the motion. I'll have it --

22 TRUSTEE BELL: Second.

1 CHAIR CRIDER: -- second and then
2 we'll have discussion. So whereas, Dr. Diana
3 Phillips has been recommended to serve as the
4 CEO of the University of the District of
5 Columbia's Community College based on her
6 knowledge, past accomplishments and experience
7 servicing as Executive Vice President
8 Educational Services and Chief Academic and
9 Student Services Office at Brookville
10 Community College, Dean of Technical Education
11 at Monroe Community College and Director for
12 the Center for Workforce Development at the
13 Board of Cooperative Education Services.

14 And whereas, after review of her
15 credentials, it has been determined that she
16 is well-qualified for such position and that
17 the recommended salary adequately reflects the
18 job duties and experience.

19 Now, therefore, be it resolved
20 that the Board of Trustees of the University
21 of the District of Columbia approves the
22 appointment of Dr. Diana Phillips as the Chief

1 Executive Officer of the University of the
2 District of Columbia's Community College
3 effective November 17, 2014. I'd like a
4 motion that we --

5 DR. LYONS: So moved.

6 CHAIR CRIDER: It's been moved.
7 Is there a second.

8 TRUSTEE FELTON: Second.

9 CHAIR CRIDER: It's been moved and
10 second. Discussion? Any discussion?

11 TRUSTEE ASKEW: Madam Chair --

12 CHAIR CRIDER: Yes.

13 TRUSTEE ASKEW: -- it would be
14 helpful for those of us who are not able and
15 did not attend any of the interviews to hear
16 a little bit about Ms. Phillips.

17 I've read her resume and I've read
18 her CV, however, it would be helpful just to
19 understand a little bit more about her, what
20 her vision is based upon the information she
21 has received from the university.

22 And again, I haven't met her and I

1 don't know if there is somebody from the
2 Committee who can speak to that or if the
3 candidate is actually here.

4 CHAIR CRIDER: Yes, well, she's
5 not --

6 TRUSTEE ASKEW: Okay.

7 CHAIR CRIDER: -- here, but I'm
8 looking to see if there are people from the --

9 DR. LYONS: Myrtho --

10 CHAIR CRIDER: -- Committee.

11 DR. LYONS: -- why don't you start
12 --

13 CHAIR CRIDER: Yes.

14 DR. LYONS: -- and then I will --

15 CHAIR CRIDER: And also --

16 DR. LYONS: -- just ask for any --

17 CHAIR CRIDER: -- to suddenly say
18 that --

19 DR. LYONS: -- other trustees.

20 CHAIR CRIDER: -- Trustee Tardd
21 and Trustee Thompson --

22 TRUSTEE THOMPSON: Thompson, yes.

1 CHAIR CRIDER: -- both
2 participated in the interviews of the
3 finalists. And I'd like for them to give
4 their impressions.

5 COURT REPORTER: Could I just take
6 a break for them to turn on the telephone?

7 MS. BLANCHARD: Myrtho Blanchard,
8 Vice President for Human Resources. I'm
9 sorry, I didn't hear the question.

10 DR. LYONS: Tell a little bit
11 about her.

12 MS. BLANCHARD: Oh, I didn't bring
13 all of her papers, but I reviewed her
14 background. She seems to have the appropriate
15 educational background, the work background.
16 And from the HR perspective, we --

17 CHAIR CRIDER: Just give us one
18 second. We have a --

19 MS. BLANCHARD: Certainly.

20 CHAIR CRIDER: -- Trustee that's
21 trying to call in. Sorry. Okay, thank you.
22 Okay, Ms. Blanchard.

1 MS. BLANCHARD: Yes.

2 CHAIR CRIDER: Thank you.

3 MS. BLANCHARD: And so her resume
4 reflected a number of years, I don't remember
5 unfortunately. I don't have the resumes. I
6 think they may have been forwarded to the
7 various members of the Committee.

8 She has over 12 years of
9 experience as either executive vice president
10 of Academic Affairs. She was director of
11 Workforce Development. And her vision seems
12 to reflect, or at least is shared with our
13 University of the District of Columbia's
14 Community College vision as well, seem to
15 share similar vision.

16 She's committed. I personally
17 verified her references. I called colleagues.
18 I called her supervisors. She even went as
19 far as providing the number of her current
20 president, which often candidates don't do
21 until you offer them a job.

22 So our president here had a

1 lengthy conversation with her current
2 president and also her past president. And
3 the committee highly recommended her. And she
4 is one amongst 115 applicants who applied for
5 the position at the university.

6 And the Committee felt pretty
7 strong and I think that members of the Board
8 of Trustees also interviewed her. I had
9 lengthy conversation with her.

10 I didn't necessarily officially
11 interview her, but I did have a conversation
12 with her before the Committee met with her,
13 after the Committee met with her and more
14 recently she called very excited to get
15 information on the university and was ready to
16 begin.

17 She seems to meet all of the
18 criteria and answered all of the appropriate
19 questions. She also seemed to have the
20 personality to fit well.

21 She's collegial and one of her
22 references said to me that if you do not

1 appoint her, we are certain she will be the
2 next president at the college where she is
3 now. But at any rate, you will certainly will
4 hear about her in the State of New Jersey.
5 They think so high of her and I've personally
6 verified all her references.

7 CHAIR CRIDER: Okay. Either Mary
8 or -- I'm sorry, Trustee Thompson or Trustee
9 Tardd, want to give your views.

10 TRUSTEE TARDD: Dr. Phillips was
11 one of three candidates that we spoke with.

12 TRUSTEE THOMPSON: Yes.

13 TRUSTEE TARDD: And it was clear
14 to us each one of the three could do it, okay?
15 Each one of the three people that we brought
16 in was capable of doing the job.

17 Her credentials and her interview
18 and her experience stood well-above the other
19 candidates that we spoke with. In addition to
20 the fact that the Community College Committee
21 also interviewed her and felt very strongly
22 about Dr. Phillips.

1 TRUSTEE THOMPSON: In addition,
2 she was spunky. She has energy.

3 TRUSTEE TARDD: Yes.

4 TRUSTEE THOMPSON: She liked what
5 she saw at UDC. And for my money those are
6 important traits to do the job. She was
7 excited about coming to Washington, but she
8 was excited about coming to UDC.

9 TRUSTEE TARDD: And if I could say
10 one more thing, she was definitely plugged
11 into student success --

12 TRUSTEE THOMPSON: Exactly.

13 TRUSTEE TARDD: -- retention,
14 completion and graduation. So she, yes, she
15 was focused.

16 CHAIR CRIDER: Trustee Wyner.

17 TRUSTEE WYNER: I wasn't able to
18 participate in the interviews, but her prior
19 position, not immediately prior, but before
20 that at Monroe as the head of the Career and
21 Technical Education programs, they've got a
22 very, very strong reputation. I don't know if

1 it was built subsequent to her tenure or dates
2 back. I can't imagine it would be as strong
3 as it is.

4 But it's in the Rochester area and
5 they really are a nationally known program
6 that's worked extraordinarily hard in the
7 career and technical education area to work
8 with students even into high school to really
9 be thinking about pathways to jobs and
10 aligning their programs with jobs.

11 And their use of data, they have,
12 I'll just give you an example, a lot of
13 colleges will do surveys of students after
14 they leave to try to figure out where they are
15 placed because it's hard to find out through
16 state data systems.

17 They've achieved a 70 percent
18 response rate. The national average is in the
19 teens as I understand it, or 20 percent. So
20 their connection to students, both their
21 ability to connect and be innovative and
22 trying to figure out where they are after they

1 leave.

2 You spoke about alumni affairs,
3 but also in aligning what they're doing to the
4 real jobs that exist for students, thinking
5 not just about what happens on campus, but
6 what happens afterwards is nationally well-
7 recognized.

8 MS. BLANCHARD: And to that end,
9 there was an article published about her
10 stating exactly those things. I can certainly
11 share that with you. It was forward to me by
12 someone who --

13 CHAIR CRIDER: Did you have
14 something?

15 DR. LYONS: I would simply add
16 that when I called her current supervisor and
17 a former supervisor one of the questions that
18 I asked was knowing her as you do, her
19 strengths and her weaknesses, what advice
20 would you give me to discuss with her when she
21 arrives that would help her.

22 And interestingly enough in

1 different ways both of them said the same
2 thing. Tell her to catch her breath, slow
3 down, you're in this for the long haul.

4 They said that she is just so
5 energetic and rearing to go that that's what
6 they would suggest I do when she comes in the
7 door.

8 And I talked to two different
9 people in two different states on two
10 different occasions and both spoke about her
11 energy and excitement in coming to the
12 University of the District of Columbia, but
13 tell her to slow down, it's going to be here,
14 you know.

15 CHAIR CRIDER: I think some other
16 things that we can certainly, if we haven't
17 already, Ms. Blanchard, to make sure that each
18 of the Trustees gets her resume.

19 MS. BLANCHARD: Absolutely.

20 CHAIR CRIDER: And we can share
21 that with you guys. But I think some of the
22 other things is that is was very clear that

1 she did our homework about us. She wanted to
2 know who we were and to get a picture of what
3 the University of the District of Columbia was
4 about.

5 And I think she did that to a far
6 greater extent than any of the other
7 candidates did. And to me, that spoke volumes
8 about her interest in us.

9 She believes that there is great
10 potential here, not just for a local presence,
11 but that this university should be a national
12 model.

13 And that I think if anybody has
14 the energy to do that, she probably is the one
15 that can help us to put some of those things
16 in place.

17 She also talked about some
18 relationships with students which I think is
19 important. And so those things were things
20 that helped her stay a little bit above the
21 other candidates.

22 For me, I think one of the things

1 that carried the greatest weight is that
2 despite the fact that the president asked the
3 committee and none of us were on the committee
4 except for Trustee Dyke was a part of the
5 committee representing the trustees.

6 And although the president asked
7 them not to rank the candidates, I think they
8 were so enthusiastic about this particular
9 candidates, about Diana Phillips, that when
10 they came in they ordered them, I think
11 automatically, in terms of their preference.

12 And even when he said I told you
13 not to give me the rank, they went back to the
14 same thing. And so it was clear that this
15 lady stood out for them and that she was the
16 one that the Committee felt was the one.

17 They were very, very excited about
18 her. And I see Pearl is back there, she was
19 on the Committee with us. If you wanted to
20 add anything from the Committee perspective.
21 No? Pearl? Dr. --

22 TRUSTEE THOMPSON: Who are you

1 looking for?

2 DR. LYONS: Dr. Pearl --

3 TRUSTEE THOMPSON: Yes, what's her
4 last name?

5 CHAIR CRIDER: Do you want to add
6 anything, no? Okay. Well, she was on the
7 committee that presented to us. And she was
8 enthusiastic then, anyway. So I believe that
9 it was the right choice. I think it's a
10 different choice for us.

11 TRUSTEE THOMPSON: That's for
12 sure.

13 CHAIR CRIDER: And I think it'll
14 be a breath of fresh air for the community
15 college and for the university. I think she
16 gets it in terms of the relationship between
17 the university and the community college.

18 She also understands her role in
19 relationship to the University President. I
20 think that was important for us to hear. And
21 so some of the struggles that we've had in the
22 past, I don't think we'll have to deal with

1 with her, you know.

2 At the same time, I believe she's
3 strong enough that she'll stand up and she'll
4 fight for what she believes is the right thing
5 for the college.

6 I don't think she'll just roll
7 over to the university or to the community
8 college. I think she's going to do what she
9 believe is right, so I think that's also a
10 breath of fresh air for us.

11 TRUSTEE SHELTON: Just because I
12 was there.

13 CHAIR CRIDER: Yes.

14 TRUSTEE SHELTON: Thank you. In
15 my observation of her in that brief meeting,
16 she, for me, was the classic worker in the
17 system, you know, for her boss. Get the job
18 done, whatever, sign and take care of it and
19 get it done, and she was now ready for the
20 opportunity.

21 And she had the wealth of
22 experience. And again, it was a tough choice.

1 There were three very strong candidates, but
2 she clearly stood as the one who was ready.

3 You know, you want to pick that
4 fruit from the tree that's 100 percent ripe.
5 And I hope I'm not using any insulting, you
6 know, terminology. But she appeared to be a
7 very hard worker who was really wanting the
8 opportunity to lead a school.

9 And this platform for her, she
10 thought would give her the opportunity that
11 she could be most successful. And again, her
12 presentation, she was ready to be the CEO of
13 a community college, clearly.

14 TRUSTEE ASKEW: So Madam Chair,
15 you know --

16 CHAIR CRIDER: Yes.

17 TRUSTEE ASKEW: -- so for the
18 record, there was faculty involvement, student
19 involvement, administration involvement --

20 CHAIR CRIDER: Yes.

21 TRUSTEE ASKEW: -- and Board
22 involvement.

1 CHAIR CRIDER: Yes.

2 TRUSTEE ASKEW: And did we have
3 anybody from outside the university
4 participate?

5 CHAIR CRIDER: I don't believe --

6 TRUSTEE ASKEW: Okay.

7 CHAIR CRIDER: -- so, but -- no?
8 No.

9 TRUSTEE ASKEW: Okay. But all
10 four of those stakeholder groups --

11 CHAIR CRIDER: Were represented.

12 TRUSTEE ASKEW: -- were
13 represented. Okay and that's just for the
14 record. But just two --

15 CHAIR CRIDER: Let me just make
16 sure about the student. I know that the
17 administration, faculty, workforce development
18 was represented.

19 TRUSTEE ASKEW: Yes.

20 CHAIR CRIDER: I'm not certain if
21 there was a student. So there was not a
22 student.

1 TRUSTEE ASKEW: No student, okay.
2 Okay. All right. So most of our stakeholder
3 groups --

4 CHAIR CRIDER: Yes.

5 TRUSTEE ASKEW: -- were
6 represented including the faculty who was
7 actively --

8 CHAIR CRIDER: Right.

9 TRUSTEE ASKEW: -- engaged.

10 CHAIR CRIDER: There was only one
11 trustee member.

12 TRUSTEE ASKEW: Yes.

13 CHAIR CRIDER: And everybody else
14 that was on that committee was from the
15 community college. So it wasn't even, you
16 know, four year university --

17 TRUSTEE ASKEW: Yes.

18 CHAIR CRIDER: -- faculty and
19 staff. It was community college faculty and
20 staff that sat on that committee --

21 TRUSTEE THOMPSON: Making your own
22 decision.

1 CHAIR CRIDER: -- with the
2 exception of Trustee Dyke.

3 TRUSTEE ASKEW: Okay. And I
4 appreciate that and I expect others will
5 appreciate that as well.

6 CHAIR CRIDER: Well, some won't,
7 but most will.

8 TRUSTEE ASKEW: Right, exactly.
9 And just the other thing, you know, just
10 because we are a unique institution --

11 CHAIR CRIDER: Yes.

12 TRUSTEE ASKEW: -- and as academic
13 institutions are today, I mean, the other
14 thing is is I assume that there was
15 conversation about the relationship between
16 the university and the Government.

17 CHAIR CRIDER: Absolutely.

18 TRUSTEE ASKEW: And it sounds like
19 she welcomed that, but understood that because
20 that could be and has always been a force of
21 frustration for our leadership.

22 CHAIR CRIDER: Yes.

1 TRUSTEE ASKEW: And I think that
2 we should be up front. And I know that you
3 were up front about that and that we'll just
4 have to manage through that process. But it's
5 important, at least, to have that --

6 CHAIR CRIDER: Yes.

7 TRUSTEE ASKEW: -- conversation
8 so, we're managing expectations and making
9 them as realistic --

10 CHAIR CRIDER: Yes.

11 TRUSTEE ASKEW: -- as we -- and
12 learning from our mistakes from the past.
13 Think very clear about where we want to go
14 with the Community College as it relates to
15 the institution.

16 DR. LYONS: I was up front.

17 TRUSTEE ASKEW: Okay. Great.

18 DR. LYONS: Very up front.

19 TRUSTEE ASKEW: Very good. Very
20 good.

21 CHAIR CRIDER: Well, we were too -
22 -

1 DR. LYONS: Though it's difficult
2 to believe.

3 CHAIR CRIDER: -- and there were a
4 couple of questions --

5 TRUSTEE ASKEW: It's always
6 difficult, you're absolutely right.

7 CHAIR CRIDER: There were also a
8 couple of direct questions about our unique
9 relationship with the District Government and
10 things like that that she responded to.

11 But again, this woman was also
12 very, I think, somewhat perceptive about the
13 challenges even before she had gotten in
14 there, you know, really good.

15 She was perceptive about some of
16 the things that we face just in some of the
17 questions that were asked and some of the
18 discussions that, you know, she had with
19 people, so --

20 TRUSTEE ASKEW: Okay.

21 CHAIR CRIDER: -- she understands.
22 But, again, one of the things that was

1 comforting without, you know, saying who the
2 other candidates were, she seemed to be the
3 most clear that the university is one entity.

4 TRUSTEE ASKEW: Yes.

5 CHAIR CRIDER: And that the
6 community college is an important part of the
7 university, but it is part of the university
8 --

9 TRUSTEE ASKEW: Right.

10 CHAIR CRIDER: -- not, you know,
11 out there --

12 TRUSTEE THOMPSON: Not separate.

13 CHAIR CRIDER: -- on its own.

14 TRUSTEE ASKEW: Yes.

15 CHAIR CRIDER: There was another
16 candidate that seemed a little less sure-
17 footed about that relationship.

18 TRUSTEE ASKEW: Right. Right.

19 CHAIR CRIDER: But she seemed very
20 clear. But is that fair --

21 TRUSTEE TARD: That's right.

22 CHAIR CRIDER: -- Dr. Tardd? She

1 seemed very clear about, you know, who's on
2 first here and that when she gets some of
3 those calls that the first person she's going
4 to communicate with is back.

5 So the president knows, you know,
6 what's going on, what's been asked of them
7 and, you know, that kind of thing. So I think
8 that's important that those lines of
9 communication --

10 TRUSTEE ASKEW: Absolutely.

11 CHAIR CRIDER: -- around, you
12 know, this is what we're being asked. And she
13 was clear that she doesn't do that all by
14 herself, you know --

15 TRUSTEE ASKEW: Yes.

16 CHAIR CRIDER: -- those things,
17 so.

18 TRUSTEE ASKEW: And then one --

19 TRUSTEE TARD: She --

20 TRUSTEE ASKEW: -- one last thing.
21 I'm sorry.

22 TRUSTEE TARD: -- did have 12

1 years of military experience.

2 TRUSTEE ASKEW: Yes, I appreciate
3 that.

4 TRUSTEE TARDD: Yes. Yes, 12 --

5 CHAIR CRIDER: She follows --

6 TRUSTEE TARDD: -- years.

7 CHAIR CRIDER: -- orders.

8 TRUSTEE TARDD: And so she
9 understands chain of command.

10 TRUSTEE THOMPSON: Chain of
11 command.

12 TRUSTEE ASKEW: Absolutely.

13 TRUSTEE THOMPSON: Yes.

14 TRUSTEE ASKEW: Great. And then
15 the other thing is because I did notice that,
16 I mean, she's coming from an institution that
17 had a community college budget of \$97 million.

18 CHAIR CRIDER: Yes.

19 TRUSTEE ASKEW: I mean, and had
20 like I think, what, 28,000 students as opposed
21 to our community college where she's going to
22 have, you know, not even a fourth of what she

1 had there. She's working off of about, what,
2 14 to 16 million?

3 CHAIR CRIDER: Yes.

4 TRUSTEE ASKEW: And so, again, the
5 honest relationship about the level of
6 resources and it being her responsibility.
7 One responsibility is about the resources
8 because as much as I appreciate the things
9 that we need to do and student success models,
10 at the end of the day infrastructure stuff,
11 what allows us to do that is generating
12 financial resources and bringing them.

13 And it's just a new view of what
14 new leadership looks like at universities and
15 community colleges.

16 CHAIR CRIDER: I also think,
17 though, that, you know, sometimes people want
18 bigger and better.

19 TRUSTEE ASKEW: Yes.

20 CHAIR CRIDER: And so somebody
21 moving from a \$97 million budget to a, you
22 know, 16 or 17 million may not be exciting.

1 TRUSTEE ASKEW: Yes.

2 CHAIR CRIDER: I think what she
3 wants is the opportunity to be a CEO. And
4 this gives her that opportunity. I think
5 she's ready for that opportunity.

6 And so if the choice is let me
7 stay in the same position at another college,
8 you know, where I get the same experience or
9 let me move to, you know, a college where I
10 can get the next level experience, and I think
11 that's what she chose, so.

12 I do believe that everybody that
13 talked to her was honest with her about what
14 she faced here. She had read so much about us
15 that I don't think it was possible to hide
16 much from her just by the questions that she
17 asked.

18 And I think she was not afraid.
19 Certainly, there were some concerns about the
20 fact that we will, at some point, have a new
21 president, but, you know, she didn't let that
22 shy her away or deter her from taking this

1 job. So I think she's confident about her
2 ability to handle this.

3 TRUSTEE FELTON: I would hope the
4 advantage for us is that she has worked at a
5 community college of that magnitude and I
6 can't imagine the kinds of contacts and
7 resources that she may have available to us
8 that, you know, someone else may not have had.

9 CHAIR CRIDER: Yes.

10 TRUSTEE FELTON: But all we can do
11 is take folks for their word.

12 CHAIR CRIDER: Yes.

13 CHAIR CRIDER: Trustee Wyner.

14 TRUSTEE WYNER: Two questions, one
15 is what is the process moving forward, and
16 secondly, Dr. Lyons, I'd be delighted to meet
17 her. Having not participated in the interview
18 process, but want to make sure that we follow
19 your lead, but our opportunities for the Board
20 Members to hear a little bit more about her
21 vision.

22 I understand as to why she

1 wouldn't be here today as we're making a
2 decision about her fate or about the offer
3 that would be made. But, so what is the
4 process moving forward? When would an offer
5 be extended and what is her expected start
6 time, what is the target?

7 CHAIR CRIDER: November 17.

8 DR. LYONS: We are asking that an
9 offer be approved tonight at this meeting with
10 a starting date of November 17th. If you
11 approve our recommendation -- what?

12 If you approve our recommendation,
13 we will have her come back. We want to
14 introduce her to the mayor and members of City
15 Council as well as Trustees, so. But the
16 first step is your approval this evening.

17 TRUSTEE ASKEW: Madam Chair, do we
18 --

19 TRUSTEE WYNER: So, I'm sorry.

20 TRUSTEE ASKEW: Do we have the,
21 well, not the agreement, the --

22 TRUSTEE BELL: Contract?

1 TRUSTEE ASKEW: -- contract. What
2 do we call it?

3 TRUSTEE THOMPSON: The appointment
4 --

5 CHAIR CRIDER: The contract?

6 TRUSTEE TARD: -- letter?

7 TRUSTEE ASKEW: The appointment
8 letter, that's what --

9 CHAIR CRIDER: We don't have that
10 yet.

11 TRUSTEE ASKEW: Okay.

12 DR. LYONS: No.

13 CHAIR CRIDER: No.

14 TRUSTEE ASKEW: Okay.

15 TRUSTEE SHELTON: Move the agenda,
16 Madam Chair.

17 CHAIR CRIDER: I just want to make
18 sure, were you done with your question?

19 TRUSTEE WYNER: I am. Thank you.

20 CHAIR CRIDER: Okay.

21 TRUSTEE SHELTON: Call for the
22 question.

1 CHAIR CRIDER: Wait a minute,
2 Jerome. Were you going to say something?

3 DR. LYONS: No, no, I'm fine.

4 CHAIR CRIDER: Okay.

5 TRUSTEE SHELTON: Call for the
6 question.

7 CHAIR CRIDER: All in favor of
8 approving the appointment of Dr. Diana
9 Phillips as Chief Executive Officer of the
10 University of the District of Columbia's
11 Community College vote aye.

12 (Chorus of ayes)

13 CHAIR CRIDER: Any opposed or
14 abstention? Thank you. That motion carries.
15 Thank you so much.

16 TRUSTEE THOMPSON: We finally have
17 to --

18 (Simultaneous speaking)

19 CHAIR CRIDER: Okay. So looks
20 like we have quite a few, again, action items.
21 If we could just go through the agenda here.
22 Under the executive we have Sponsored Program

1 Policies. Okay.

2 And as you may recall, we recently
3 had a settlement with the National Science
4 Foundation. And as a result of that
5 agreement, one of the things that we were
6 required to do was to put in place certain
7 policies and to have a program of compliance.
8 And so this resolution speaks to that
9 compliance program.

10 DR. LYONS: So moved. Are you
11 going to do the one in the binder --

12 CHAIR CRIDER: Yes, let me do the
13 --

14 DR. LYONS: -- that you --

15 CHAIR CRIDER: Yes, the whereas
16 the university has drafted the following
17 policies governing Sponsored Programs for
18 approval of the Board of Trustees. This is
19 under the third tab in your binders --

20 TRUSTEE WYNER: Thank you.

21 CHAIR CRIDER: -- allowable costs,
22 at-risk accounts, direct charging of

1 administrative and clerical costs, cost
2 allocation, cost sharing, cost transfers,
3 equipment, financial reporting and closeout,
4 program income, retention of and access to
5 records responsive program, sub recipient
6 monitoring and time and effort reporting.

7 Now, therefore, be it resolved
8 that the Board of Trustees hereby adopts the
9 above-referenced policies as attached and
10 incorporated herein.

11 And there are policies that go
12 with each one of those titles that I read. So
13 I'd like a motion to approve these. Oh, this
14 was an action that was approved by the
15 Executive Committee, so we're looking for a
16 ratification by the full Board.

17 TRUSTEE BELL: So moved, Madam
18 Chair.

19 DR. LYONS: Second.

20 CHAIR CRIDER: Been moved and
21 second for ratification. All in favor of --

22 TRUSTEE FELTON: Just a question.

1 CHAIR CRIDER: -- ratifying --

2 TRUSTEE FELTON: Just a
3 clarification --

4 CHAIR CRIDER: Yes.

5 TRUSTEE FELTON: -- that these
6 policies, obviously, were in response to the
7 review and I'm assuming that those who
8 conducted the review are in full agreement and
9 support with this proposal?

10 CHAIR CRIDER: Do you mean those
11 here at the university? These were the things
12 that we had to put in place in order to settle
13 on --

14 TRUSTEE FELTON: Right.

15 CHAIR CRIDER: -- the complaint
16 that we had.

17 TRUSTEE FELTON: So that
18 settlement, that is now a settlement? They're
19 now in agreement? I just want to be sure --

20 CHAIR CRIDER: They --

21 TRUSTEE FELTON: -- we didn't --

22 CHAIR CRIDER: -- being NSF?

1 TRUSTEE FELTON: Correct.

2 CHAIR CRIDER: Yes.

3 TRUSTEE FELTON: Okay. That was
4 it.

5 CHAIR CRIDER: Okay.

6 TRUSTEE THOMPSON: This is just
7 one more.

8 CHAIR CRIDER: Okay. Additional
9 questions or discussions? All in favor of
10 approval of ratifying the action that was
11 taken by the Executive Committee to approve
12 the Sponsored Program Policies vote aye.

13 (Chorus of ayes)

14 CHAIR CRIDER: Any opposed or
15 abstentions? That motion carries. The next
16 one is the University Anti-Discrimination and
17 Harassment Policy. Was that part of the same
18 package or was that a different one?

19 DR. LYONS: This is the one a
20 little further back. It's the --

21 CHAIR CRIDER: Okay.

22 DR. LYONS: -- revised one.

1 CHAIR CRIDER: It's --

2 TRUSTEE THOMPSON: Just is --

3 DR. LYONS: It's the next round of
4 the extension --

5 (Simultaneous speaking)

6 CHAIR CRIDER: Okay. Anti-
7 discrimination. So whereas the United States
8 Department of Education has issued guidance
9 and recommendation since the last review of
10 the University Anti-Discrimination and
11 Harassment Policy by the Board of Trustees.

12 And whereas the University Anti-
13 Discrimination and Harassment Policy as
14 revised, incorporates the guidance and
15 recommendations issued by the U.S. Department
16 of Education as well as best practices for
17 such policies.

18 Now, therefore, be it resolved
19 that the Board of Trustees adopts the
20 University Anti-Discrimination and Harassment
21 Policy attached and incorporated.

22 And again, the Executive Committee

1 approved this at its July 15th meeting and
2 this is an action for ratification by the full
3 Board.

4 TRUSTEE WYNER: So moved.

5 CHAIR CRIDER: Been moved.

6 TRUSTEE BELL: Second.

7 CHAIR CRIDER: Is there a second?

8 Any further discussion or clarification
9 needed? All in favor vote aye.

10 (Chorus of ayes)

11 CHAIR CRIDER: Any opposed or
12 abstentions? That motion carries. In all of
13 these, the next several will all be
14 ratifications.

15 The next ratification is for the
16 extension of the appointment of Dr. Rachel
17 Petty as Interim Provost of the University of
18 the District of Columbia.

19 Whereas, Dr. Petty is currently
20 serving as the Interim Provost of the
21 University of the District of Columbia and the
22 Board has determined that the interim

1 appointment should be extended based on
2 extenuating circumstances.

3 Now therefore, be it resolved that
4 the Board of Trustees of the University of the
5 District of Columbia approves the extension of
6 the appointment of Dr. Rachel Petty as the
7 Interim Provost of the University of the
8 District of Columbia for a time not to exceed
9 one year from the date of appointment,
10 consistent with the terms and conditions in
11 her appointment letter. And this is also for
12 ratification.

13 TRUSTEE SCHWARTZ: So moved.

14 CHAIR CRIDER: Been moved.

15 TRUSTEE BELL: Second.

16 CHAIR CRIDER: Moved and second.

17 Any discussion?

18 TRUSTEE ASKEW: Madam Chair?

19 CHAIR CRIDER: Yes, Trustee Askew.

20 TRUSTEE ASKEW: Well, first of
21 all, I'm glad that Dr. Petty has agreed to
22 continue to serve. So this has nothing to

1 really do with her. This is more technical in
2 nature.

3 So the term interim, I thought we
4 got rid of interim and we'd use acting? Just
5 as a matter of just legal and technical
6 sufficiency.

7 It's one of the two that we use
8 and one of them we don't. Because we've
9 actually defined one of them and I believe
10 it's acting. And again, I could be wrong, but
11 just as a matter of the proper term for that.

12 CHAIR CRIDER: I'm looking at our
13 legal --

14 TRUSTEE ASKEW: If we can just --
15 and again, we don't need to do anything other
16 than just make sure it's legally and
17 technically sufficient.

18 CHAIR CRIDER: Okay.

19 DR. LYONS: Well, I'm interim.

20 TRUSTEE ASKEW: Well, you may be--

21 DR. LYONS: I want to be sure I'm
22 legit.

1 TRUSTEE ASKEW: Yes, exactly.

2 Actually, I want to make sure you're right,
3 man. Absolutely, so.

4 (Simultaneous speaking)

5 TRUSTEE ASKEW: Yes, so.

6 DR. LYONS: I mentioned it in that
7 question as well.

8 TRUSTEE ASKEW: You're just acting
9 like the interim. But again, Madam Chair,
10 that has nothing to do, I mean, I support the
11 resolution --

12 CHAIR CRIDER: Yes.

13 TRUSTEE ASKEW: -- but just from a
14 technical --

15 CHAIR CRIDER: Okay.

16 TRUSTEE ASKEW: -- legal and
17 technical standpoint.

18 CHAIR CRIDER: Can one of our
19 legal folks answer that? I see they're
20 furiously trying to find the answer to that --

21 TRUSTEE ASKEW: Yes.

22 CHAIR CRIDER: -- if they can

1 answer that for us. That's not going to hold
2 up. What you might --

3 TRUSTEE ASKEW: This has nothing
4 to do --

5 CHAIR CRIDER: -- is just --

6 TRUSTEE ASKEW: It really doesn't
7 --

8 CHAIR CRIDER: -- to --

9 TRUSTEE ASKEW: -- require any --
10 for us to do anything other than when they --

11 TRUSTEE FELTON: Because we have--

12 TRUSTEE ASKEW: -- present the --

13 TRUSTEE FELTON: -- other
14 appointments here that are acting --

15 DR. LYONS: Absolutely.

16 TRUSTEE FELTON: -- so.

17 TRUSTEE ASKEW: Should be acting.

18 (Simultaneous speaking)

19 MS. BLANCHARD: Well, in the human
20 resources industry when you're an acting
21 position, it's usually an actor can hold the
22 position for approximately a year.

1 And in a position the actor does
2 not necessarily apply for the regular
3 position, whereas an interim is considered a
4 person who can do the full duties of the job,
5 can assume the job and does it fully.

6 Whereas an actor may be able to do
7 part of the job, 80 percent of the job, and
8 usually it's about a year. But an interim
9 takes full responsibility of any job. But --

10 TRUSTEE ASKEW: Yes, but I --

11 MS. BLANCHARD: -- the legal,
12 whether the --

13 TRUSTEE ASKEW: Right. So to me
14 this is not a practice thing in what they do
15 in that area. It actually is. I think we,
16 actually, and I know it's in the same section.
17 It's in here somewhere, I just have to, you
18 know, speed through and get it. But we don't
19 really have any interim. I think it's acting.
20 And again, it's --

21 MS. BLANCHARD: I was --

22 TRUSTEE ASKEW: We don't really

1 have to get into a big discussion about it,
2 not at all, Madam Chair.

3 CHAIR CRIDER: Right.

4 MS. BLANCHARD: We don't have to--

5 CHAIR CRIDER: So I think what --

6 MS. BLANCHARD: -- make a
7 distinction between the two in HR.

8 TRUSTEE ASKEW: Just to --

9 CHAIR CRIDER: I think, then, what
10 we need to do is we can proceed with the vote
11 to approve the appointment of Dr. Petty and
12 then, before I sign anything, I'll make sure
13 that the correct language is in the document
14 --

15 MR. BARASH: Yes, that --

16 CHAIR CRIDER: -- if that's okay?

17 MR. BARASH: We would recommend
18 that.

19 CHAIR CRIDER: Okay, great.

20 MR. BARASH: And we, apparently,
21 it is acting. Apparently, the regulation --

22 CHAIR CRIDER: Okay.

1 MR. BARASH: -- was changed.
2 Although, in my experience around here in six
3 months we've used interim. But we will use
4 acting going forward and we'll make sure that
5 the resolution is changed for you sign.

6 CHAIR CRIDER: Okay. Thank you.

7 TRUSTEE ASKEW: Okay.

8 CHAIR CRIDER: Any further
9 discussion --

10 TRUSTEE SCHWARTZ: Yes.

11 CHAIR CRIDER: -- Trustee
12 Schwartz?

13 TRUSTEE SCHWARTZ: Yes, Madam
14 Chair. Again, nothing to do with Dr. Perry,
15 but are we moving to filling the Provost
16 permanently rather than acting or interim?

17 TRUSTEE ASKEW: Are we waiting on
18 the president?

19 DR. LYONS: Yes.

20 TRUSTEE SCHWARTZ: So what was the
21 thing that we --

22 TRUSTEE TARD: Are we waiting --

1 TRUSTEE WYNER: But --

2 TRUSTEE TARDD: -- for the new
3 president?

4 TRUSTEE WYNER: Yes, are we
5 waiting for the --

6 CHAIR CRIDER: He needs to be --

7 TRUSTEE WYNER: Are we waiting --

8 TRUSTEE TARDD: Are we waiting for
9 the new president or --

10 CHAIR CRIDER: -- because he's
11 acting at the door. Okay.

12 DR. LYONS: We have talked about
13 either waiting for the new president or
14 proceeding, I won't say at the same time, but
15 given enough lead time on the part of the
16 presidential search to begin the provost
17 search, so that the successful person would be
18 able to be involved in that appointment.

19 TRUSTEE WYNER: Yes.

20 CHAIR CRIDER: Yes.

21 TRUSTEE WYNER: So I think there
22 would need to be enough lead time to make sure

1 that the specifications for what we are
2 looking for, in fact, align with whatever --

3 DR. LYONS: Who you pick then.

4 TRUSTEE WYNER: -- the new
5 president's vision is.

6 DR. LYONS: Exactly.

7 TRUSTEE WYNER: And I do think
8 that outset, I mean, the provost is an
9 exceptionally important position, obviously,
10 at the institution. And I've seen where very
11 good provosts and very good presidents who did
12 not have aligned visions did not serve the
13 institution very well.

14 So this is not about the
15 competencies of the individuals, but it is
16 about a vision for the institution moving
17 forward. So, you know, to me, I would want to
18 make sure that there was full input, not just
19 at the final review --

20 DR. LYONS: Right.

21 TRUSTEE WYNER: -- but even on
22 setting what it was that was being looked for

1 and in the search process.

2 CHAIR CRIDER: Yes, the search for
3 provost has not started. I don't even think
4 --

5 TRUSTEE WYNER: Very good.

6 CHAIR CRIDER: -- that the
7 discussion --

8 DR. LYONS: No.

9 CHAIR CRIDER: -- around what we
10 want in a provost has started because I do
11 believe it's important that the next president
12 have a lot a say in what that looks like. We
13 may have a different challenge in time of
14 timing that we'll have to address --

15 TRUSTEE WYNER: Thank you, Dr.
16 Crider.

17 CHAIR CRIDER: -- at some point.
18 But for now, you know, that search hasn't
19 started. And I think we're all in alignment
20 with what we think should happen with that.

21 TRUSTEE WYNER: Thank you.

22 CHAIR CRIDER: Okay. So we voted

1 on this, right? Did we vote?

2 TRUSTEE BELL: I don't think we
3 voted.

4 CHAIR CRIDER: Okay. We didn't.
5 So all in favor of extending the appointment
6 of Dr. Petty as Acting Provost making the
7 corrections that we've identified, please vote
8 aye.

9 (Chorus of ayes)

10 CHAIR CRIDER: Any nos or
11 abstentions? Thank you. That motion carries.
12 And then the next action under the Executive
13 Committee is the appointment of Dr. Connie
14 Webster as Acting Associate Provost for
15 Academic Programs. I don't even know if she's
16 here.

17 Whereas, Dr. Webster has been
18 recommended to serve as the Acting Associate
19 Provost for Academic Programs based on her
20 knowledge, past accomplishments and extensive
21 experience, earning the respect and trust of
22 university faculty and administrators for her

1 leadership including serving previously as the
2 chairperson for the Department of Nursing and
3 Allied Health and the Director of the
4 Associate degree and R.N. to B.S.N. programs,
5 in addition to having administrative oversight
6 for the Certified Nursing Assistant Program
7 and Licensed Practical Nursing Program.

8 And for serving as President of
9 the Faculty Senate, an elected position and
10 for having distinguished herself as a teacher
11 and lecturer both in the College of Arts and
12 Sciences and the College of Agriculture, Urban
13 Sustainability and Environmental Sciences, as
14 well as in the local and national communities.

15 And whereas, after review of her
16 credentials, it has been determined that she
17 is well-qualified for such position.

18 Now, therefore, be it resolved
19 that the Board of Trustees of the University
20 of the District of Columbia approves the
21 appointment of Dr. Connie Webster as the
22 Acting Associate Provost for Academic Programs

1 effective August the 16th, 2014. And this is
2 looking for ratification of our prior action.
3 I'd like a motion for that.

4 TRUSTEE TARDD: So moved.

5 TRUSTEE SCHWARTZ: Second.

6 CHAIR CRIDER: Been moved and
7 second. Any discussion, questions? All in
8 favor vote aye.

9 (Chorus of ayes)

10 CHAIR CRIDER: Any opposed or
11 abstentions? That motion carries as well.
12 Thank you. On Academic Affairs, we have two
13 actions and are you -- no? Okay. Dr. Curry
14 is not here from Academic Affairs, yet.

15 We have the appointment of Dr.
16 Kathleen Dockett as Professor Emeritus and
17 appointment of Dr. Robert L. Burgdorf as
18 Professor Emeritus.

19 DR. LYONS: Move that we do them
20 together, Madam Chair.

21 CHAIR CRIDER: Okay. Okay.

22 TRUSTEE BELL: Second.

1 CHAIR CRIDER: Right. Been second
2 that we do those together for the appointment
3 of Dr. Dockett and Dr. Burgdorf as Professor
4 Emeritus. Any discussion or questions on
5 those appointments.

6 TRUSTEE ASKEW: No --

7 CHAIR CRIDER: Trustee Askew.

8 TRUSTEE ASKEW: Thank you, Madam
9 Chair. I just wanted to say that, you know,
10 I had the good fortune of being able to be
11 educated and taught by Dr. Burgdorf.

12 I know that he is a scholar,
13 probably world-renowned in his area of
14 constitutional and disability law. He has
15 been a real asset to the institution and he's
16 here for the right reasons.

17 And so I am happy to see that he
18 is being extended this honor as I do think we
19 should be in the business of recognizing our
20 distinguished professors who are well-
21 accomplished and recognized in their area of
22 expertise.

1 So thank you, Mr. President and
2 those of you who were on the committee for
3 bringing him to the Board. And I fully
4 support his nomination and recommendation.

5 CHAIR CRIDER: Thank you. Any
6 further discussion? All in favor of approving
7 the appointments of Dr. Burgdorf and Dr.
8 Dockett vote aye.

9 (Chorus of ayes)

10 CHAIR CRIDER: Any opposed or
11 abstentions? Those motions carry as well.
12 Thank you. Mr. Shelton, we have two action
13 items coming out of your committee.

14 TRUSTEE SHELTON: I think it's
15 three, yes.

16 CHAIR CRIDER: Three, I'm sorry.

17 TRUSTEE SHELTON: Yes.

18 CHAIR CRIDER: Okay.

19 TRUSTEE SHELTON: The first is
20 Notice of Proposed Rulemaking 8B DCMR Chapter
21 19, Background Checks.

22 DR. LYONS: Your mic's not on.

1 TRUSTEE SHELTON: Okay. That'll
2 work.

3 CHAIR CRIDER: Just keep going.

4 TRUSTEE SHELTON: The whereas,
5 proposal identifies several sensitive
6 positions and work areas such as those located
7 within Child Development Center and those who
8 encounter or may have access to children ages
9 17 and under and require recurring background
10 checks for persons working in those positions.

11 The proposed rules also defines
12 suitability and actions that may be taken
13 against those deemed unsuitable as a result of
14 the content of their background check.

15 Therefore, be it resolved that the
16 Board -- I'm sorry, I should have made a
17 motion to accept the proposals, before I went
18 through reading them. A motion to accept the
19 Notice of Proposed Rulemaking 18B DCMR Chapter
20 19, Background Checks.

21 TRUSTEE ASKEW: So moved.

22 TRUSTEE SHELTON: Thank you.

1 Second?

2 TRUSTEE TARDD: I'll second.

3 TRUSTEE SHELTON: All right.

4 CHAIR CRIDER: Moved and second.

5 TRUSTEE SHELTON: All right. The
6 effort is to comply with the law that has been
7 published and we further resolve that the
8 Board of Trustees at the University of the
9 District of Columbia hereby takes proposed
10 rulemaking action to adopt Chapter 19 of the
11 university rules, Title 8B DCMR.

12 And be it further resolved that
13 the General Counsel's hereby directed to
14 publish this Notice of Proposed Rulemaking in
15 the D.C. register as soon as practical for a
16 comment period of not less than 30 days in
17 accordance with the provisions of the D.C.
18 official code. This is a compliance issue and
19 should, again, if moved and seconded, I call
20 for the question. Madam Chair.

21 CHAIR CRIDER: Discussion?

22 TRUSTEE SHELTON: Discussion --

1 CHAIR CRIDER: I move for
2 discussion.

3 TRUSTEE SHELTON: -- okay.

4 CHAIR CRIDER: Okay.

5 TRUSTEE SHELTON: I'll give you
6 all a chance.

7 CHAIR CRIDER: And this is on the
8 pre-employment background checks.

9 TRUSTEE SHELTON: Background
10 checks.

11 TRUSTEE SHELTON: And many of the
12 questions have been addressed.

13 CHAIR CRIDER: Yes.

14 TRUSTEE SHELTON: And there is a
15 marked through document in case you want to
16 read further on the background --

17 CHAIR CRIDER: Yes.

18 TRUSTEE SHELTON: -- of the
19 history of this development of this proposal.

20 TRUSTEE ASKEW: Okay. Madam Chair
21 --

22 CHAIR CRIDER: Yes.

1 TRUSTEE ASKEW: -- I just want to
2 commend the folks who actually worked on this.
3 You know, this is before the actual committee
4 --

5 CHAIR CRIDER: Yes.

6 TRUSTEE ASKEW: -- on two separate
7 occasions. And there was a very healthy
8 exchange, I believe, to help make this policy
9 really, I think, you know, probably closer to
10 a model --

11 CHAIR CRIDER: Yes.

12 TRUSTEE ASKEW: -- as to where
13 various universities and various jurisdictions
14 are moving, in particular as we talk about
15 criminal background checks and you start to
16 see legislation --

17 CHAIR CRIDER: Yes.

18 TRUSTEE ASKEW: -- of ban the box
19 because of the impact that it could have on
20 employment for returning citizens. You know,
21 there was a lot of work, I think, that was
22 also done on 1906.4 because there, you know,

1 were some sensitivity as to, you know, if you
2 are a current employee working in a non-
3 sensitive position would you be subject to a
4 criminal background check?

5 And I think where we landed is a
6 good place to land because basically, you
7 know, if you're offered a non-sensitive
8 position and you're already employed with the
9 university, the position being filled, if it's
10 a sensitive position, background checks must
11 be completed unless the employee's being
12 offered a sensitive position or has a
13 background check on file that's been completed
14 within the last three years.

15 So it allows, you know, for an
16 opportunity for employees to move from a
17 sensitive position to a non-sensitive
18 position.

19 And if you had a background check
20 within the last three years and you're moving
21 to a sensitive position, then you don't have
22 to worry about going through that background

1 check again.

2 And I think that that was progress
3 based upon some of the testimony that we
4 received. And also based upon the direction
5 of the District of Columbia and their posture
6 on this.

7 So I want to thank the Committee
8 Chair for his active engagement in this as
9 well as the administrators who also worked to
10 make this a better policy. Thank you, Madam
11 Chair.

12 CHAIR CRIDER: Thank you. I think
13 I just had one broad question that has been on
14 my mind that I didn't ask, although, I was
15 here both times this came.

16 And it's a simple question that
17 I'm certain won't take a whole lot, Ms.
18 Myrtho. And that is we've identified specific
19 positions within the university as sensitive
20 positions subject to this policy and yet,
21 almost any position within the university
22 could, in fact, come in contact with our

1 targeted population that we're seeking to
2 protect.

3 And so I'm just curious as to why
4 any employee of the university is not subject
5 to background checks or every employee is not
6 subject to background checks?

7 TRUSTEE THOMPSON: Yes, good
8 question.

9 CHAIR CRIDER: That's just for my
10 own education. I don't know. Sometimes I
11 know the answer and ask the question, this
12 time I don't.

13 MS. BLANCHARD: The question is
14 likelihood. For example, we chose, we
15 selected, we identified positions, for
16 example, if you're in the classroom, if you're
17 in the resident's hall, if you're with the 4H
18 program where, more than likely, on the day to
19 day performance of your duties you will
20 encounter youth or children, 17.

21 And as we know, some of our
22 students are 17 years old. You know, we are

1 a higher education institution, most of our
2 kids are 18 and older. But we do have a lot
3 of youngsters who are 17.

4 So again, in selecting those
5 position, we look and see what are the
6 position where you would have more of a chance
7 to address.

8 For example, if you are in HR,
9 would you come in contact with youth on a
10 regular basis? Not as much. And that's the
11 essence of how we selected the positions.

12 CHAIR CRIDER: I know that public
13 safety is on the list. What about --

14 MS. BLANCHARD: Yes.

15 CHAIR CRIDER: -- janitorial or
16 maintenance and those kinds of positions?

17 MS. BLANCHARD: Maintenance are
18 contracted out. And I did, as we were looking
19 at this policy and did speak with a
20 procurement officer and ask her to make sure
21 that when we are contracting out that we
22 require background checks --

1 CHAIR CRIDER: Okay.

2 MS. BLANCHARD: -- all of the
3 employees that we're bringing in.

4 CHAIR CRIDER: Okay. That
5 satisfies my question, Mr. Chair.

6 TRUSTEE SCHWARTZ: Well, that's a
7 good point. Thank you.

8 CHAIR CRIDER: Okay.

9 TRUSTEE SHELTON: All right. The
10 next item is proposed amendment to the
11 university rules regarding performance
12 management.

13 CHAIR CRIDER: And I think -- did
14 we vote on it?

15 DR. LYONS: Did we vote on this
16 already?

17 TRUSTEE SHELTON: We didn't vote.

18 TRUSTEE FELTON: You're not
19 keeping up.

20 TRUSTEE SHELTON: My apologies.
21 All in favor of the Notice of Proposed
22 Rulemaking 8B DCMR Chapter 19, Background

1 Checks say aye.

2 (Chorus of ayes)

3 TRUSTEE SHELTON: Opposed,
4 abstentions? All in favor? Okay. It's done.
5 All right. Madam Chair, the Committee is also
6 reporting out a proposed amendment to the
7 university rules regarding performance
8 management.

9 Again, this is to improve our
10 evaluations up and down the system, to amend
11 Chapter 8 of the university rules and that
12 General Counsel is directed to publish this at
13 its earliest convenience if approved by the
14 Board. A motion to approve is in order.

15 CHAIR CRIDER: I'm sorry, Mr. --

16 TRUSTEE SHELTON: It's all right.
17 It's just me. Motion to approve.

18 TRUSTEE SCHWARTZ: So moved.

19 TRUSTEE SHELTON: Thank you --

20 CHAIR CRIDER: Been moved and
21 second?

22 TRUSTEE SHELTON: -- General

1 Schwartz. And I need a second.

2 TRUSTEE FELTON: Oh, I'll second,
3 but I'm just --

4 CHAIR CRIDER: Any discussion.

5 TRUSTEE SHELTON: Yes, Mr. Felton.

6 And now questions.

7 TRUSTEE FELTON: Question about --

8 TRUSTEE SCHWARTZ: Discussion.

9 TRUSTEE FELTON: -- best practices
10 or model guidance. Can someone just share to
11 what extent that was included in drafting
12 this?

13 TRUSTEE SHELTON: Okay. Good
14 call.

15 MS. BLANCHARD: I'm sorry. I
16 didn't hear the question. Myrtho Blanchard
17 again.

18 TRUSTEE SHELTON: Question --

19 TRUSTEE FELTON: To what extent
20 were best practices or other proven models
21 used in making the changes?

22 MS. BLANCHARD: Well, we looked at

1 best practices at other universities, but we
2 were looking at more trying to automate the
3 process because right now the process that we
4 use is fairly good. And we look at other
5 institutions, we look at private sectors, we
6 look at other models.

7 But currently we are doing it
8 manually on paper. So we looked around to
9 find an automated version. And DCHR offers an
10 automated version that fits the purpose.

11 And so we tweaked it and we're
12 looking to implement it so that we can better
13 monitor and offer better assistance to
14 supervisors and to employees as they are doing
15 performance evaluation and holding employees
16 accountable.

17 TRUSTEE FELTON: So you believe
18 that this approach will, in fact, identify
19 employees who perhaps are operating at a
20 marginal level as opposed to unsatisfactory?

21 MS. BLANCHARD: It's not the two.
22 And I'll be frank with you, we have a

1 performance evaluation plan and the idea is to
2 find a tool that helps people do the work.

3 But for us it's to go out and
4 train the supervisors and making sure that we
5 monitor because when it's paper you're
6 receiving hundreds of pieces of papers. And
7 the way it is you have a mid-year evaluation
8 which we don't receive. And by the end when
9 it is completed it's often too late to take
10 any action.

11 TRUSTEE FELTON: Right.

12 MS. BLANCHARD: So this is
13 providing more detail information and it's
14 also allowing you a tool on line where it can
15 be there and assist the supervisors much
16 earlier in holding folks accountable.

17 TRUSTEE FELTON: And how much do
18 we anticipate costing to train the workforce
19 --

20 MS. BLANCHARD: We're doing the
21 training ourselves.

22 TRUSTEE FELTON: -- on the new

1 system?

2 MS. BLANCHARD: We're doing the
3 training ourselves.

4 TRUSTEE FELTON: So what's the
5 timeline?

6 MS. BLANCHARD: We're trying to
7 implement it the next -- we had to complete
8 because the evaluation period is ending on
9 September 30th. We did not get this approve
10 and we have not communicated the process yet.

11 So we are now in the process of
12 closing out this year's evaluation year, if
13 you will, and then we'll start the following
14 year with this.

15 TRUSTEE FELTON: So you expect the
16 training to be completed by when?

17 MS. BLANCHARD: Within the next
18 couple of months.

19 TRUSTEE FELTON: Thank you.

20 TRUSTEE SHELTON: Okay. And what
21 I endorse about this process, it allows HR to
22 help the manager stay on top of evaluation.

1 That's often a problem that I've observed in
2 evaluation is that you get behind and you
3 can't catch up.

4 So this system allows us to look
5 at our managers who are successful and that,
6 you know, let them continue. But those who
7 are not on task and on target, to come in and
8 give them whatever assistance is available to
9 help get the evaluations moving in the right
10 direction.

11 It helps us manage our managers as
12 well as our working staff. So it puts
13 pressure on both of them to keep up with the
14 assessment process.

15 So I would hope that you all would
16 vote for this. It's been through the
17 Committee. I'm ready to ask for the question
18 when you're ready to receive it.

19 CHAIR CRIDER: Just one more
20 question.

21 TRUSTEE ASKEW: Madam Chair --

22 CHAIR CRIDER: Yes.

1 TRUSTEE ASKEW: Just --

2 CHAIR CRIDER: Yes, sorry. Go
3 ahead.

4 TRUSTEE ASKEW: So I spoke about
5 this particular area and I'm looking at
6 Section 1141 which is the performance ratings.
7 And in committee on two separate occasions
8 we've had extensive conversation about the
9 rating levels.

10 And I appreciate receiving, you
11 know, some information that the committee
12 requested, which was Madam Chair. There was
13 a question in Committee whether or not the
14 module that they're using, which won't cost us
15 an money today, could be modified.

16 And the answer was that well, it
17 probably could be customized in such a way,
18 however, there would be some potential costs
19 associated with it.

20 And so we asked that the executive
21 team let us know how much a change in the
22 grade levels or any change, I guess, for that

1 matter, would cost. And they sent back
2 something in the range of 60 to \$70,000.

3 The other question that came up is
4 okay, assume that we keep the model as it is,
5 could we actually draw a policy that says that
6 the last level, Level 1, inadequate performer,
7 is not one that could actually, you know, that
8 you could inform employees, but that's not a
9 level that you can actually choose.

10 And I guess some of that will
11 carry on in the discussion today. But the
12 reason why we were focusing so much attention
13 in that area is because in my view what this
14 institution needs to survive and ensure that
15 it's able to achieve its vision --

16 MS. BLANCHARD: Absolutely.

17 TRUSTEE ASKEW: -- is to have
18 employees who, to be quite honest, are beyond
19 a valued performer, which means you are just
20 doing your job.

21 MS. BLANCHARD: Yes.

22 TRUSTEE ASKEW: And that we need,

1 you know, effective performers and we need
2 role model performers.

3 MS. BLANCHARD: Yes.

4 TRUSTEE ASKEW: And so I'm 120
5 percent with that. Where I disconnect is
6 where you have Level 2, which is a marginal
7 performer, which we were told means that you
8 would be put on a 90-day performance
9 development plan.

10 And after that, you know, a 90-day
11 performance plan and then after that there's
12 actually a possibility that the next go around
13 there's a possibility that you have other
14 options, the possibility you could be ranked
15 an inadequate performer.

16 And the next question that was
17 asked was well, if you're an inadequate
18 performer could you still be put on a
19 performance development plan? To me, you
20 can't.

21 I mean that to me is just from an
22 evaluation standpoint to say that someone is

1 an inadequate performer and they could
2 potentially still be on a performance
3 development program, to me, doesn't speak to
4 the caliber of team that we want to have at
5 this institution.

6 Again, we do not have time for
7 inadequate performers. I believe, and I think
8 that when you put things out like that,
9 employees may get confused by the fact that,
10 oh, okay, you know, I was a marginal
11 performer, but, you know, I'm not an
12 inadequate performer so, you know, therefore
13 there's a thought that --

14 CHAIR CRIDER: I'm still here.

15 TRUSTEE ASKEW: -- I still have
16 some level of job security. Now, again, I
17 know that to change the module it may take 60
18 to \$70,000 to do that. And with our tight
19 budget, that might be a stretch.

20 But I will say, you know, to my
21 fellow Board Members that we really do have to
22 be clear in this particular area, right?

1 CHAIR CRIDER: Okay.

2 TRUSTEE ASKEW: I mean, a
3 performer, I mean, you know, you're doing your
4 job, but our students need better than that.
5 And for me, I cannot support, to be quite
6 frank with you.

7 If you can put somebody as a
8 marginal performer on a 90-day performance
9 plan and if they don't meet, you know, the
10 objectives that are set to get them up to at
11 least a performer, it's time for them to --

12 MS. BLANCHARD: Yes --

13 TRUSTEE ASKEW: -- exit.

14 MS. BLANCHARD: -- and that is --

15 TRUSTEE ASKEW: This is not the
16 place for you.

17 MS. BLANCHARD: No, no.

18 TRUSTEE ASKEW: But that's --

19 MS. BLANCHARD: If you get that,
20 if you do not meet the performance improvement
21 plans, what is not established, you don't meet
22 it, you can be terminated. We are doing that

1 now.

2 TRUSTEE ASKEW: Right.

3 MS. BLANCHARD: IN the past,
4 perhaps, we haven't, but we have been pretty
5 strong and we've been very supportive of
6 supervisors who are willing to work with us.

7 And what this is going to afford
8 us is the ability to be closer to them and see
9 what is happening. Because as I stated
10 before, the key to this is really making sure
11 that it is automated, so that we can monitor
12 it. So that you don't get to a performance
13 evaluation period, the end, and that you're
14 saying a one.

15 TRUSTEE ASKEW: Should be in mid-
16 year, right?

17 MS. BLANCHARD: If the person is
18 barely making it, barely, and he's willing, we
19 want to put you in a performance improvement
20 plan.

21 But we shouldn't be, exactly, I
22 agree with you, we shouldn't be where a person

1 is absolutely not adequate that we're worrying
2 about. But the plan, the module is as it is.

3 And we're going to help support
4 the module by training and working with the
5 supervisors to understand. When you're
6 marginal, you will be placed on a performance
7 improvement plan. But if you don't need it,
8 at that point you are turning it in.

9 TRUSTEE ASKEW: Yes, but can I
10 just --

11 MS. BLANCHARD: We're doing that
12 now.

13 TRUSTEE ASKEW: So what's the need
14 for the inadequate, right? So what you just
15 said supports what I just said.

16 MS. BLANCHARD: No, no, I
17 appreciate it.

18 TRUSTEE ASKEW: All right. So
19 what's the need, because again, I think that
20 there's an amount of confusion that could
21 possibly associated with having that last
22 level.

1 Because an employee could think,
2 who's not sitting here in this room today,
3 could read that and be like I'm a marginal
4 performer, if I don't, within the 90 days
5 achieve performer, then the last chance that
6 I have is inadequate.

7 Because, again, what we were told
8 in committee that could still mean that you
9 are on a performance development plan while
10 still being an inadequate --

11 CHAIR CRIDER: Person.

12 TRUSTEE ASKEW: -- person.

13 MS. BLANCHARD: And that would
14 mean for a supervisor who had not held their
15 part in doing this. And that's what it is and
16 hopefully, this is the last year this is
17 happening.

18 TRUSTEE ASKEW: Yes.

19 MS. BLANCHARD: And that's why we
20 believe that with an automated version, we'll
21 clip this. I promise you next year we won't
22 have this.

1 We will not have people in that
2 category because we would have trained folks
3 to understand when people are minimally doing
4 their job, you are put on an performance
5 improvement plan. You do not perform, it's
6 time to go.

7 TRUSTEE ASKEW: Okay. Again --

8 MS. BLANCHARD: And I understand
9 your point --

10 TRUSTEE ASKEW: I think what I'm
11 trying to get --

12 MS. BLANCHARD: -- it's just that
13 we don't have another module.

14 TRUSTEE ASKEW: The bottom line
15 we're trying to get to is to get rid of the --

16 MS. BLANCHARD: And we will.

17 TRUSTEE ASKEW: -- somehow. And
18 if that is, and I think, you know, in talking
19 with the president, he wants us to be very
20 clear about this from at least --

21 MS. BLANCHARD: Absolutely.

22 TRUSTEE ASKEW: -- committee

1 meeting, right? And I'm just trying to figure
2 out is there a way to make it clear that, you
3 know, inadequate performer means terminated.

4 MS. BLANCHARD: Yes.

5 TRUSTEE ASKEW: There's no more 30
6 day --

7 CHAIR CRIDER: Chances.

8 TRUSTEE ASKEW: -- chances. You
9 are gone. If you from performer to inadequate
10 performer --

11 MS. BLANCHARD: Right.

12 TRUSTEE ASKEW: -- you're gone.

13 MS. BLANCHARD: Right.

14 CHAIR CRIDER: Yes.

15 TRUSTEE ASKEW: That's it.

16 MS. BLANCHARD: Right.

17 TRUSTEE ASKEW: You know, if you
18 were marginal, in the 90 days you --

19 MS. BLANCHARD: Yes.

20 TRUSTEE ASKEW: -- had not met the
21 objectives as set by you and your supervisor,
22 and I emphasize you and your supervisor --

1 MS. BLANCHARD: Yes.

2 TRUSTEE ASKEW: -- you're gone.

3 MS. BLANCHARD: Right. Because I
4 believe --

5 CHAIR CRIDER: But I think that's

6 --

7 MS. BLANCHARD: -- by the time we
8 -- I'm sorry.

9 CHAIR CRIDER: Oh, I'm sorry.

10 MS. BLANCHARD: No, go.

11 CHAIR CRIDER: Just so that I'm
12 clear, I think that really is the crux of the
13 question.

14 MS. BLANCHARD: No, I understand.

15 CHAIR CRIDER: Is there an ability
16 to rate someone from Level 2 and at the end of
17 a 90-day period, rate them again as Level 1 or
18 would they automatically --

19 MS. BLANCHARD: No.

20 TRUSTEE ASKEW: Yes.

21 MS. BLANCHARD: No, no.

22 CHAIR CRIDER: So the only time

1 the Level 1 rating would come into play would
2 be -- let me ask the question before you
3 answer.

4 MS. BLANCHARD: Yes, absolutely.

5 CHAIR CRIDER: So the only time a
6 Level 1 rating comes into play is if this is
7 a fresh rating for me and you have rated me as
8 an inadequate performer and based on that, I
9 would be terminated. Do I get a 90-day
10 performance plan at any point where I am an
11 inadequate performer?

12 DR. LYONS: Sure.

13 MS. BLANCHARD: If you had not
14 been evaluated before, and that's the key
15 thing --

16 CHAIR CRIDER: Okay.

17 MS. BLANCHARD: -- if you had not
18 been. But if you had been and you are
19 inadequate, we can terminate.

20 TRUSTEE FELTON: But let us keep
21 in mind that this is a framework.

22 MS. BLANCHARD: Yes.

1 TRUSTEE FELTON: The challenge
2 will be for supervisors to clearly --

3 CHAIR CRIDER: Exactly.

4 TRUSTEE FELTON: -- articulate --

5 CHAIR CRIDER: Exactly.

6 TRUSTEE FELTON: -- the goal and
7 what is expected.

8 TRUSTEE ASKEW: Management gets
9 it.

10 TRUSTEE FELTON: So if you give
11 your employee a sort of general unclear kind
12 of goal, then, you know --

13 CHAIR CRIDER: That's what you
14 get.

15 TRUSTEE FELTON: -- it's our
16 fault. So that's why I'm concerned about
17 having adequate and sufficient training, so
18 people understand, whether it's a video or
19 something, so people understand. And in a
20 video you can say, look, your goal is not to
21 be inadequate and this is why.

22 But if a supervisor fails to

1 clearly define the goal and the outcomes and
2 the measures, this is just all paper.

3 CHAIR CRIDER: Yes. So --

4 TRUSTEE FELTON: So we agree with
5 you.

6 TRUSTEE BELL: So I just want to
7 make sure that I was clear. Did you say then,
8 that if it's an inadequate performer, if
9 they've not had a review previously --

10 CHAIR CRIDER: Yes.

11 TRUSTEE BELL: -- they can have a
12 performance improvement --

13 CHAIR CRIDER: Correct.

14 TRUSTEE BELL: -- plan.

15 CHAIR CRIDER: Correct.

16 TRUSTEE BELL: And then if they
17 have had one, if they've had a previous one
18 and then they're found inadequate --

19 MS. BLANCHARD: They're gone.

20 TRUSTEE BELL: -- they're gone.

21 MS. BLANCHARD: Absolutely.

22 Because you would have failed --

1 TRUSTEE BELL: But I'd want at
2 least 90 days to --

3 MS. BLANCHARD: You would have
4 failed the performance improvement plan.
5 Correct.

6 TRUSTEE ASKEW: Yes, well, let me
7 just say, again, that's a tough one for me.
8 I won't lie because it's just I just think
9 that inadequate performance is exactly what it
10 is. It means that they haven't been doing
11 hardly anything that you've asked them to do.
12 And by giving them --

13 TRUSTEE FELTON: Do you see that,
14 though? Is it any different from the old
15 category of unsatisfactory?

16 CHAIR CRIDER: That's right.

17 TRUSTEE FELTON: Because that's
18 all this is saying is you're unsatisfactory.

19 CHAIR CRIDER: You're saying
20 you're unsatisfactory.

21 TRUSTEE ASKEW: Right. See in my
22 real world that I operate in, you're gone.

1 TRUSTEE FELTON: Yes.

2 TRUSTEE ASKEW: That's it. It's

3 just --

4 CHAIR CRIDER: Yes --

5 TRUSTEE ASKEW: It's just --

6 CHAIR CRIDER: -- I think that's

7 traditional --

8 TRUSTEE ASKEW: Right.

9 CHAIR CRIDER: -- so.

10 TRUSTEE ASKEW: We only have three

11 levels.

12 TRUSTEE FELTON: Yes.

13 CHAIR CRIDER: Yes.

14 TRUSTEE ASKEW: And it's --

15 TRUSTEE FELTON: Well --

16 TRUSTEE ASKEW: -- leading --

17 TRUSTEE FELTON: -- there is

18 system --

19 TRUSTEE ASKEW: performing --

20 TRUSTEE FELTON: -- that somebody

21 tells --

22 TRUSTEE ASKEW: -- and developing.

1 All right? That's it. This is, you know,
2 this is five different levels.

3 TRUSTEE FELTON: But we could've
4 chosen three.

5 TRUSTEE ASKEW: Yes.

6 CHAIR CRIDER: But I think, too,
7 the other place, maybe some of this goes to
8 the language. I'm sorry, but when you say
9 potential to improve --

10 COURT REPORTER: You need to turn
11 your microphone on.

12 CHAIR CRIDER: When you say here
13 potential to improve is not evident, it raises
14 the question why do you continue to invest
15 time if after whatever this period of
16 performance ends, which I assume is a 12-month
17 period that people are being evaluated.

18 So you worked with me for 12
19 months, right, you have seen over a 12-month
20 period of time that I am unable to meet
21 minimum requirements of the position and
22 you've rated me now after 12 months of

1 performance that way, and you're going to give
2 me another 90 days to continue to show you
3 that I can't meet the requirements of the
4 position.

5 And so I think that's where some
6 of this disconnect is. If I've already
7 demonstrated, over a period, that I can't meet
8 it, how many chances do I get to show you that
9 I can't meet it?

10 TRUSTEE FELTON: My understanding
11 was six months, mid-year.

12 TRUSTEE SHELTON: You have a mid
13 year, right?

14 TRUSTEE BELL: Mid year.

15 CHAIR CRIDER: That's correct.

16 TRUSTEE FELTON: So that's the
17 point where the supervisor --

18 MS. BLANCHARD: And --

19 TRUSTEE FELTON: -- can't play
20 around.

21 TRUSTEE SHELTON: But what happens
22 if the process is, in my opinion, automated?

1 COURT REPORTER: Microphone,
2 please.

3 CHAIR CRIDER: There's something
4 going on with these mics.

5 TRUSTEE SHELTON: What happens in
6 the monitoring process as you do each stage of
7 the process, the manager's able to go
8 immediately to that employee who is struggling
9 and identify quickly with any time during the
10 process that they are not performing to the
11 goals that we have established. And once that
12 has been established, then we start our 90
13 days. It doesn't say wait until the end of
14 the year.

15 TRUSTEE FELTON: Or wait six
16 months.

17 TRUSTEE SHELTON: Or wait. We're
18 trying to get the process on the front end so
19 that we can have our managers understand what
20 we're expecting, have the employees understand
21 what we're expecting and then before the year
22 is up, have done the process.

1 What happens in normal evaluation
2 is you don't find out until April or May --

3 CHAIR CRIDER: It's the end of the
4 year.

5 TRUSTEE SHELTON: -- that you
6 really had a problem that you've been
7 shuffling for six months. But it's clearly
8 demarked stages that have to be documented and
9 for upper management to be able to keep an eye
10 on this process.

11 This is what this system will
12 afford us to see if we really have the problem
13 that we think we have --

14 CHAIR CRIDER: Right.

15 TRUSTEE SHELTON: -- or we have
16 another kind of problem.

17 CHAIR CRIDER: Correct.

18 TRUSTEE SHELTON: But it allows us
19 to attack our expectations earlier than we
20 have been doing in the past.

21 CHAIR CRIDER: But weren't we
22 supposed to be doing it like --

1 TRUSTEE SHELTON: Yes, ma'am, we
2 were.

3 CHAIR CRIDER: So just let me, you
4 know, be a little devil's advocate --

5 TRUSTEE THOMPSON: Yes.

6 CHAIR CRIDER: -- right now --

7 TRUSTEE THOMPSON: Yes we were.

8 TRUSTEE SHELTON: We all agree.

9 CHAIR CRIDER: -- because the
10 introduction of an information system or some
11 sort of cute little module that tells you
12 whether or not somebody did this, doesn't get
13 the job done.

14 It is still relying on people to
15 get the job done. And so to the extent that
16 this was already a requirement, it struck me
17 at the committee meeting to hear that right
18 now 20 to 30 percent of our employees get a
19 performance appraisal.

20 That is just completely
21 unacceptable. And so what you guys are
22 telling us is that we'll put in place this

1 system and all of a sudden we've got, you
2 know, Camelot. And everybody's going to do
3 what they're supposed to do and --

4 TRUSTEE SHELTON: No.

5 CHAIR CRIDER: -- and they're
6 going to get their, you know, 90-day appraisal
7 and all this is going to work when that people
8 factor is still there.

9 So, in addition to the training
10 that goes with it, what else is out there that
11 does what Trustee Shelton just talked about,
12 which is that at the first time they're
13 supposed to do an appraisal that first
14 appraisal occurs so that it is not 12 months
15 later --

16 MS. BLANCHARD: Correct.

17 CHAIR CRIDER: -- when somebody is
18 getting their first identification that your
19 just not --

20 MS. BLANCHARD: Absolutely.

21 CHAIR CRIDER: -- working out.

22 MS. BLANCHARD: Absolutely.

1 CHAIR CRIDER: And how does that
2 happen?

3 MS. BLANCHARD: I agree with you.
4 Because any tool is just a tool. It's how it
5 is used and how we hold people accountable for
6 their not using it that gives you good result.

7 I certainly appreciate what you're
8 saying. What I'm saying is the automated
9 process give us an opportunity to get in a
10 whole lot sooner and to monitor it a lot
11 sooner.

12 What happened before, the way we
13 were able to improve, it wasn't the process or
14 the tool. There are a lot of tools out there.
15 You have to make sure your tool is valid, but
16 it's holding people accountable.

17 And the automated version gave us
18 the opportunity to send reminders on a regular
19 basis to their supervisors, copying their vice
20 president.

21 And it got to a point where when
22 we were not hearing from the vice president,

1 the president was copied. And all of a
2 sudden, as I joke with my staff, I had a line
3 behind my door the morning that it was
4 required. I'm sorry. Dr. Tardd may remember
5 part of that. He was --

6 TRUSTEE TARDD: Yes.

7 MS. BLANCHARD: -- there when some
8 of those processes took place. But seriously,
9 it's really holding people accountable. And
10 what I'm saying is I understand all of what
11 you're saying.

12 A tool is not going to change this
13 overnight, but it's the really holding people
14 accountable, establishing your goals, an
15 objective, and having something to hold people
16 accountable to.

17 Before, okay, well, you do this.
18 Okay, you do this when, how? When is it due?
19 And during that time you don't do it, then I
20 hold you accountable. We have not been doing
21 that consistently.

22 And what our attempt here is is to

1 go out and train people and help them hold the
2 employees accountable. And with that the
3 burden is not only on HR, it's not only on the
4 supervisor, it's going to be on the vice
5 president, it's going to be on each and every
6 one of us.

7 CHAIR CRIDER: Trustee Schwartz
8 and then Trustee Felton.

9 TRUSTEE SCHWARTZ: Yes, ma'am. I
10 think, and it's written here, the process
11 that's being used, being you're focusing on
12 appraisals, which is almost the last step in
13 the process.

14 Establishing a plan up front with
15 your employee and progressive counseling, pre-
16 audit counseling until you get to appraisal.
17 You shouldn't get an appraisal and then find
18 out that the employee isn't doing well or the
19 employee shouldn't find out that they're not
20 doing well --

21 CHAIR CRIDER: Correct.

22 TRUSTEE SCHWARTZ: -- at the point

1 of appraisal.

2 CHAIR CRIDER: Correct.

3 TRUSTEE SCHWARTZ: So implementing
4 what you have written is key.

5 CHAIR CRIDER: Yes.

6 TRUSTEE SCHWARTZ: Individual
7 development plans --

8 MS. BLANCHARD: Correct.

9 TRUSTEE SCHWARTZ: So, it's --

10 MS. BLANCHARD: Establishing
11 goals.

12 TRUSTEE SCHWARTZ: -- a contract
13 between you and your employee right up front.

14 MS. BLANCHARD: Correct.

15 TRUSTEE SCHWARTZ: And then
16 periodic counseling which should be mandatory
17 to tell you how you're doing.

18 MS. BLANCHARD: Yes.

19 TRUSTEE SCHWARTZ: Are there mid-
20 stream corrections that you need to make.

21 MS. BLANCHARD: Correct.

22 TRUSTEE SCHWARTZ: And then comes

1 the time for writing up that appraisal and
2 determine what level you'd be getting. So it
3 shouldn't be a surprise to you or the employee
4 at the time of appraisal.

5 The second question I have is our
6 relationship with the union. I know we've had
7 some problems in the past. If we have a well-
8 documented process and we share that with our
9 union, then we cut back on the complaints
10 because they're walking along with us and they
11 understand.

12 So when an employee runs to the
13 union because they didn't like the appraisal
14 and we present our package during the plan,
15 the counseling, the PIP that may have been
16 developed along the way and then the final
17 rating, I think that would minimize any issues
18 that we have. Thank you, Madam Chair.

19 CHAIR CRIDER: Okay. Trustee
20 Felton.

21 TRUSTEE FELTON: Yes, two point.
22 Well, I think we need clarification what

1 comments the union has even offered on this
2 proposal because certainly as the General
3 said, we don't want to be in a situation where
4 the first time there's a complaint, we find
5 out that we have to go back to the drawing
6 board.

7 The second point I want to clarify
8 that I think you said, in practicality, a
9 first level supervisor in his or her own
10 evaluations --

11 MS. BLANCHARD: Yes.

12 TRUSTEE FELTON: -- would be the
13 extent to which they properly implemented --

14 MS. BLANCHARD: Correct.

15 TRUSTEE FELTON: the performance
16 management.

17 MS. BLANCHARD: Correct. Each
18 level, yes sir.

19 TRUSTEE FELTON: So that I --

20 MS. BLANCHARD: Yes, sir.

21 TRUSTEE FELTON: -- manage it. If
22 I'm being evaluated on how I evaluated my --

1 MS. BLANCHARD: Correct.

2 TRUSTEE FELTON: -- people, I
3 mean, that's quite a bit of leverage.

4 CHAIR CRIDER: Yes, I think that
5 that the concern is not that this doesn't make
6 sense or that this is something that we should
7 move to. I really don't think that's the
8 question.

9 I think my concern is the
10 implementation of this requirement. Because
11 already, the supervisors are responsible for
12 something that they don't do on a --

13 TRUSTEE FELTON: They do not
14 remember.

15 MS. BLANCHARD: To train.

16 CHAIR CRIDER: And they're not
17 being held accountable. And so --

18 TRUSTEE TARD: Yes, that's a
19 problem.

20 CHAIR CRIDER: -- to the extent
21 that 20 to 30 percent of our people are
22 evaluated annually shows you that 70 percent

1 of our people are not being evaluated.

2 And in each of those 70 percent of
3 those people have a supervisor that's not
4 doing what they're supposed to do and they
5 continue to do that. And so where my concern
6 is, it's great to have these tools, if the
7 tools are not properly --

8 MS. BLANCHARD: Used.

9 CHAIR CRIDER: -- implemented, you
10 know, if they are not used and if the people
11 responsible for using the tools are not held
12 accountable, we still have a system that's not
13 working.

14 And so I think part of what we're
15 struggling with is what is the system of
16 accountability that is going to be put in
17 place that holds the vice president, that
18 holds the president. I mean, we certainly
19 hold the key to president's --

20 MS. BLANCHARD: Right.

21 CHAIR CRIDER: -- you know, lack
22 of performance.

1 MS. BLANCHARD: Yes.

2 CHAIR CRIDER: But the president
3 is responsible for everybody else.

4 MS. BLANCHARD: Yes.

5 CHAIR CRIDER: And so, you know,
6 we've got to make sure --

7 MS. BLANCHARD: Yes.

8 CHAIR CRIDER: -- that at every
9 level from the president on down, that system
10 of accountability is in place and it is
11 working. If not, none of this matters.

12 TRUSTEE SHELTON: It's true.

13 CHAIR CRIDER: None of this
14 matters. So I think --

15 TRUSTEE SHELTON: Any --

16 CHAIR CRIDER: Go ahead.

17 TRUSTEE SHELTON: Yes, sir.

18 DR. LYONS: Yes, Madam Chair, I
19 was going to plead with the Chair and Trustee
20 Askew to go ahead and approve this policy for
21 the reasons you just described.

22 I mean, it's at the end of the

1 day, none of us want to continue in the
2 culture that we have. And it's going to be
3 about the implementation.

4 At the end of the day, none of us
5 want employees walking around saying well, I'm
6 an inadequate performer, you know. I mean,
7 there's no purpose in that and we shouldn't
8 have to pay \$60,000 to take this off the page.

9 Because in fact, the last two
10 categories, we could make just as strong an
11 argument that we don't want employees here who
12 are marginal performers and inadequate
13 performers.

14 I mean, so it's not really the
15 tool as you said. But I think that the tool
16 is a start to get moving in the right
17 direction, but it's the implementation and
18 it's the accountability.

19 And you have to, as you've
20 suggested, demand that the president and the
21 vice presidents of deans and directors turn
22 this thing around, or the tool won't make any

1 difference.

2 CHAIR CRIDER: That's right.

3 DR. LYONS: So I would encourage
4 you to support the process that has been
5 outlined here before Trustee Askew.

6 CHAIR CRIDER: I'm sorry, Trustee
7 Shelton asked a question that we need to --
8 and that is to the extent that this has been
9 viewed, either Mills, Stacie or Smruti, one of
10 you, in terms of the union engagement around
11 the performance plan and what has that
12 engagement been?

13 MS. BLANCHARD: There is a monthly
14 labor --

15 CHAIR CRIDER: Or is it required?

16 MS. BLANCHARD: -- management
17 meeting before this was presented to you. I
18 had that discussion with them. The president
19 had asked me and then they were sent a copy of
20 it.

21 CHAIR CRIDER: But we --

22 MS. BLANCHARD: But --

1 CHAIR CRIDER: -- have more than
2 one union here, though, right? I mean, there
3 --

4 MS. BLANCHARD: This is not for
5 faculty. We have NEA, this is not faculty at
6 all. The faculty has been arbitrated. Their
7 evaluation is totally separate. This is for
8 non-union and union employees, regular --

9 CHAIR CRIDER: So --

10 MS. BLANCHARD: -- staff --

11 CHAIR CRIDER: -- what performance
12 plan --

13 MS. BLANCHARD: -- minus faculty.

14 CHAIR CRIDER: -- would faculty be
15 under?

16 MS. BLANCHARD: Pardon?

17 CHAIR CRIDER: What performance
18 plan would faculty be under?

19 MS. MILLS: Somebody else will fix
20 that. I mean, we just say separate --

21 MS. BLANCHARD: There is one that
22 was negotiated and arbitrated by NEA. So I'll

1 let --

2 MS. RADKAR: Smruti Radkar,
3 assistant general counsel. The faculty would
4 be under the arbitration award, which will
5 ultimately become the Seventh Master Agreement
6 and we're also going to go into negotiations
7 on the Eighth Master at some point in the near
8 future.

9 CHAIR CRIDER: But would it
10 include some of the same principles that we're
11 looking at here in terms of performance, when
12 we would evaluate the setting of performance
13 expectations and all of those things or is it
14 just --

15 MS. RADKAR: The --

16 CHAIR CRIDER: -- that we have no
17 idea.

18 MS. RADKAR: -- evaluation article
19 was arbitrated. For the most part the
20 arbitrator choose the university's last best
21 offer, so it's specifically delineated in the
22 award.

1 CHAIR CRIDER: Okay.

2 MS. RADKAR: And it has a
3 different set of standards, can't remember all
4 the titles off the top of my head, but it's
5 specifically in the award and that would be
6 incorporated into the Seventh Master.

7 TRUSTEE ASKEW: Madam Chair?

8 CHAIR CRIDER: Trustee Askew.

9 TRUSTEE ASKEW: So let me just say
10 ditto everything Trustee Felton, the
11 President, the Chairman and Jerome said. So
12 again, if we don't get folks at the highest
13 level engaged in this process, it just won't
14 work. All right. So I got that. And I
15 apologize for being so stuck on this Level 1,
16 but I am still stuck on it. All right.

17 So I think, you know, when we were
18 having this discussion in committee meetings,
19 I mean, if we said we're keeping the levels,
20 but we could change the definition to, okay,
21 so you're a marginal performer, you're on a
22 90-day performance development plan, you did

1 not meet the objectives of performance plan,
2 you now are a Level 1 and you're terminated.

3 To me, I got that. Right?

4 Because then you automatically, after the 90
5 days, right? And you don't have any questions
6 about whether or not you can be put on another
7 performance plans.

8 After 90 days, right, under Level
9 2, if you don't meet the objectives as set by
10 your supervisor and the employee, if you don't
11 meet it then you are at Level 1 and
12 termination. You know, I mean, why --

13 TRUSTEE FELTON: Agreed.

14 TRUSTEE ASKEW: Okay.

15 TRUSTEE FELTON: Yes. I mean, I
16 think that, you know, this is the framework,
17 my expectation would be that HR would develop
18 a Q&A for employees to explain how this will
19 operate. And that's certainly one of the
20 questions.

21 If I'm at this level, you know,
22 what am I entitled to? And she might be

1 entitled to a 90-day plan, however, if you
2 don't demonstrate performance at that level or
3 higher, you will be terminated.

4 TRUSTEE ASKEW: Right. But --

5 CHAIR CRIDER: I think that --

6 TRUSTEE ASKEW: -- do we need to
7 say something --

8 CHAIR CRIDER: I understand the --

9 TRUSTEE ASKEW: Right.

10 CHAIR CRIDER: -- distinction
11 you're making.

12 TRUSTEE ASKEW: Right. You
13 understand, right.

14 CHAIR CRIDER: In fact, you
15 understand the distinction because there are
16 two opportunities for somebody to receive --
17 I think what Trustee Askew is concerned about
18 is whether or not there are two opportunities
19 for someone to receive a Level 1. And the
20 first is --

21 COURT REPORTER: Please turn on
22 your microphone.

1 CHAIR CRIDER: -- this is my first
2 time being appraised or evaluated and I get a
3 Level 1 and I have an opportunity to improve.
4 So --

5 TRUSTEE ASKEW: Correct.

6 CHAIR CRIDER: -- I'll get a PIP.
7 And if I do good with my PIP, then I may go up
8 to a Level 2 or whatever.

9 TRUSTEE FELTON: No, you have to
10 go up to it.

11 CHAIR CRIDER: I must go up.

12 TRUSTEE FELTON: Yes.

13 CHAIR CRIDER: I understand.

14 However, the second opportunity for somebody
15 to get a Level 1, and what his concern is, is
16 that I might move from a Level 2 to a Level 1
17 and still have somebody implement for me
18 another performance improvement plan.

19 Because there's nothing in the
20 language here that implies that that couldn't
21 happen. And I think that's where your concern
22 is.

1 TRUSTEE ASKEW: Absolutely.

2 CHAIR CRIDER: The --

3 TRUSTEE FELTON: That's the
4 coaching.

5 CHAIR CRIDER: -- ability for
6 somebody who has been already determined that
7 they can improve. So it wouldn't be that they
8 would move to Level 1, they would
9 automatically move to termination.

10 From Level 2, I did not meet the
11 performance plan that was set for me as a
12 Level 2 and I'm automatically terminated.
13 They wouldn't go to Level 1. That's the --

14 TRUSTEE FELTON: I think --

15 CHAIR CRIDER: -- question you're
16 --

17 TRUSTEE FELTON: -- I understand
18 what you're saying.

19 TRUSTEE ASKEW: Yes, I'm just
20 saying --

21 TRUSTEE FELTON: But I think that
22 --

1 TRUSTEE ASKEW: -- we can't change
2 the levels. I mean, to me --

3 TRUSTEE FELTON: You could
4 clarify.

5 TRUSTEE ASKEW: -- you can still
6 keep the levels, but I'm just wondering --

7 COURT REPORTER: Your microphone,
8 sir.

9 TRUSTEE ASKEW: -- again --

10 TRUSTEE FELTON: Microphone.

11 TRUSTEE ASKEW: Oh, I'm sorry.
12 I'm sorry. Again --

13 TRUSTEE FELTON: But I think at
14 every level, you shouldn't have a note. I
15 mean, you could have been at a higher level --

16 TRUSTEE ASKEW: Yes.

17 TRUSTEE FELTON: -- and if you
18 didn't perform, you get your 90 days and then
19 you're out.

20 CHAIR CRIDER: But I could be a
21 Level 5 and maybe instead of hitting Level 5,
22 I hit Level 3, that's not a reason to

1 terminate me, right?

2 TRUSTEE FELTON: Well, you
3 wouldn't get a 90-day performance plan --

4 CHAIR CRIDER: Exactly.

5 TRUSTEE FELTON: -- only at Level
6 2.

7 CHAIR CRIDER: Right.

8 TRUSTEE ASKEW: Only at --

9 CHAIR CRIDER: So I couldn't be at
10 any level.

11 TRUSTEE ASKEW: -- Level 2 or
12 Level 1, now, at this stage, yes.

13 CHAIR CRIDER: I guess --

14 TRUSTEE ASKEW: And so again, all
15 --

16 CHAIR CRIDER: -- we're all trying
17 to --

18 TRUSTEE ASKEW: -- I'm trying to
19 do is --

20 CHAIR CRIDER: -- say here.

21 TRUSTEE ASKEW: -- so I --

22 TRUSTEE FELTON: You're just want

1 it to be clear.

2 TRUSTEE ASKEW: Madam Chair.

3 TRUSTEE FELTON: You want it to be
4 clear.

5 TRUSTEE ASKEW: Actually --

6 TRUSTEE SHELTON: Excuse me.

7 Okay. Joe, what you're asking for is, I
8 believe, an amendment to the action that's on
9 the table. Are you prepared to go that far?

10 TRUSTEE ASKEW: Yes, I am
11 prepared. I don't want it --

12 TRUSTEE SHELTON: And then --

13 TRUSTEE ASKEW: I'm not trying to
14 --

15 TRUSTEE SHELTON: And if you are
16 prepared --

17 TRUSTEE ASKEW: Yes.

18 TRUSTEE SCHWARTZ: -- to go that
19 far, then it would seem to be that you would
20 be making a motion that would require a
21 second. Because I appreciate your position,
22 I fully understand what you're saying, but we

1 need to have an actual idea so that we can end
2 the debate.

3 Everybody appreciates, but we need
4 to have an actual statement with a second, so
5 that we can go further or make the correction
6 here or do something later on.

7 TRUSTEE ASKEW: Okay. Well, let
8 me just ask another question as it relates to
9 the module then. If we change the, I guess,
10 Myrtho?

11 TRUSTEE FELTON: Ms. Riegle's
12 here. Do you want to --

13 TRUSTEE ASKEW: Ms. Riegle?

14 TRUSTEE SHELTON: They're having a
15 meeting now.

16 CHAIR CRIDER: I'm getting tired.

17 MS. BLANCHARD: I'm sorry, I
18 didn't hear the question.

19 TRUSTEE ASKEW: On this module
20 that we can't change unless we're willing to
21 pay 60 to \$70,000, are we able to at least
22 influence the definition of what inadequate

1 performer is?

2 So in other words, after your 90
3 days, if you don't meet the objectives --

4 MS. BLANCHARD: Yes.

5 TRUSTEE ASKEW: -- as established
6 by your supervisor and the employee, you now
7 become an inadequate performer and subject to
8 termination.

9 MS. BLANCHARD: If you are --
10 repeat that?

11 TRUSTEE ASKEW: Well, if you --

12 MS. BLANCHARD: Because if you
13 fail the 90 day performance, you're gone.

14 TRUSTEE ASKEW: Again, I don't
15 necessarily know that this is --

16 MS. BLANCHARD: The PIP rather
17 clear?

18 TRUSTEE ASKEW: -- that clear
19 because it gives you another level to go to.
20 I was trying to keep the levels, while at the
21 same time trying to figure out if we could
22 change some of the language or at least in

1 some form of guidelines or policies have it
2 very clear --

3 MS. BLANCHARD: Okay. Well --

4 TRUSTEE ASKEW: -- that --

5 MS. BLANCHARD: -- guidelines --

6 TRUSTEE ASKEW: -- a Level 1, and
7 I think we had a conversation about this --

8 MS. BLANCHARD: Yes.

9 TRUSTEE ASKEW: -- equals
10 termination.

11 TRUSTEE FELTON: Unless it's your
12 first evaluation.

13 MS. BLANCHARD: That's the point
14 I'm making. You have to give --

15 TRUSTEE ASKEW: Madam Chair.

16 TRUSTEE FELTON: Or --

17 MS. BLANCHARD: -- someone
18 notification.

19 TRUSTEE FELTON: -- if you are a
20 temporary employee --

21 MS. BLANCHARD: Exactly.

22 TRUSTEE FELTON: -- or a

1 probationary employee.

2 MS. BLANCHARD: If you have never
3 been given notification --

4 TRUSTEE ASKEW: Yes.

5 TRUSTEE FELTON: You're going to
6 lose.

7 MS. BLANCHARD: And that's where
8 the training and working with the supervisor
9 is critical. Because if you've looked at me
10 throughout the 12 months, you've never said
11 anything to me, you cannot come in and say,
12 okay, bye-bye.

13 If the person was already
14 performing at that low level, it is really
15 important, it's critical for the supervisors
16 to contact us and develop a performance
17 improvement plan. If you fail that, you're
18 gone. It's as --

19 TRUSTEE ASKEW: Okay.

20 MS. BLANCHARD: -- simple as that.

21 TRUSTEE ASKEW: So let me ask you
22 this --

1 MS. BLANCHARD: Because we do it
2 now.

3 TRUSTEE ASKEW: -- where can we
4 make that clear though? See, I mean, again --

5 MS. BLANCHARD: It's --

6 TRUSTEE ASKEW: -- the way it's
7 written today, it's not that clear.

8 MS. BLANCHARD: -- pretty clear.

9 TRUSTEE ASKEW: It's actually not
10 that clear.

11 MS. BLANCHARD: Okay. We can do
12 that. Because right now, I mean, we just did
13 one based on that policy. If you failed a
14 performance improvement plan --

15 CHAIR CRIDER: Yes, but where --

16 MS. BLANCHARD: -- you're gone.

17 CHAIR CRIDER: -- does it say
18 that?

19 TRUSTEE ASKEW: Okay. And is
20 there something that states that, though,
21 within our guidelines?

22 MS. BLANCHARD: I can't --

1 TRUSTEE ASKEW: It's really just -

2 -

3 MS. BLANCHARD: -- quote it --

4 TRUSTEE ASKEW: -- to know and --

5 MS. BLANCHARD: But --

6 TRUSTEE ASKEW: -- where is I?

7 MS. BLANCHARD: I can't quote you,
8 but I do it on a regular basis since I've been
9 here. If you fail a performance improvement
10 plan, we have the right to terminate. And I'm
11 going to cross my colleague. It is anywhere
12 in the policies?

13 MS. MATTHEWS: DCMR 8, 1143.

14 MS. BLANCHARD: Okay.

15 TRUSTEE FELTON: You have to come
16 to the mic, I'm sorry.

17 MS. MATTHEWS: Jennifer Mathews,
18 Director of Employee and Labor Relations.
19 DCMR 8, 1143. If an employee currently is
20 below expectations on a performance management
21 review, on the annual review, they get a
22 minimum of 90 days to improve.

1 And if they're failed
2 expectations, they get a minimum of 30 days.
3 At the end of either performance improvement
4 plan, they are assigned a rating.

5 If the supervisor assigns a rating
6 of failed expectation at the end of the
7 performance improvement plan, there are three
8 choices currently in DCMR 8. They are
9 reassigned, demoted or terminated.

10 TRUSTEE ASKEW: Okay. So now what
11 she just said --

12 MS. MATTHEWS: That's the current
13 DCMR 8.

14 TRUSTEE ASKEW: I hope you
15 understand. What she just said is, which
16 really is the same level. Because what she's
17 just said, in 90 days if you don't meet the
18 objectives, then you can get an additional 30
19 days, which really puts you --

20 MS. MATTHEWS: No. No.

21 TRUSTEE ASKEW: Okay.

22 MS. MATTHEWS: No, you're assigned

1 --

2 TRUSTEE ASKEW: What was the 30
3 days?

4 MS. MATTHEWS: -- a rating of
5 failed expectation. And when you're at the
6 end of your PIP, if you're assigned a rating
7 of failed expectation --

8 TRUSTEE ASKEW: Yes.

9 MS. MATTHEWS: -- the current DCMR
10 8, which I would gladly --

11 TRUSTEE ASKEW: Okay.

12 MS. MATTHEWS: -- work on,
13 currently gives three choices, reassign,
14 demote, terminate. The majority has been
15 terminated.

16 TRUSTEE FELTON: At who's
17 decision? At the supervisor's?

18 MS. MATTHEWS: It's the
19 supervisor's decision and consultation with
20 Human Resources. It specifically says the
21 supervisor's decision and consultation with
22 Human Resources.

1 TRUSTEE FELTON: I just wanted to
2 clarify that it wasn't the employees choice.
3 That's all I was saying.

4 MS. MATTHEWS: No, not the
5 employee's choice.

6 TRUSTEE ASKEW: I just want to
7 make -- because clearly I didn't understand
8 it. So the 90 days, and you mentioned
9 something about 30 days, what's the 30 days
10 relate to?

11 MS. MATTHEWS: Well, in the new
12 system the numbers are different. In the
13 current system the ratings are 4, 3, 1, 0.
14 There is no 2 in the current rating. In the
15 proposed rating there is a 2. The current
16 system is 4, 3, 1, 0. One, minimum of 90
17 days, zero, minimum of 30 days.

18 At the end of the PIP, performance
19 improvement plan, the supervisor in
20 consultation with HR, assigns a rating. The
21 rating assigned is failed expectation.

22 The current DCMR 8 has three

1 options only, demotion, reassignment,
2 termination. And so far the ones I've seen
3 are all termination. And that's staff, that's
4 not faculty. Faculty is totally different and
5 not on the table.

6 TRUSTEE ASKEW: So what you just
7 said, I mean, so there's only four levels
8 then?

9 MS. MATTHEWS: Today.

10 TRUSTEE ASKEW: Today.

11 MS. MATTHEWS: We're proposing --

12 TRUSTEE ASKEW: Not five. You're
13 proposing --

14 MS. MATTHEWS: -- something
15 different.

16 TRUSTEE ASKEW: Right. You're
17 proposing five, but today you only have four.

18 MS. MATTHEWS: Today.

19 TRUSTEE ASKEW: Right. So now we
20 have -- and again, this is where the river
21 meets the road for me because I think there
22 should only be four. You know, but now we've

1 got five.

2 And again, and the reason this is
3 so important because, I mean, in reality we're
4 talking about other contracts with employees
5 that, I can tell you one of the biggest things
6 that we've been challenged with is this whole
7 discussion about performance with all of our
8 employees, faculty, union, non-union.

9 And I think that we have to be,
10 again, very clear on what our expectations --
11 because I mean, we have to hold our all of our
12 employees at at least an expectation that has
13 some level of parody. All right?

14 And so, you know, to me going into
15 discussions, you know, with the faculty and
16 they've got four and then there's five over
17 here.

18 You now, again, it gets back to
19 your question, Madam Chair and Trustee Felton,
20 you know, I mean, it's how do you reconcile
21 and how do we come to a level, I mean, because
22 we have four now and now we're going to five.

1 MS. BLANCHARD: But let me make
2 one point though. You did touch on the four.
3 The four, the reason it's five, we added a
4 top. The two at the bottom exist now. That's
5 --

6 TRUSTEE ASKEW: Now, there are two
7 --

8 MS. BLANCHARD: -- the point I --

9 TRUSTEE ASKEW: -- at the bottom.

10 MS. BLANCHARD: And clearly, we
11 are trying to move away from bottom. We start
12 by putting a top one. There is an exceed
13 model. We did not add anything at that bottom
14 because like you, I understand the points you
15 are trying to raise.

16 CHAIR CRIDER: Yes --

17 MS. BLANCHARD: But it's just --

18 CHAIR CRIDER: -- I think the
19 answer, you know, is that one, we know who to
20 hold accountable if this --

21 MS. BLANCHARD: Correct.

22 CHAIR CRIDER: -- doesn't work.

1 TRUSTEE ASKEW: Yes.

2 MS. BLANCHARD: Yes.

3 CHAIR CRIDER: And, you know, to
4 the extent that this is the proposal, you
5 know, we need to move something forward that
6 allows us to improve what we're doing today.
7 This, at least, is the first step in doing
8 that.

9 But beyond this, it really is how
10 they implement it and how they hold themselves
11 and the rest of the staff accountable to
12 getting this done. And that's what the
13 Operations Committee is going to be paying
14 attention to as we go forward.

15 So it's a challenge out there to
16 you, HR staff, to make sure that you implement
17 this in a way that you deliver on what you're
18 telling us you're giving us today. Because
19 we're going to be watching this one. I think
20 this is really important for us.

21 MS. BLANCHARD: It stand accepting
22 the challenge.

1 CHAIR CRIDER: Okay.

2 TRUSTEE BELL: Okay.

3 CHAIR CRIDER: So --

4 TRUSTEE BELL: I have a --

5 CHAIR CRIDER: -- if we can --

6 TRUSTEE BELL: -- quick question.

7 CHAIR CRIDER: Oh.

8 TRUSTEE BELL: I'm sorry. I just

9 want to make sure, I think Ms. Riegle

10 addressed this when we spoke before, but is

11 there going to be some type of ranking among

12 these categories so that everyone's not a role

13 model or everyone's not a highly effective --

14 I mean, is there going to be some type of

15 allocation --

16 MS. RIEGLE: Kris Riegle --

17 TRUSTEE BELL: -- or is there --

18 MS. RIEGLE: -- Director

19 Classification, Total --

20 TRUSTEE BELL: Yes.

21 MS. RIEGLE: -- Compensation.

22 There will not be a forced ranking --

1 TRUSTEE BELL: Okay.

2 MS. RIEGLE: -- but that will be
3 part of the training. Usually about 60 to 70
4 percent of your workforce kind of fall into
5 you're meeting expectations.

6 TRUSTEE BELL: Right.

7 MS. RIEGLE: And then you get up
8 to like 10 to 15 percent for the fourth level.
9 And really, only about five percent are really
10 your really top performers.

11 TRUSTEE BELL: Yes, so there'll be
12 training about --

13 MS. RIEGLE: Oh yes.

14 TRUSTEE BELL: -- that?

15 MS. RIEGLE: Absolutely. We'll
16 have to provide examples of what that looks
17 like in a higher education environment.

18 TRUSTEE BELL: Okay.

19 MS. RIEGLE: There'll be lots of
20 training. Personally, just from my
21 conversations with leaders getting started to
22 launch this next --

1 TRUSTEE BELL: Yes.

2 MS. RIEGLE: -- performance
3 evaluation, I just think we need to level set
4 on what is an acceptable behavior.

5 TRUSTEE BELL: Sure.

6 MS. RIEGLE: And they really need
7 some basic training with that.

8 TRUSTEE BELL: Okay.

9 MS. RIEGLE: And that they have
10 our support in executing and there'll be --

11 CHAIR CRIDER: Yes, that's right.

12 MS. RIEGLE: -- performance
13 manuals.

14 CHAIR CRIDER: Yes, and I think
15 that we, you know, we'll look to hear how this
16 is implemented and how things are going. And
17 we'll be able to tell from if we see that
18 number rise from 20 to 30 to --

19 MS. RIEGLE: Yes.

20 CHAIR CRIDER: -- something, you
21 know, north of 70 or 80 percent, you know.
22 And then we'll know whether this is working or

1 not.

2 MS. RIEGLE: Absolutely.

3 CHAIR CRIDER: And right now, you
4 know, whatever we're doing now isn't working.
5 So we've got to move something. So I'd
6 suggest that we --

7 TRUSTEE SHELTON: We're ready for
8 the question?

9 TRUSTEE TARDD: Okay. Can we pose
10 the question?

11 CHAIR CRIDER: Okay. All in
12 favor?

13 TRUSTEE SHELTON: Yes, thank you.

14 TRUSTEE TARDD: I call the
15 question.

16 TRUSTEE SHELTON: In favor say
17 aye.

18 (Chorus of ayes)

19 CHAIR CRIDER: Any --

20 TRUSTEE SHELTON: All --

21 CHAIR CRIDER: -- opposed?

22 TRUSTEE SHELTON: -- opposed?

1 CHAIR CRIDER: Yes.

2 TRUSTEE SHELTON: The ayes have
3 it. Motion carries.

4 CHAIR CRIDER: Okay.

5 TRUSTEE SHELTON: Thank you. One
6 more and then I'll move to my little private
7 area over on the side.

8 CHAIR CRIDER: All right.

9 TRUSTEE SHELTON: We have proposed
10 amendment to the university rules to delegate
11 the authority, approve executive appointments
12 of Deans, Associates and Assistant Deans of
13 Academic Colleges to the President.

14 Therefore, be it resolved that the
15 Board of Trustees of the University of the
16 District of Columbia motion to -- the
17 Committee has recommended this for approval
18 and a motion for approval would be
19 appreciated, so. I'm making the motion. I
20 need a second.

21 DR. LYONS: Second.

22 TRUSTEE SHELTON: Thank you.

1 CHAIR CRIDER: It's been moved and
2 second. Any discussion?

3 TRUSTEE FELTON: Can you just
4 share --

5 TRUSTEE ASKEW: Madam Chair?

6 TRUSTEE FELTON: -- what is the
7 issue here? I mean --

8 DR. LYONS: The --

9 TRUSTEE FELTON: -- you're saying
10 that the Board would no longer approve
11 appointments, that this would be all delegated
12 to the president, correct?

13 CHAIR CRIDER: Not all
14 appointments.

15 DR. LYONS: Not all appointments.
16 But this is trying to bring our Board of
17 Trustees into the operation that's pretty
18 standard. And boards of trustees typically do
19 not -- well, in fact, I shouldn't say
20 typically. I don't know of any Board of
21 Trustees that get into approving assistant
22 deans.

1 Yes, so we're not suggesting that
2 there will no longer be Board approval, but
3 we're just trying to eliminate some positions
4 from having to bring to the Board of Trustees.

5 TRUSTEE FELTON: And what is the
6 rationale for including deans in that? You
7 don't think that --

8 DR. LYONS: Well, the deans report
9 to the Provost and the Chief Academic Officer.
10 And the Provost reports to the President. So,
11 you know, how many levels down does the Board
12 want to go. And we're suggesting that the
13 Board stop at deans.

14 TRUSTEE FELTON: Is it related to
15 salary and compensation at all?

16 DR. LYONS: There is a salary
17 issue. There is a salary level, I think,
18 above which still come to the Board. But it
19 isn't really about salary, it's about
20 positions primarily.

21 TRUSTEE FELTON: Yes.

22 TRUSTEE ASKEW: Madam --

1 CHAIR CRIDER: Trustee Askew.

2 TRUSTEE ASKEW: Yes, thank you.

3 CHAIR CRIDER: Yes.

4 TRUSTEE ASKEW: So yes, and I
5 agree. I mean, there was a good amount of
6 conversation since. So let me just preface
7 this with my comments have nothing to do with
8 the associate deans and assistant deans.

9 I absolutely agree that in most
10 institutions that I've taken a look at when I
11 did some of the research, you don't have the
12 Board engaged at a high level at that.

13 However, on a deans side, that is
14 not necessarily the case. In fact, if you
15 look at the American Council on trustees and
16 alumni, if you look at a lot of other
17 organizations now, that have expertise in
18 education, they are saying that part of the
19 board's fiduciary responsibility is to ensure
20 that it has the right type of leadership in
21 these positions.

22 It's not just second guess the

1 president to see who can second guess the
2 president, but it is to ensure that at the
3 higher levels, and particularly at the dean
4 level, that there is some level a board
5 working together with the president to ensure
6 together that that is the right thing to do.

7 I think the other thing is that, I
8 mean, we're not an institution that has a
9 whole lot of deans. And if we're doing what
10 we're supposed to be doing and getting the
11 deans that are here for the right reasons, we
12 won't see the level of turnover that we see
13 today.

14 I think part of our challenge, and
15 why I can see why the administration may want
16 to push some of this is because of just kind
17 of the instability in those positions that we
18 have had.

19 However, I mean, I think that
20 with, you know, I mean, given that we have a
21 strategic plan in front of us that talks about
22 making sure we have the highest level of

1 competency and expertise, I think that we
2 actually would be going in another direction
3 than some other institutions that are
4 challenged with the same issues that we're
5 challenged with.

6 Again, this has nothing to do, I
7 absolutely agree, as it relates to the
8 assistant deans and the associate deans, but
9 I have not heard a compelling reason based on
10 this institution and our infrastructure why
11 the Board, again, as you know, the president
12 was given great weight in all of this, right?

13 I mean, I just, you know, I just
14 cast my individual vote for a CEO of a
15 community college because I'm looking at
16 people who are sitting at this desk who at
17 least had an opportunity to have a
18 conversation with that person.

19 So the likelihood that the
20 president would recommend a dean that we're
21 adamantly opposed to, in my view, is highly
22 unlikely. And, in fact, I have not seen that

1 at this institution as of yet. Though I think
2 that we probably should have made some
3 different decisions in the past.

4 And again, that's, you know,
5 that's when you got to get into the highest
6 level of judgment within the leadership. So,
7 you know, it is for that reason, Mr. Chairman,
8 you know, I voiced concern last time because
9 when you took the dean out of the equation to
10 have Board input and approval, you actually
11 took out the ability for the faculty to have
12 input on the deans.

13 And I, along with others including
14 the Chair, thought that that was an important
15 part of the process, at least at the dean
16 level, not the associate dean. And it may
17 have input there, I just don't know as much on
18 that side.

19 But it is for those reasons, you
20 know, why I will be, you know, asking that we
21 retain our ability to have approval authority
22 along with the president for the dean

1 searches.

2 CHAIR CRIDER: Let me just ask
3 you, Trustee Askew --

4 TRUSTEE ASKEW: Yes.

5 CHAIR CRIDER: -- in terms of the
6 involvement or engagement of faculty, if they
7 are included in the search teams --

8 TRUSTEE ASKEW: Yes.

9 CHAIR CRIDER: -- you don't see
10 that as adequate involvement for them? How is
11 the executive appointment process ensuring the
12 engagement of faculty in terms of those dean
13 appointments versus including them in the
14 search committee process?

15 TRUSTEE ASKEW: So they've
16 proposed that leading the deans --

17 CHAIR CRIDER: Yes.

18 TRUSTEE ASKEW: -- out as --

19 CHAIR CRIDER: Executive
20 appointments.

21 TRUSTEE ASKEW: -- administrators

22 --

1 CHAIR CRIDER: Yes.

2 TRUSTEE ASKEW: -- and so today,
3 it would be faculty involvement because you
4 would have to -- because they way where they
5 originally moved it --

6 CHAIR CRIDER: Yes.

7 TRUSTEE ASKEW: -- was to a
8 section. There's one section that said today,
9 as it exists, the president has to do a
10 national search for provost --

11 CHAIR CRIDER: Yes.

12 TRUSTEE ASKEW: -- and CEO and I
13 think there's some others.

14 CHAIR CRIDER: Yes.

15 TRUSTEE ASKEW: Right. And then
16 it goes on to say and shall involve the
17 faculty. Where they've moved it now -- and it
18 also requires that the Board ratify those
19 particular CEO, the dean and, I think, the
20 community college president.

21 CHAIR CRIDER: Yes.

22 TRUSTEE ASKEW: And again, so what

1 they did now, is they've moved it to an area
2 where the president may or may not do a
3 national search. All right.

4 And they had originally during our
5 committee review, we raised the issue, well,
6 okay, if you do that, then there's no mandate
7 that the faculty --

8 CHAIR CRIDER: Yes.

9 TRUSTEE ASKEW: -- have a role.
10 And so the General Counsel has now, since then
11 fixed that issue, but I'm going beyond that.
12 I think, again, because of the dean of our few
13 schools are such critical components to the
14 overall leadership of the institution, that
15 they really should be subject to Board,
16 working with the president, approval by the
17 Board.

18 TRUSTEE BELL: Question. Would
19 you be comfortable if the president, instead
20 of being made, was required to include the
21 faculty in review, but the president still had
22 the decision? At least way there could be

1 faculty input --

2 TRUSTEE ASKEW: Yes.

3 TRUSTEE BELL: -- to that process.

4 Would that make you feel better? Because
5 you're right, right now it does say that he or
6 she can decide or not decide to do it.

7 But if we change the language such
8 that they are required to include the faculty,
9 but that it's still his or her call as to
10 whether or not the dean gets hired, does that
11 make you feel better?

12 Because that gives the faculty
13 input, but it also addresses the fact that
14 once it come up here, it's probably not going
15 to be rejected by the Board.

16 TRUSTEE ASKEW: Right. And I
17 think they've done that because if you look at
18 212.5 --

19 TRUSTEE BELL: Yes.

20 TRUSTEE ASKEW: -- the last
21 sentence, it says process shall include
22 faculty and participation --

1 TRUSTEE BELL: Right.

2 TRUSTEE ASKEW: -- and shall be
3 completed. So I think that they --

4 TRUSTEE BELL: Well, my part
5 though, is that it has it in his discretion.
6 It's in his or her discretion to have a
7 search. If they do the search, they have to
8 do the faculty. So all I'm saying is if --

9 TRUSTEE ASKEW: Oh.

10 TRUSTEE BELL: -- they're required
11 to do the search --

12 TRUSTEE ASKEW: Yes.

13 TRUSTEE BELL: -- and we require
14 them to have faculty input, but we still leave
15 it up to him as to whether or not that person
16 gets hired, does that address your concern?

17 TRUSTEE ASKEW: Well, I guess I
18 may have read that paragraph a little bit
19 differently --

20 CHAIR CRIDER: Yes, I'm --

21 TRUSTEE ASKEW: -- than you read
22 it.

1 CHAIR CRIDER: -- thinking that,
2 wait, something is different here. Because
3 this basically says that these positions are
4 subject to executive appointment, which comes
5 through the Board, right? Executive
6 appointments are done by the Board.

7 DR. LYONS: Well --

8 TRUSTEE SHELTON: 210.2

9 CHAIR CRIDER: I'm looking at --

10 TRUSTEE BELL: 212.5.

11 CHAIR CRIDER: -- 212.5.

12 TRUSTEE SHELTON: I know. But
13 210.2 says that the Executive Committee shall
14 also review the qualifications of the
15 appointee being considered prior to the
16 appointment being made.

17 CHAIR CRIDER: I --

18 TRUSTEE SHELTON: Now, that's to
19 believe.

20 CHAIR CRIDER: -- understand that.
21 But 212.5 which follows that says the
22 president, in his or her discretion, may

1 conduct a formal or informal search or provide
2 for a recruitment process to fill an academic
3 dean, associate dean or assistant dean
4 position by executive appointment.

5 The president doesn't do executive
6 appointments, right? Executive appointments
7 are done by the Board, right, or is he doing
8 the executive appointments?

9 TRUSTEE ASKEW: No, I think it
10 depends upon the position. Because some of
11 this, and actually, I'm off because my mind is
12 losing fast.

13 TRUSTEE FELTON: 210.1 says that
14 the President is authorized.

15 CHAIR CRIDER: Now, I know the
16 intent of this was to allow the president to
17 be able to make -- he is doing the, he or she
18 would be doing the executive appointments.

19 It is to allow the president to
20 appoint positions for deans and below. So it
21 would be to allow him to do those
22 appointments. We retain the ability --

1 COURT REPORTER: Turn on your
2 microphone.

3 CHAIR CRIDER: -- to approve the
4 provost, vice president, CEO of the college
5 and of course the president and, basically,
6 any C level appointments and the vice
7 presidents and the Provost.

8 TRUSTEE BELL: I'd say that
9 there's an inconsistency here in 212.1, how
10 executive appointment is defined.

11 CHAIR CRIDER: Right.

12 TRUSTEE BELL: Because we intend
13 for executive appointment to be the Provost,
14 Community College CEO. And then, the
15 associate and assistant deans under the
16 proposal, as I understand, would not be
17 included as an executive appointment. The
18 debate that you're having is whether or not
19 deans should be included as well.

20 TRUSTEE ASKEW: Right. And
21 actually, it's getting a little bit more
22 confusing now.

1 CHAIR CRIDER: It is.

2 TRUSTEE ASKEW: I mean, because
3 see this list right here --

4 CHAIR CRIDER: It's not --

5 TRUSTEE ASKEW: -- I mean, it is -

6 -

7 CHAIR CRIDER: Right.

8 TRUSTEE ASKEW: It's getting a
9 little bit more confusing now, but because
10 they didn't take out associate deans --

11 TRUSTEE BELL: Right.

12 TRUSTEE ASKEW: -- and they didn't
13 take out the deans.

14 TRUSTEE BELL: There's an
15 inconsistency there.

16 CHAIR CRIDER: Well, I think the
17 two that should have come out of 212.1 would
18 have been the Provost and the Community
19 College CEO because those would require our
20 approval. But this speaks to the authority of
21 the president.

22 What should have been in here was

1 deans of the college and associate and
2 assistant deans. And then your concern was
3 you didn't want deans in there.

4 TRUSTEE ASKEW: Right. I didn't
5 want -- right. Exactly.

6 CHAIR CRIDER: So I think this
7 section is --

8 TRUSTEE BELL: To be reworked.

9 CHAIR CRIDER: Yes. The language
10 is not what we were looking for. Where is HR?
11 So this language is different then what we've
12 been talking about here, again.

13 MS. BLANCHARD: 212.1?

14 CHAIR CRIDER: 212.1.

15 TRUSTEE BELL: Well, what they
16 tried to do, I think, is just say that with
17 respect to follow through, meaning --

18 TRUSTEE SCHWARTZ: 212.

19 TRUSTEE BELL: -- we would go on
20 to have the Executive Committee and ratified
21 by the Board.

22 MS. BLANCHARD: But the heading of

1 212 is executive appointment for academic
2 administrators, which means the deans and the
3 assistant and associate deans. If you look at
4 the other section, it says none academic.

5 CHAIR CRIDER: Right, but within
6 212, there appear to be inconsistencies within
7 Section 212.1 with what you've requested and
8 what's written here.

9 What you all have requested was
10 the ability of the president to appoint deans
11 and below. You're included in 212.1 the
12 Provost and the Community College CEO which
13 are obviously higher than the dean level.

14 And then the question that's
15 coming from Trustee Askew really relates to
16 the dean because he believes that that's also
17 an inappropriate --

18 MS. BLANCHARD: It state that at
19 the top, but if you look at 212.3 --

20 CHAIR CRIDER: Right.

21 MS. BLANCHARD: -- it takes away -
22 -

1 TRUSTEE BELL: The other ones.

2 MS. BLANCHARD: -- the chief
3 executive and the Provost and puts it at the
4 Executive Committee level.

5 CHAIR CRIDER: Right.

6 MS. BLANCHARD: Then it then
7 continues. It says that the president shall
8 have then the authority to do the others.

9 CHAIR CRIDER: So you don't think
10 that's confusing?

11 TRUSTEE FELTON: But that is --

12 TRUSTEE SHELTON: It's just --

13 TRUSTEE FELTON: -- confusing in
14 212.1.

15 TRUSTEE SHELTON: -- not
16 consistent.

17 CHAIR CRIDER: Right.

18 TRUSTEE FELTON: So we need to
19 eliminate something from 212.1.

20 DR. LYONS: Eliminate one or the
21 other.

22 TRUSTEE BELL: I mean --

1 CHAIR CRIDER: Yes.

2 TRUSTEE BELL: -- it's unclear,
3 but I mean, the intent was to eliminate or to
4 require that the Provost and the CEO would be
5 the only ones coming to the Board. And that
6 everything else --

7 MS. BLANCHARD: Office of the --

8 TRUSTEE BELL: -- if you brought
9 it to the --

10 MS. BLANCHARD: -- OGC wanted to
11 clarify something.

12 TRUSTEE BELL: Yes, right?

13 MS. BLANCHARD: Because the point
14 I just making is correct that executive
15 appointment doesn't necessarily mean the
16 president. It is an appointment. It could be
17 by the president or it could be by the Board.

18 TRUSTEE ASKEW: We made the
19 assumption that executive appointments, again

20 --

21 CHAIR CRIDER: But I asked a few
22 minutes ago, who did executive appointments

1 and so I mean, I think that just creates even
2 more discussion. If the executive appointment
3 means any of us, the Board and/or the
4 president, then this is probably more unclear
5 than I thought it was.

6 MR. BARASH: Scott Barash, General
7 Counsel. Executive appointment in Section 212
8 is intended to be a generic term for
9 appointment of an executive, right?

10 So then it has the four categories
11 listed, Provost, Deans, Associate Deans and
12 Community College Chief Executive Officer.
13 Then you go to 212.3, that says very clearly
14 that the Provost and the Community College CEO
15 shall be approved by the Executive Committee
16 and ratified by the Board.

17 CHAIR CRIDER: Okay. But --

18 MR. BARASH: So, right? So that's
19 clear?

20 CHAIR CRIDER: I understand that,
21 Mr. General Counsel.

22 MR. BARASH: All right.

1 CHAIR CRIDER: However --

2 MR. BARASH: All right.

3 TRUSTEE THOMPSON: You know --

4 CHAIR CRIDER: And so --

5 TRUSTEE THOMPSON: -- it's very
6 wordy.

7 CHAIR CRIDER: -- how am I
8 supposed to --

9 TRUSTEE FELTON: Which one is
10 correct, there?

11 CHAIR CRIDER: Yes, exactly. So
12 if you're telling me that executive
13 appointment could be me and it could be him,
14 in this case you're saying I have to jump down
15 to the third provision to understand that in
16 this case executive appointment is referring
17 to the Board for two positions.

18 But we've talked about executive
19 appointment in the leading paragraph, you
20 know. And I still think that the way they
21 used to teach me was the leading paragraph
22 really set the stage for everything. It told

1 of faculty input because, at least in my
2 thinking, there was never a question about
3 faculty involvement in the search for a dean.

4 So we're really getting out there.
5 And I guess, as we try to circle back and take
6 this back home with us one more time --

7 TRUSTEE THOMPSON: Yes, and --

8 DR. LYONS: -- because --

9 TRUSTEE THOMPSON: -- clean it up.

10 DR. LYONS: -- if you read it and
11 it isn't clear, then it isn't clear.

12 CHAIR CRIDER: Well, I think --

13 DR. LYONS: I mean, you know. And
14 so the only question that remains for me then,
15 at this point, is whether the deans would be
16 included as a part of the group that the
17 president approves or not. I mean --

18 CHAIR CRIDER: Right. So --

19 DR. LYONS: -- you know, and that--

20 -

21 CHAIR CRIDER: -- what I would
22 suggest is that --

1 DR. LYONS: -- seems to be --

2 CHAIR CRIDER: -- we send it back
3 to committee --

4 DR. LYONS: Yes.

5 TRUSTEE BELL: The new committee.

6 CHAIR CRIDER: Yes, the new
7 Operations Committee or actually, I think this
8 is going to come under Academic and Affairs
9 and Student Affairs, that combined committee
10 to discuss this. And then bring it back in
11 final form to us one more time to hopefully
12 approve it.

13 And I think it allows some more
14 concentrated vetting of Mr. Askew's concern
15 with respect to the dean. You know, I really
16 want us, as a Board, to be a high functioning
17 board. And I want us to begin to focus less
18 on day to day activity and more on what we
19 should be focused on.

20 I'd also like to see us operate
21 more like other universities. We have enough
22 constraints that come from District Government

1 that we don't need to put constraints on
2 ourselves that aren't needed.

3 And so to the extent that, you
4 know, we can, you know, reduce or eliminate
5 some of the stuff that we do to ourselves, I
6 think it would be appreciated.

7 And so if this committee can take
8 it back and bring it to us again in a form
9 that really, at least considers it. I'm not
10 saying that it has to give in on the deans,
11 but at least the committee, I think, should
12 talk about it and reach a resolution on what
13 the committee wants to do and bring it back to
14 the Board as a whole. And we can take it up
15 again in November.

16 TRUSTEE SHELTON: That's a motion,
17 Madam Chair.

18 TRUSTEE ASKEW: Second.

19 TRUSTEE SHELTON: Second, okay.

20 CHAIR CRIDER: Moved and second.

21 No further discussion.

22 TRUSTEE ASKEW: Okay.

1 CHAIR CRIDER: All in favor vote
2 aye.

3 (Chorus of ayes)

4 TRUSTEE SHELTON: Okay. For the
5 record, personal privilege, I'd to thank the
6 HR. We've been trying to get these policies
7 through and they have been tenacious and
8 thorough and very supportive.

9 And I'd like to thank the Board
10 Members who have taken the serious time it
11 took to review this. This has been a very
12 challenging opportunity and we've been working
13 at it and we appreciate the effort of staff to
14 get it done. Thank you.

15 CHAIR CRIDER: Okay. Great.

16 TRUSTEE BELL: Agreed.

17 CHAIR CRIDER: Next action item is
18 the final rulemaking updated tuition structure
19 for Community College, Flagship, Graduate and
20 Law School students. Major General Schwartz.

21 TRUSTEE SCHWARTZ: Madam Chair,
22 the Student Affairs Committee provides this

1 resolution to Notice of Final Rulemaking to
2 Chapter 7, updating tuition structure for the
3 Community College, the Flagship and the
4 Graduate students.

5 The foundation of this is based on
6 D.C. code 38.1202, where the District of
7 Columbia law provides for the Board of
8 Trustees of the University of the District of
9 Columbia to fix tuition and fees addition to
10 tuition to be paid by residents and long
11 resident students attending the university.

12 So whereas, the Board of Trustees
13 of the University of the District of Columbia
14 adopted under Resolution Number 2012-27 on
15 June 13, 2012 a policy of increasing tuition
16 by a rate of growth of the consumer price
17 index plus the previous year plus one percent.

18 So operating under December 2013,
19 we present this proposal for the increase of
20 tuition. So we as the Student Affairs
21 Committee met and considered this proposal.
22 We present this to the Board of Trustees,

1 hereby adopts the Notice of Final Rulemaking
2 attached as incorporated.

3 Now, what I would like to do is to
4 go through by colleges, if you will, and
5 Flagship where those tuition increases are.
6 Community College Associate's degree granting
7 programs for the Washington D.C. resident, it
8 will be \$102.50 per credit hour, the
9 metropolitan area residents is \$172.20 per
10 hour and all other residents would be \$290.08
11 per credit hour.

12 For the degree granting programs
13 for the Flagship, Washington D.C. residents is
14 \$283.38 per credit hour, the metropolitan area
15 students is \$327.80 per credit hour and all
16 other residents would be \$594.30.

17 The Flagship Graduate degree
18 granting programs, Washington D.C. residents
19 would be \$448.91 per credit hour, the
20 metropolitan area residents would be \$508.12
21 per credit hour and all other residents would
22 be \$863.46.

1 For the David A. Clarke Law School
2 degree granting programs, full-time programs
3 in the fall and spring semesters only, the
4 Washington D.C. residents would be \$5,310 and
5 all other residents would be \$10,620.

6 All other students, the Washington
7 D.C. residents would be \$360 per credit hour
8 and all other residents would be \$712.

9 So be it further resolved that the
10 General Counsel is hereby directed to publish
11 this Notice of Final Rulemaking in the D.C.
12 register as soon as practicable. I hereby
13 call for the vote.

14 CHAIR CRIDER: Okay.

15 DR. LYONS: Second.

16 CHAIR CRIDER: It's been moved and
17 second. Discussions? I certainly have a --
18 oh, go ahead --

19 TRUSTEE FELTON: Oh no.

20 CHAIR CRIDER: -- Trustee --

21 TRUSTEE FELTON: Well, I just have
22 a little --

1 CHAIR CRIDER: -- Felton.

2 TRUSTEE FELTON: -- clarification
3 that I'm sure you've answered before. We have
4 a general tuition full-time program student
5 for law school, we do not have a general full-
6 time price for our Flagship? At some point
7 it's not just -- you take --

8 TRUSTEE SCHWARTZ: Yes, yes.

9 TRUSTEE FELTON: -- 12 hours or 15
10 or 18 hours, it used to be the same many years
11 ago. But --

12 TRUSTEE SCHWARTZ: Right.

13 TRUSTEE FELTON: -- are we saying
14 there is no cap? You just pay the hourly no
15 matter how many hours you take?

16 TRUSTEE ASKEW: That shouldn't be
17 what we're saying.

18 TRUSTEE SCHWARTZ: It caps at 12
19 hours.

20 TRUSTEE FELTON: Then it should
21 have been told.

22 TRUSTEE ASKEW: Yes, it's capped

1 at 12 hours. What's the question again?

2 CHAIR CRIDER: Basically --

3 TRUSTEE FELTON: Is there a cap --

4 CHAIR CRIDER: -- what's the
5 tuition for full-time --

6 TRUSTEE FELTON: -- for tuition --

7 CHAIR CRIDER: -- students.

8 TRUSTEE FELTON: -- for the --

9 TRUSTEE ASKEW: For?

10 TRUSTEE FELTON: -- Bachelor
11 degree.

12 CHAIR CRIDER: It was 7,000-
13 something.

14 TRUSTEE FELTON: You know, like
15 most tuitions would say --

16 TRUSTEE ASKEW: Right.

17 TRUSTEE FELTON: It says law
18 school, right, I only pay 5,310.

19 CHAIR CRIDER: Somebody should be
20 able to answer that question.

21 TRUSTEE FELTON: Does anybody know
22 the answer to that?

1 DR. LYONS: Did you hear the
2 question?

3 TRUSTEE ASKEW: For the full-time
4 tuition --

5 TRUSTEE TARDD: Yes.

6 TRUSTEE ASKEW: -- that's the
7 question.

8 TRUSTEE SCHWARTZ: Microphone.

9 TRUSTEE TARDD: Students who are
10 taking 12 credits or more -- oh, I'm sorry.

11 COURT REPORTER: Someone got the
12 time on that one.

13 TRUSTEE THOMPSON: Someone will
14 say September of '09.

15 TRUSTEE ASKEW: Yes.

16 TRUSTEE FELTON: For students who
17 are taking 12 or more credits, what is the
18 full time tuition?

19 MR. RICKFORD: Oh, I thought I did
20 it now. I don't know.

21 CHAIR CRIDER: Your lights not on.

22 MR. RICKFORD: It's still not on?

1 It depends on whether you're a resident or a
2 non-resident. There are a range of rates if
3 you are from out of state and so forth.

4 TRUSTEE TARDD: Exactly.

5 TRUSTEE FELTON: But this document
6 doesn't show that.

7 CHAIR CRIDER: No.

8 MR. RICKFORD: I'm not sure what
9 document you --

10 TRUSTEE FELTON: By why shouldn't
11 the D.C. Law School, we say here's what full-
12 time tuition costs. I just simply asked for
13 the Undergraduate Flagship is there not a cap
14 for full-time undergrads or do you just simply
15 pay, there is no cap?

16 MR. RICKFORD: My understanding is
17 that there is a cap in the number of credits
18 you can take as a full-time student. And
19 anything above that, I believe it's 15, that
20 you pay additional money by credit hour, you
21 know, so.

22 TRUSTEE THOMPSON: You could pay

1 that way --

2 TRUSTEE BELL: You could take 12
3 or so --

4 TRUSTEE THOMPSON: -- you don't --
5 (Simultaneous speaking)

6 MR. RICKFORD: That's my
7 understanding of the direction we're going.

8 CHAIR CRIDER: Okay. So what was
9 this now?

10 MR. RICKFORD: So to be full-time
11 it's 12. From the time you hit 12 hours, it's
12 full-time. Below that you're charged per
13 credit hour.

14 CHAIR CRIDER: Sorry. Trustee,
15 let me just see that for a second. Trustee
16 Tardd, on the website it does show essentially
17 our tuition. And currently --

18 TRUSTEE TARDD: Right.

19 CHAIR CRIDER: -- the
20 Undergraduate resident tuition 12 or more
21 credits, the total tuition, that's tuition and
22 fees, is \$3,627.64. That's for, I guess, one

1 semester on this, so.

2 TRUSTEE TARDD: Full-time, that's
3 about right.

4 CHAIR CRIDER: That would be a --

5 TRUSTEE TARDD: Yes.

6 CHAIR CRIDER: -- full-time
7 student.

8 TRUSTEE TARDD: Yes, about 7,500.

9 Yes, that's right.

10 CHAIR CRIDER: So about \$7,500 a
11 year --

12 TRUSTEE TARDD: Yes, that's right.

13 CHAIR CRIDER: -- would be the
14 full-time. Thank you, Ms. Franklin.

15 TRUSTEE FELTON: So I could go to
16 law school cheaper.

17 CHAIR CRIDER: Exactly. So I have
18 some issues --

19 TRUSTEE FELTON: Okay.

20 CHAIR CRIDER: -- with that.

21 TRUSTEE FELTON: So is it our
22 intent not to clarify that so the students

1 would understand that there is a cap?

2 TRUSTEE SCHWARTZ: Yes, I think
3 we'll have to do that and make sure that the
4 FIS --

5 TRUSTEE FELTON: Right.

6 TRUSTEE SCHWARTZ: -- says that.
7 And the FIS doesn't say that right now.

8 TRUSTEE FELTON: Okay.

9 CHAIR CRIDER: Also I have a
10 question with respect to the Law School. I
11 guess, I'm struck by a couple things here.
12 One, the title does not include the Law School
13 although, you know, Chapter 7 title, you know,
14 was to the -- I'm sorry, on the resolution
15 itself --

16 TRUSTEE SCHWARTZ: Yes, well --

17 CHAIR CRIDER: -- the Law School
18 was not --

19 TRUSTEE SCHWARTZ: The resolution
20 is okay.

21 CHAIR CRIDER: Yes, that did not
22 include the Law School in that title. So I'm

1 not certain if we need to include the Law
2 School in that title?

3 TRUSTEE SCHWARTZ: Yes, Madam
4 Chair.

5 CHAIR CRIDER: Okay.

6 TRUSTEE SCHWARTZ: We'll adjust
7 that to --

8 CHAIR CRIDER: Okay.

9 TRUSTEE SCHWARTZ: -- reflect the
10 Law School because the FIS also addresses the
11 Law School --

12 CHAIR CRIDER: Right.

13 TRUSTEE SCHWARTZ: -- fees, so
14 we'll have to --

15 CHAIR CRIDER: Yes.

16 TRUSTEE SCHWARTZ: -- adjust that.

17 CHAIR CRIDER: The second thing,
18 though, is that in the Notice of Final
19 Rulemaking we show -- don't let me assume, let
20 me ask the question. The fees that we show
21 here are the increased fees that we would
22 expect students to pay beginning in the

1 spring?

2 TRUSTEE SCHWARTZ: That is correct

3 --

4 CHAIR CRIDER: Okay.

5 TRUSTEE SCHWARTZ: -- because we
6 took the index in December of 2013, so right

7 --

8 CHAIR CRIDER: Right.

9 TRUSTEE SCHWARTZ: -- and that's
10 how the --

11 CHAIR CRIDER: Okay.

12 TRUSTEE SCHWARTZ: -- fees were
13 determined.

14 CHAIR CRIDER: So the Law --

15 TRUSTEE SCHWARTZ: Yes.

16 CHAIR CRIDER: -- School fees are
17 the same. The current spring semester, in the
18 document here, your final rulemaking, you
19 know, maybe that doesn't matter now because
20 the FIS shows the Law School fees increasing
21 which is what they should do. The Board voted
22 to increase Law School fees as well.

1 TRUSTEE SCHWARTZ: That's correct,
2 yes.

3 CHAIR CRIDER: And it shows that
4 the Law School tuition beginning in the spring
5 of '15 would be \$5,443. This Notice of Final
6 Rulemaking shows --

7 TRUSTEE SCHWARTZ: Does not.
8 \$5,310, so we need to --

9 CHAIR CRIDER: Right. So which
10 one is correct?

11 TRUSTEE SCHWARTZ: The FIS.

12 CHAIR CRIDER: Okay.

13 TRUSTEE SCHWARTZ: The FIS --

14 CHAIR CRIDER: So this would --

15 TRUSTEE SCHWARTZ: -- is correct.

16 CHAIR CRIDER: -- have to be
17 changed --

18 TRUSTEE SCHWARTZ: That's correct.

19 CHAIR CRIDER: -- as well.

20 TRUSTEE SCHWARTZ: That's correct.

21 CHAIR CRIDER: Okay. Now, I
22 wanted to make sure we weren't overlooking the

1 increase in Law School.

2 TRUSTEE ASKEW: So, Madam Chair,
3 so just --

4 CHAIR CRIDER: Yes.

5 TRUSTEE ASKEW: -- on that note,
6 though, what number did the proposed
7 rulemaking have in it? Because if the number
8 is wrong, you actually are going to probably
9 have to republish that number.

10 MS. MILLS: I'll have to look.

11 TRUSTEE ASKEW: Okay.

12 TRUSTEE FELTON: I'm sorry, what
13 was the answer?

14 TRUSTEE ASKEW: She'll have to
15 look. She'll just have to check.

16 MS. MILLS: I'll have to go and
17 verify to see what number was published --

18 CHAIR CRIDER: Okay.

19 MS. MILLS: -- and then get back
20 to you.

21 CHAIR CRIDER: Okay.

22 TRUSTEE SCHWARTZ: And this

1 appears that there are several numbers that
2 need to be looked at within the resolution.
3 Not only the Law School, but full-time and
4 part-time Law School numbers that need to be
5 reworked. And there is no part-time Law
6 School in the resolution that I can see.

7 CHAIR CRIDER: All right. That's
8 correct.

9 TRUSTEE SCHWARTZ: So we need to
10 rework the resolution to reflect the numbers
11 in the FIS --

12 CHAIR CRIDER: Okay.

13 TRUSTEE SCHWARTZ: -- and make
14 sure that what we've published are --

15 CHAIR CRIDER: He needs to review
16 these numbers.

17 TRUSTEE SCHWARTZ: -- consistent.

18 CHAIR CRIDER: So are you going to
19 pull this?

20 TRUSTEE SCHWARTZ: I'm going to
21 pull the resolution until --

22 CHAIR CRIDER: Okay.

1 TRUSTEE SCHWARTZ: -- the numbers
2 balance with the FIS.

3 CHAIR CRIDER: Trustee Felton.

4 TRUSTEE FELTON: I guess I'm
5 concerned that we may not be able to wait
6 until November. We may have to say approval
7 and clarify which number, I don't know.

8 CHAIR CRIDER: I'm probably not --

9 TRUSTEE FELTON: I don't know.

10 CHAIR CRIDER: -- comfortable with
11 that, General. I mean, usually I'm okay, but
12 I think I want to know that the numbers that
13 we --

14 TRUSTEE FELTON: Are correct.

15 CHAIR CRIDER: -- are correct. We
16 could --

17 TRUSTEE FELTON: You don't think
18 November's too late, though?

19 CHAIR CRIDER: -- do it by
20 executive committee --

21 TRUSTEE FELTON: Okay. All right.

22 CHAIR CRIDER: -- and then have it

1 ratified by the --

2 TRUSTEE FELTON: That's fine.

3 CHAIR CRIDER: -- full board.

4 TRUSTEE FELTON: Okay. I'm
5 comfortable with that.

6 TRUSTEE SCHWARTZ: Okay.

7 CHAIR CRIDER: We can do that.
8 Okay. So we're going to pull that.

9 TRUSTEE SCHWARTZ: We're going to
10 pull that and then if we --

11 CHAIR CRIDER: Yes, and --

12 TRUSTEE SCHWARTZ: -- can work to
13 get this --

14 CHAIR CRIDER: -- if we have to --

15 TRUSTEE SCHWARTZ: -- redone as
16 soon as --

17 CHAIR CRIDER: Yes, we need to --

18 TRUSTEE SCHWARTZ: -- possible.

19 TRUSTEE ASKEW: We're going to
20 need to do it again.

21 CHAIR CRIDER: Yes, we need to do
22 this quickly because if we --

1 TRUSTEE SCHWARTZ: Yes.

2 CHAIR CRIDER: -- have to
3 republish then that means --

4 TRUSTEE SCHWARTZ: Yes.

5 CHAIR CRIDER: -- the start of the
6 30-day clock --

7 TRUSTEE SCHWARTZ: Yes.

8 CHAIR CRIDER: -- all over again -
9 -

10 TRUSTEE SCHWARTZ: Right. Right.

11 CHAIR CRIDER: -- and --

12 TRUSTEE SCHWARTZ: But once the
13 General --

14 CHAIR CRIDER: -- everything.

15 TRUSTEE SCHWARTZ: -- Counsel has
16 verified that the numbers are correct, you
17 know.

18 CHAIR CRIDER: Yes, I know. Yes,
19 we wanted to do this in January.

20 TRUSTEE BELL: Yes.

21 CHAIR CRIDER: We've got to move
22 quickly.

1 TRUSTEE SCHWARTZ: So if we can do
2 it by Executive Committee --

3 CHAIR CRIDER: Yes, we can do it -
4 -

5 TRUSTEE SCHWARTZ: -- I'll decide
6 to go up there.

7 CHAIR CRIDER: -- by Executive
8 Committee.

9 TRUSTEE SCHWARTZ: Yes.

10 CHAIR CRIDER: Okay. Okay. I
11 think those were all of the action items,
12 which are now, don't forget, that's everything
13 we're moving in action tonight, right?

14 DR. LYONS: We didn't discuss the
15 tuition rate for the --

16 CHAIR CRIDER: We were going to do
17 that one in November. Okay. One of the
18 things that we are trying to avoid all these
19 last minute additions and things to the
20 agenda, so.

21 DR. LYONS: So you're going back
22 to the Committee.

1 CHAIR CRIDER: Yes, so now, if you
2 can go back to the committees. These reports
3 should be brief because it looks like all the
4 meat was taken up by the actual action items
5 that we had today.

6 And I just want to emphasize that
7 when we get our committees formed, I really
8 hope to see that most of the work that we do
9 is done at that committee level, so that a lot
10 of the discussions that we have, the back and
11 forth, is really covered at the committee
12 level.

13 And that reports are done in a way
14 that the full Board is comfortable that these
15 issues have been fully vetted and we are
16 prepared to take a vote and we don't have to
17 spend, you know, 30 minutes on one topic
18 because it's just not clear to us what has
19 happened.

20 And that certainly goes to a lot
21 better or more preparation by the
22 administration in bringing stuff to us, Mr.

1 President.

2 TRUSTEE ASKEW: Stacy said she
3 found --

4 CHAIR CRIDER: Stacy found it?
5 Okay.

6 MS. MILLS: The tuition rates for
7 the Law School were published with the
8 increase, so the oversight is on the
9 resolution, not on the publication.

10 CHAIR CRIDER: Okay.

11 MS. MILLS: So the Law School was
12 \$5,443 for Washington D.C. residents and
13 \$10,886 for all other residents.

14 CHAIR CRIDER: Okay. And what
15 about the part-time question that was raised?

16 TRUSTEE ASKEW: Is that the last
17 category?

18 MS. MILLS: Is that the last --

19 TRUSTEE ASKEW: It says on the --

20 TRUSTEE SCHWARTZ: Other students.

21 TRUSTEE ASKEW: Yes, other
22 students.

1 MS. MILLS: All other students?

2 TRUSTEE SCHWARTZ: Yes, that's on
3 720.6.

4 TRUSTEE ASKEW: Yes.

5 MS. MILLS: Yes. So no, it's not
6 the last category. So that's also on there.
7 It's \$369 for Washington D.C. residents and
8 \$738 for all other residents.

9 TRUSTEE ASKEW: But is that for
10 the Law School part-time?

11 MS. MILLS: Yes.

12 TRUSTEE ASKEW: Oh, it is. Okay.

13 DR. LYONS: So the rulemaking has
14 taken into account the increase?

15 MS. MILLS: Yes.

16 DR. LYONS: So the resolution is
17 what has the --

18 TRUSTEE SCHWARTZ: That's correct.

19 DR. LYONS: -- incorrect numbers.

20 MS. MILLS: Correct.

21 TRUSTEE SCHWARTZ: So --

22 DR. LYONS: So we can deal with

1 that a lot easier to correct the --

2 TRUSTEE SCHWARTZ: Madam Chair,
3 then, if we can then vote for the modification
4 to the resolution --

5 CHAIR CRIDER: Okay.

6 TRUSTEE SCHWARTZ: -- based upon
7 what was published and the FIS, I think we can
8 move forward with this.

9 TRUSTEE FELTON: Second.

10 DR. LYONS: Right.

11 CHAIR CRIDER: Okay. It's been
12 moved and second.

13 TRUSTEE SCHWARTZ: Discussions?

14 CHAIR CRIDER: Any further
15 discussion? So just to be clear, we are
16 moving and have second approval of the updated
17 tuition structure for the Community College,
18 Flagship, Graduate students and David A.
19 Clarke School of Law.

20 TRUSTEE SCHWARTZ: And all other
21 students.

22 CHAIR CRIDER: And that we will

1 correct in the final resolution the David A.
2 Clarke School of Law tuition statements as
3 they were here to be corrected --

4 TRUSTEE SCHWARTZ: Right.

5 CHAIR CRIDER: -- according to the
6 FIS and what was published in the --

7 TRUSTEE SCHWARTZ: Published,
8 that's correct.

9 CHAIR CRIDER: -- final
10 rulemaking.

11 TRUSTEE SCHWARTZ: Yes.

12 CHAIR CRIDER: And we'll also be
13 clear that the 728.6 is part-time Law School
14 students.

15 TRUSTEE ASKEW: Correct.

16 CHAIR CRIDER: And I think --

17 TRUSTEE SCHWARTZ: Yes.

18 CHAIR CRIDER: -- those were --

19 TRUSTEE SCHWARTZ: Yes.

20 CHAIR CRIDER: -- all of the
21 corrections --

22 TRUSTEE SCHWARTZ: That's --

1 CHAIR CRIDER: -- we were looking
2 at.

3 TRUSTEE SCHWARTZ: Yes, ma'am.

4 CHAIR CRIDER: Okay. All in favor
5 of approving this with those corrections vote
6 aye.

7 (Chorus of ayes)

8 CHAIR CRIDER: Any opposed or
9 abstentions? That motion carries as well.
10 Thank you. Okay. So we can go back to the
11 regular agenda now. We'll have the report of
12 the President.

13 DR. LYONS: Thank you, Madam
14 Chair. In the interest of time, I want to
15 move right to what I'm calling a special
16 topic. And we have our Assistant Provost here
17 tonight, Mr. Dwight Sanchez, who's going to
18 talk to us about enrollment management. Okay.

19 MR. SANCHEZ: Dwight Sanchez,
20 Assistant Provost for enrollment management.
21 Good evening, everyone. In front of you
22 there's a document, which I conceived.

1 And there's six pages, but if we
2 can quickly just go to the fifth page, so I
3 don't keep you very long. You will see,
4 basically, the four objectives or areas of
5 focus for me and my unit. Yes.

6 TRUSTEE ASKEW: You're talking
7 about which document?

8 MR. SANCHEZ: Yes.

9 DR. LYONS: Which document?

10 MR. SANCHEZ: Okay, sir. Right.
11 On Page 5, I want you to think of this as a
12 praxis, basically an operational guide
13 relative to how I plan to ameliorate with the
14 help of my directors, increasing enrollment,
15 maintaining retention and ultimately, rather,
16 let's just say creating a new dynamic
17 recruitment approach to how we find our niche,
18 how we cultivate those 20/20 students and the
19 kind of nuances that's going to place us as an
20 institution of chose for all prospects
21 nationally and globally.

22 So number one, as you saw in terms

1 of a strategic enrollment plan, the enrollment
2 manager has to conceive a guide that focuses
3 on increase yield, inquiry, application and
4 ultimately a demographic approach to the
5 student body.

6 So I identified six actionable
7 items, one, of course, is the dynamic
8 recruitment plan, the others, a robust
9 communication plan, a predictive modeling
10 tool.

11 Let me give you an example of that
12 quickly, so you can understand what that
13 means. So let's use the three Board of
14 Trustees member right there, Trustee Thompson,
15 Trustee Shelton and Trustee Askew.

16 If they were to apply to UDC the
17 recruitment counselors now, would have
18 conversations with them. We would actually
19 time their application stages.

20 So for example, if Trustee
21 Thompson applied tonight, but 30 days from now
22 she submitted just one document to the

1 application versus Trustee Shelton who applied
2 yesterday and by the 15th day submitted all of
3 the application versus Trustee Askew who
4 applied three days from now and 90 days after
5 that point hasn't submitted anything.

6 It would allow us to prioritize
7 our applicant pool and actually designate a
8 strategic cultivation and engagement approach
9 towards yielding those two students and then
10 allowing, what we call a case load
11 methodology, increasing and implementing an
12 eight plan or eight prong approach of
13 communication that does not only include the
14 Office of Admissions, but also calls for the
15 faculty, peer to peer contact and also other
16 offices within the university to appeal to the
17 student to ask the question, why UDC.

18 That's the predictive tool that
19 I'm going to also implement. That also allows
20 for the Office of Financial Aid to even
21 consider the notion of what we call
22 leveraging.

1 So for example again, if Trustee
2 Thompson has a 3.5 and she has Federal aid,
3 but we have scholarship, what I'm going to do
4 is make sure she applies for Federal aid first
5 to see if it's fully covered and if it's not,
6 then I'm going to use institutional money to
7 leverage her to complete the matriculation
8 process.

9 Whereas as Trustee Shelton has a
10 2.5 and he has all the aid, what I'm going to
11 do to incentivize him is complete this
12 semester, get a 3.5 next semester, you're
13 eligible for scholarship.

14 So this scientific approach allows
15 us to really streamline who is the right fit
16 for UDC from an academic and a financial aid
17 standpoint. And then it also allows us to
18 understand the academic needs of each of these
19 students who apply.

20 So another example, not to sound
21 rather all over the place, so the eight steps
22 I told you in the recruitment process, at the

1 level six the academic advising unit will then
2 engage each applicant to create what we call
3 a pre-advisement portfolio.

4 That would allow the Office of
5 Admissions, the Office of Financial Aid and
6 even the faculty to whom that, rather, the
7 area of which the student is interested to
8 prepare for that student academically, so that
9 we can also think pre-retention strategies to
10 intervene and to make sure that that student
11 completes his or her intended degree major.

12 So those are the kind of things
13 I'm going to be implementing in the
14 recruitment approach. I'm sorry if I'm
15 speaking rather quickly.

16 The other methodology is a social
17 media approach. So a part of the eight prong,
18 the sixth, seventh and eighth prong will be
19 social media, rather being nimble in
20 communicating information and allowing us to
21 be more responsive than rather waiting on the
22 prospect.

1 Lastly, a vibrant on and off
2 campus experience. So typically what that
3 means, Trustees, is that we have open houses.
4 We have admitted days. What I want to do now,
5 is called, rather, add to the open houses and
6 the spring open houses, what we call
7 advisement days.

8 So once the students have been
9 admitted, they come to campus and they spend
10 a day where they actually go and sit in
11 classrooms and see what a classroom experience
12 is before coming to campus.

13 They meet with the academic units
14 to go through their pre-advisement counseling.
15 So that by August comes around, we're not
16 waiting to see who's going to yield, but we
17 have a clear picture of what the potential
18 yield is and what we need to have in place
19 before they come to be proactive and
20 preventative, if that makes sense.

21 That's just the recruitment effort
22 alone. Then if you look at the second point,

1 I'm talking about increasing their tuition
2 revenue through improving the proportion of
3 entering students capable of paying most or
4 all of the unsubsidized tuition.

5 So what I'm going to do now with
6 the appropriation of the Provost is basically
7 looking at the four growth areas for the
8 District of Columbia.

9 That is ultimately international
10 students at the domestic level and also across
11 seas, which are the undergraduate and the
12 graduate level with the capacity to pay.

13 Then I'm going to be looking for
14 diverse students at the high school level who
15 needs some assistance, but also have what we
16 call third party assistance to come to the
17 institution.

18 Then of course, I'm going to
19 continue going after the domestic population
20 who relies heavily upon the Pell Grant. But
21 I'm trying to diversify those pipelines so
22 that we can start working towards achieving

1 NTR, net tuition revenue, and what that
2 actually looks like for the University of the
3 District of Columbia, if that makes sense to
4 you.

5 Then in terms of improving
6 retention rate and completion --

7 TRUSTEE FELTON: Excuse me.

8 MR. SANCHEZ: -- where the --
9 sorry. Am I going too fast?

10 TRUSTEE FELTON: No, no, that's
11 all right.

12 MR. SANCHEZ: Okay. With
13 improving the retention rate and completion
14 rate, we hired a new director. What we need
15 to do, which we don't have currently, is a
16 retention plan.

17 We're going to focus on retention
18 and progression. That allows us to identify
19 four areas which nationally students begin to
20 attrit.

21 It's either academic, it's more
22 traditional, it's psycho-social and financial.

1 Again, at the recruitment point, we're
2 supposed to be able to project which one of
3 these issues would highly impact the
4 progression.

5 Progression is from one year to
6 another, persistence is semester to semester.
7 So putting all of these things together would
8 allow me to report to the President and the
9 Provost and ultimately you from year to year
10 moving forward what the likely yield is going
11 to be with much certainty rather than waiting
12 haphazardly to see who yields, if that makes
13 sense.

14 And then also putting into play a
15 retention plan that is even intrusive and
16 interloping. Intrusive in the sense that
17 moving forward, which will be going to the
18 Provost for authorization, is allowing the
19 requirement to put in place for every freshman
20 to now meet with an academic advisor three
21 times a semester, fall and then three times in
22 the spring.

1 That allows us to look at academic
2 progress, that allows us to evaluate financial
3 need, to see the likelihood of you coming back
4 the following semester or year. Those are
5 just little granular examples to give you an
6 understanding of how I'm thinking in
7 ameliorating this issue.

8 Then lastly, it's the modification
9 of the environmental climate. What that means
10 is I want to really understand the perception
11 of our external influences in terms of the
12 District of Columbia.

13 How do they see us, not
14 necessarily in consideration of the negative
15 or pejorative image, but really what do we
16 really have to offer academically.

17 And then what is the experience
18 like for students once they enter the door
19 until graduation. That's what I want to
20 consider.

21 Then I also want to understand
22 what is the classroom experience like and what

1 are what we call the social experiences as a
2 student interacting with other students, a
3 student interfacing with administrators, a
4 student interfacing with operational units to
5 be serviced accordingly.

6 So these are the areas that I will
7 focus on that I think are very primary to
8 essentially yielding a strategic enrollment
9 plan that will in essence tell us what we need
10 to do and how the enrollment is going to look
11 four to five years from now, if that makes
12 sense.

13 So I just try to condense it as
14 best I could to give you an understanding of
15 how I'm thinking and how I'm going to employ
16 the services of the directors who are
17 currently in place.

18 And then, as you can see, the
19 critical next steps for implementation of
20 ultimately is the establishment of a strategic
21 enrollment committee, unveiling a customer
22 service plan, a blueprint for transfer

1 students because that's one of our growth
2 areas and then ultimately the vertical
3 alignment which has already been completed.

4 And what that means, so you can
5 understand, and rather I continue with the
6 lingo of enrollment management, vertical
7 alignment is again, using the three Trustees
8 as example, the recruiter who recruits them is
9 the person's who's responsible for making sure
10 they are no longer inquiry, they become
11 applicants, they've been decided upon.

12 After that it's the responsibility
13 of the Admissions Council to take that
14 caseload of decided upon students to the
15 financial aid counselor who's responsible for
16 that case load.

17 So from now on parents or external
18 influences who has information about a
19 particular student is going to be on a case
20 load.

21 So if I recruited him, he's going
22 to call for Dwight, but if he's been decided

1 upon, then he needs to go to James, who's that
2 financial aid counselor.

3 Once we've done the financial
4 awarding, then James will then transfer that
5 to Timothy Hatchett in academic advising,
6 who's now responsible for the academic
7 advising.

8 So in theory and in practice,
9 you're supposed to only be speaking to three
10 people in the recruitment approach until
11 matriculation at which point then you engage
12 faculty and other university offices.

13 And that is to prevent, in theory,
14 the student going from office to office to
15 office and we're basically, intentionally
16 controlling it in that regard. So that's a
17 vertical alignment, if that makes sense to
18 you. Okay.

19 And then ultimately the
20 operational manual for each office, and I
21 always make this joke because it has happened
22 to me, at which point the Provost decides

1 she's tired of me, the next person who comes
2 into play has to have a plan where he or she
3 can take it from where I left it.

4 And that is going to be a
5 requirement for all of the directors in
6 Financial Aid and all of the other offices, so
7 that we have a plan of action that is
8 consistent and continuous, rather than
9 somebody coming in and always trying to change
10 it and there's no stability and no focus
11 forward, if that makes sense.

12 And then lastly in conjunction
13 with the Office of Advancement is conceive a
14 marketing plan that is going to focus on those
15 growth areas.

16 And my goal is to being that
17 conversation and ultimately yield with a
18 piece, which is what we call it in enrollment,
19 a marketing piece that focuses on the areas
20 that I enumerated for you. So this is my plan
21 in theory and in practice and now I will
22 entertain your questions if you have any.

1 TRUSTEE THOMPSON: Nurse?

2 CHAIR CRIDER: Trustee Felton.

3 TRUSTEE FELTON: Well, we've been
4 energized.

5 TRUSTEE THOMPSON: We've needed
6 you for you very long time.

7 TRUSTEE FELTON: Very ambitious.
8 I may have missed the earlier comments --

9 MR. SANCHEZ: Okay.

10 TRUSTEE FELTON: -- but I think
11 the plan makes the assumption that there's
12 this great potential of students who are
13 interested in coming here. And can you just
14 comment on --

15 MR. SANCHEZ: Yes.

16 TRUSTEE FELTON: -- the marketing
17 to get people to even consider this
18 institution --

19 MR. SANCHEZ: Okay.

20 TRUSTEE FELTON: -- or your
21 comments, maybe you're already --

22 MR. SANCHEZ: Sure.

1 TRUSTEE FELTON: -- there.

2 MR. SANCHEZ: So we have, let me -
3 - I'm theorizing here, but I'm also becoming
4 because of experience. So when it comes to
5 the University of the District of Columbia you
6 roughly have 7,000 applications annually.

7 But like I disclosed to the
8 President and the Provost, only half of those
9 applications are really real applications.
10 And then in the Office of Financial Aid, of
11 those who submitted a FASFA, you have an
12 additional 3,500 who have indicated the
13 institution as a choice option, but never
14 applied.

15 So when you put those numbers and
16 the actual 3,500, you only have a pool of
17 roughly 6,000 students who are really, in
18 theory, have considered us as an option.

19 So what that tells me as the
20 enrollment manager is we don't necessarily
21 have to have 10,000 applicants or 15,000
22 applicants to yield a class.

1 What we have to do is find our
2 niche. And to answer your question, there is
3 a niche of students who are interested in the
4 University of the District of Columbia.

5 Where we have fallen short fall in
6 two areas. Ready for this, real recruiting
7 and real cultivating of the students who are
8 really interested because they apply and then
9 we lose them after 30 to 90 days because in 15
10 days of application 18 universities, in
11 theory, will attack or try.

12 I like to use the word attack
13 because you're getting information. So, for
14 example, you would apply to UDC, you will a
15 traditional responding email saying we got
16 your application and these are the things you
17 need to submit, nothing more outside of that.

18 Whereas if you apply to American,
19 Georgetown or any other HBC's for that matter,
20 not only do you get the primary acknowledgment
21 or receipt of the application and then the
22 next steps which you get somebody to call you.

1 Then you get somebody else from
2 another office to engage you because what
3 you're trying to do is understand what it is
4 it will take to get you to yield, which is
5 what I'm trying to get us to understand how to
6 do that, if that makes sense.

7 CHAIR CRIDER: It sure does.

8 TRUSTEE TARDD: Do you have any
9 numeric goals?

10 MR. SANCHEZ: What?

11 TRUSTEE TARDD: Numeric goals?

12 MR. SANCHEZ: Well, I told the
13 President for spring my goal is to bring us an
14 additional 1,055. That's 650 for the
15 community college, 350 for the Flagship and 55
16 Graduate students for a total of 1,055. Yes.

17 TRUSTEE ASKEW: Yes, you know --

18 CHAIR CRIDER: That's aggressive.

19 TRUSTEE ASKEW: Yes, I mean, that
20 is aggressive and I applaud you and, you know,
21 this plan in theory. And we hope in practice
22 it actually works. But I don't think, like

1 you said, I don't know if we've had a plan in
2 theory --

3 CHAIR CRIDER: We haven't.

4 TRUSTEE ASKEW: -- before, as well
5 or as articulated and set out as you have
6 today. So I applaud you for stepping up to
7 the plate and at least putting together, you
8 know, what I think most of us think could, you
9 know, lead to some real results.

10 You know, I was looking in the
11 presidential report, you know, in the
12 enrollment section and if you read that, we're
13 already offline on our vision 2020.

14 I mean, you have a 11 percent
15 decrease in the community college, which I
16 just can't -- I mean, 10 percent. I think it
17 was 10 percent --

18 CHAIR CRIDER: Yes.

19 TRUSTEE ASKEW: -- which actually
20 just kind of blows up away.

21 MR. SANCHEZ: Yes.

22 TRUSTEE ASKEW: Because we started

1 off with enrollment at levels that were
2 significantly at least one or two years higher
3 than the Flagship.

4 MR. SANCHEZ: Right.

5 TRUSTEE ASKEW: And the Law School
6 numbers, which you didn't speak to, so I
7 assume that we're going to see the Law School
8 present something to us that is similar to
9 what you presented, you know.

10 So I mean, you know, you've got
11 the plan and with all these plans there's the
12 resources that you're going to need to put
13 behind it.

14 I mean, because you're talking
15 about, I mean, really touching students where
16 they are. And this plan as good as it is,
17 it's, you know, it's a matter of making sure
18 you've got the resources --

19 MR. SANCHEZ: Right.

20 TRUSTEE ASKEW: -- to implement
21 the plan. And I know you'll be working
22 directly, I mean, that's why the president

1 brought him on because, you know, he is going
2 to be working with you and his administration
3 to make sure you've got the resources to do
4 it.

5 I mean, and I'm glad, I was going
6 to ask the question, you know, so why do you
7 think, you know, the university has not been
8 as successful.

9 And you quickly pointed out that
10 we haven't had a recruitment strategy, a real
11 one at least --

12 MR. SANCHEZ: Right.

13 TRUSTEE ASKEW: -- and a retention
14 strategy.

15 MR. SANCHEZ: Well, if I may speak
16 in terms of resources --

17 TRUSTEE ASKEW: Yes.

18 MR. SANCHEZ: -- and I don't say
19 this rather imprudently --

20 TRUSTEE ASKEW: Yes.

21 MR. SANCHEZ: -- especially for
22 the University of the District of Columbia.

1 You don't need a lot of money, what you need,
2 and I've shared this with the Director of
3 Academic Advising, is you need someone to
4 really pick up the phone --

5 DR. LYONS: Watch out now. We'll
6 send you over to him.

7 TRUSTEE ASKEW: Yes, yes, yes --

8 MR. SANCHEZ: Oh, no, no --

9 TRUSTEE ASKEW: -- yes, you've
10 been.

11 MR. SANCHEZ: No, no, I'm getting
12 to the actual work.

13 CHAIR CRIDER: I'll get you a
14 brother.

15 TRUSTEE ASKEW: Yes, yes. Yes,
16 yes, you better.

17 MR. SANCHEZ: No, but let me take
18 you to the work.

19 TRUSTEE ASKEW: Where's that
20 meaning? You'd better be careful.

21 MR. SANCHEZ: Yes, results, right.
22 What I'm getting at is this. What I'm getting

1 at is this.

2 DR. LYONS: You were doing all
3 right up until that point. You were really on
4 the roll.

5 MR. SANCHEZ: Okay. No, but my
6 point was, not that we do need money, but my
7 point is first, for spring in particular,
8 which is how I'm going to be able to test even
9 the first part of the plan, is this case load
10 methodology.

11 We need people who come to work
12 everyday, pick up the phone, cultivate,
13 follow-up, stick to it and then begin to
14 assess what we're doing.

15 That is what we need and we don't
16 currently have that fully. And I'm working to
17 get that. I'm working to get that in place,
18 you know.

19 And I'm also working with the
20 Financial Aid Office, who have done a good
21 job, even where it is right now, to award our
22 students.

1 But they too, have to be able to
2 do what we call financial aid counseling,
3 meaning pick up the phone and tell Mary Jane,
4 hey Mary Jane, you got 3,500. This is how
5 much you need, this is how much we'll give
6 you.

7 This amount is timed so when you
8 come to campus you're not shocked or
9 surprised. But even if you do, we still are
10 going to counsel you. So it's as much of
11 doing it and doing it fully and not
12 haphazardly. So that's where I'm coming from
13 in terms of the resource which I'm trying to
14 align to competency in that regard.

15 TRUSTEE ASKEW: Yes, and I don't
16 know how you got your numbers with your goal,
17 but I'm glad you said 55 and it should be plus
18 Grad member students. I mean, because I've
19 always said, and I think a lot of members of
20 the Board have always said that, I mean,
21 there's significant room for growth in our
22 graduate programs.

1 MR. SANCHEZ: What I did for the
2 Graduate program is I did a regression
3 analysis and I looked at what you did for the
4 past three years.

5 TRUSTEE ASKEW: Yes.

6 MR. SANCHEZ: And I looked at the
7 based on what the Provost has disclosed to me,
8 the areas for growth in the Graduate school.

9 TRUSTEE ASKEW: Yes.

10 MR. SANCHEZ: And which program
11 has the capacity for spring first. And I went
12 from that perspective. Then for next fall,
13 we're looking to increase that by 3.5 percent
14 for the Graduate program itself because
15 there's much growth there, but at the domestic
16 graduate and international graduate levels.

17 TRUSTEE ASKEW: All right. Yes,
18 so now, you know, because the goal -- and
19 again, and I just say this because it's just
20 a part of our plan. I mean, our goal is five
21 percent growth on an annual basis until --

22 MR. SANCHEZ: 3.5.

1 TRUSTEE ASKEW: What?

2 MR. SANCHEZ: 3.5.

3 TRUSTEE ASKEW: Well, I'm just
4 saying in the --

5 CHAIR CRIDER: The strategic plan.

6 TRUSTEE ASKEW: -- strategic plan,
7 vision 2020 --

8 CHAIR CRIDER: It is --

9 TRUSTEE ASKEW: -- it's --

10 CHAIR CRIDER: -- five percent.

11 TRUSTEE ASKEW: -- five percent
12 each year. And again, I mean, which is why
13 I'm just trying to make sure that we're
14 communicating in the best way. Because I
15 believe this whole student enrollment process,
16 both from recruitment to admission to
17 retention to graduation --

18 MR. SANCHEZ: Right.

19 TRUSTEE ASKEW: -- to a job is
20 really all the components to a true, in my
21 view, you know, plan for achieving success.
22 Because if we're retaining them and they're

1 not graduating --

2 MR. SANCHEZ: Right.

3 TRUSTEE ASKEW: -- you know we
4 still have a problem. If we are graduating
5 them and they can't get a job, we're still
6 having problems. So the metrics that you talk
7 about really will be critical --

8 MR. SANCHEZ: Right.

9 TRUSTEE ASKEW: -- for us to
10 assess our successes as well as areas where we
11 need to give some focus. I already know that
12 if you're at 3.5 percent, I mean, there's
13 already some financial adjustments that we're
14 going to have to make --

15 MR. SANCHEZ: Right.

16 TRUSTEE ASKEW: -- associated with
17 that. And I think that is in some of the
18 Chief Financial Officer's fiscal impact.

19 But again, I haven't seen this
20 level of energy and I have not seen this level
21 of detail summarized in a very concise and
22 understandable way. So I appreciate you for

1 doing that and look forward for other
2 presentations in the future.

3 MR. SANCHEZ: Okay. Thank you.

4 CHAIR CRIDER: I have just a
5 couple of quick -- I'm sorry, did you have
6 something to --

7 TRUSTEE SHELTON: No, I'll just
8 wait. Mine would be after you.

9 CHAIR CRIDER: You can go ahead.

10 TRUSTEE SHELTON: Okay. I just
11 want to say to the team we're all here to get
12 students into the university. Your roles and
13 your presentation here this evening suggests
14 that you have the ability to achieve the goals
15 of your leader.

16 Please stick together and bring
17 our kids here, please. Okay? And good luck
18 and if there's anything we can do, please let
19 us know through your boss.

20 CHAIR CRIDER: Trustee Thompson,
21 did you have something or you're --

22 TRUSTEE THOMPSON: I just think

1 that we have needed you for such a long time.
2 And there's nothing that will get students
3 here more quickly than individual contact.

4 They need guidance from day one to
5 four years later. They need consistent help
6 from staff on a regular basis, not just in HR,
7 not just in the finance office, they need it
8 from their professors. So I take my hat off
9 to you.

10 MR. SANCHEZ: Thank you.

11 CHAIR CRIDER: I just have a
12 couple quick questions --

13 MR. SANCHEZ: Yes, ma'am.

14 CHAIR CRIDER: -- for you. And
15 one of them, I certainly enjoyed the
16 statistical information that you have in the
17 report here. In particular, where it cites
18 the Almanac of Higher Educations projections
19 for enrollment increases in higher education.
20 And --

21 MR. SANCHEZ: Yes.

22 CHAIR CRIDER: -- I wanted to

1 know, one, what tools or strategies will you
2 use to attract or get our share of the diverse
3 population that is arrayed here --

4 MR. SANCHEZ: Yes.

5 CHAIR CRIDER: -- or, you know,
6 what kinds of tools or strategies will you
7 need. If you haven't developed them yet, at
8 some point I assume you will bring that to us
9 just so we'll be informed of what you're
10 doing.

11 But I'm happy to see that, if I
12 heard you correctly, you do plan to look at
13 diverse populations as well. And as we see
14 here, you know, we certainly have in this
15 city, a diverse population that we can recruit
16 from.

17 MR. SANCHEZ: Right.

18 CHAIR CRIDER: So I'm excited to
19 hear you say that. That includes the top
20 three populations in here are all populations
21 that, I think, are consistent with our mission
22 --

1 MR. SANCHEZ: Right.

2 CHAIR CRIDER: -- for the most
3 part, at least two of the three anyway.

4 DR. LYONS: Madam Chair, just
5 though I'd -- his last name is Sanchez.

6 CHAIR CRIDER: I understand.

7 DR. LYONS: Okay.

8 CHAIR CRIDER: Yes. I'm happy to
9 hear that. That's why we have two on the
10 Board in that regard. But I'm being sincere
11 about that, you know. I'm really excited to
12 see that we're going to put some effort in
13 recruiting more diverse populations --

14 TRUSTEE THOMPSON: Absolutely.

15 CHAIR CRIDER: -- number one.
16 Number two, which may not be quite as pretty
17 a question, but when you came before us the
18 last time, you know, one of the things that
19 you talked about, which, you know, I
20 appreciate openness and transparency and, you
21 know, honesty and all of those things.

22 And what you showed us the last

1 time was a report that dealt with the A133
2 audit findings.

3 MR. SANCHEZ: Yes.

4 CHAIR CRIDER: And what it showed
5 was that the majority of those findings had
6 nothing to do with the, what's our system
7 called, with Banner, but it really had to do
8 with people errors and the people, you know.

9 And I guess, with all of these
10 great things that you've proposed to do in the
11 plan, how will you, at the same time, manage
12 things so that those errors, which are largely
13 people errors, go away and we don't continue
14 to be plagued with these deficiencies in our
15 A133 audit.

16 I was happy. It was like a breath
17 of fresh air to really get an understanding of
18 what we faced and what they found in those
19 audits.

20 MR. SANCHEZ: Well, firstly, is
21 Kris Riegler here? No, she's gone. Well, I
22 wanted to mention her because she's helping me

1 with the recruitment of people with adequate
2 work experience and to demonstrate that those
3 work experience translates to success related
4 to working with the CRM, such as Banner.

5 And then when we bring them in,
6 because I have experience with it, both on the
7 financial aid and the admissions end, I ask
8 very granular, very operational and very
9 technical questions that all have to do with
10 accountability, engagement and assessment.

11 So for example, the directors now,
12 when I, because I'm now their manager, moving
13 forward a part of the evaluation plan for the
14 directors --

15 CHAIR CRIDER: Yes.

16 MR. SANCHEZ: -- has to with two
17 things, how they use it for the purposes that
18 I've outlined and how are they holding their
19 team accountable.

20 CHAIR CRIDER: Very good.

21 MR. SANCHEZ: And then what is the
22 secondary and tertiary levels of, how should

1 I say, accountability. So I did something,
2 then you check it off, then somebody else
3 checks it off before it comes to me to make
4 sure that these things are in place. That's
5 we're starting to do in the enrollment unit.

6 CHAIR CRIDER: Yes.

7 MR. SANCHEZ: The other thing is,
8 something that they have not done recently, is
9 every Monday and Friday the directors send me
10 two reports.

11 One is a very formal report and in
12 it I asked them exactly to report all
13 deficiencies that has to do with personnel or
14 even just operational.

15 And then I respond to them and
16 say, well, you could do this. And then why
17 are you only waiting now to do this and what
18 is your plan moving forward because I put it
19 back on them. And then I let him or her know
20 that it's not really Mary Jane, because she's
21 under your purview. It's you who have to
22 model.

1 CHAIR CRIDER: Yes.

2 MR. SANCHEZ: So I set the tone
3 and I model for them to basically permeate the
4 environment which I manage. So that's how I'm
5 doing all of that, if that makes sense to you.

6 CHAIR CRIDER: Yes, absolutely.

7 MR. SANCHEZ: Yes. Yes.

8 TRUSTEE THOMPSON: Very good
9 sense.

10 CHAIR CRIDER: Trustee --

11 TRUSTEE ASKEW: Yes.

12 CHAIR CRIDER: -- Askew.

13 TRUSTEE ASKEW: Just one other
14 point and probably question. I mean the other
15 thing as you look for a diverse group of
16 students base, to me that you have to look at
17 it as the District's only public institution
18 of higher learning.

19 You know, it really is, you know,
20 where's our need the greatest. I mean, when
21 you look at certain wards with the District of
22 Columbia and you look at the unemployment

1 rates because they don't have, you know,
2 certain either skills or academic experiences.

3 You got them, you know, as a part
4 of this whole discussion about diversity. And
5 making sure we're serving the District of
6 Columbia in the best way and I hope that you
7 are also looking where some of the -- I mean,
8 the need is across the city for sure.

9 But there are certain areas that
10 are more in urgent need than others. And
11 these are people where really the issue is not
12 necessarily capacity --

13 MR. SANCHEZ: Right.

14 TRUSTEE ASKEW: -- because they
15 haven't been given the information in order to
16 deliver it back, you know. But it is an issue
17 of strategically thinking how do you go to
18 recruit someone who's never been told that
19 education can change your quality of life.

20 MR. SANCHEZ: Right.

21 TRUSTEE ASKEW: So you've got to
22 have a program that's designed around that

1 because not everybody is going to come to the
2 institution and say, hey, you know, I want to
3 learn more about it. I mean, because they
4 don't know to do that.

5 MR. SANCHEZ: Right.

6 TRUSTEE ASKEW: And, in fact, they
7 fear it because they don't believe the
8 financial resources are there or, you know,
9 they just have an insecure feeling about their
10 ability to be successful, you know, in a
11 higher education.

12 And of course, you know, the
13 beauty of this institution is that we go from,
14 you know, workforce development programs that,
15 you know, to Associate's degrees to Bachelor's
16 degree to Graduate degree, to law school.

17 So we can be a resource for, you
18 know, probably most, if not all, of our
19 population here in D.C.

20 CHAIR CRIDER: Yes.

21 MR. SANCHEZ: Yes.

22 CHAIR CRIDER: Okay. Any other --

1 TRUSTEE FELTON: I just want to
2 comment then, and I'm sure you've looked at
3 this in addition to, of course, you know, your
4 support system.

5 Again, back to the alumni and
6 those who have not been engaged because
7 they're been waiting for somebody to ask them
8 to help. And so I'd be interested as we move
9 forward to what degree you will engage some of
10 those alumni who are here in the City who are
11 willing.

12 MR. SANCHEZ: And that's on Page
13 5, is actually the sixth bullet where it says
14 identify and effectuate an affinity pipeline.
15 And that is cultivating the relationship with
16 the alumni, who basically, better than I, can
17 go out and tell someone exactly why UDC.

18 And so, yes, in conjunction with
19 the Office of Advancement, that is one of the
20 actionable items to yield a higher student
21 population to the use of alumni.

22 TRUSTEE FELTON: Yes.

1 MR. SANCHEZ: Yes.

2 TRUSTEE FELTON: Thank you.

3 CHAIR CRIDER: Okay. Any other
4 questions? Thank you, Mr. Sanchez.

5 DR. LYONS: Just a comment, Madam
6 Chair.

7 CHAIR CRIDER: Yes.

8 MR. SANCHEZ: Thank you.

9 DR. LYONS: Madam Chair, members
10 of the Board, there are number of other things
11 that Mr. Sanchez could have discussed, but I
12 did ask him to hold his presentation to 15
13 minutes because I wanted you to have an
14 opportunity to ask questions. But one of the
15 areas that he could've spent the entire 15
16 minutes on is the issue of retention.

17 MR. SANCHEZ: Right.

18 DR. LYONS: He's talked about and
19 highlighted a lot of the admission
20 recruitment, financial aid pieces, but the
21 retention effort is critical. It's less
22 expensive to retain students that you already

1 admitted, to move them through.

2 And we've got to do a much better
3 job in that. So when we talk about the whole
4 umbrella, strategic enrollment, management, to
5 me also includes the retention piece of the,
6 you know.

7 CHAIR CRIDER: I think we'll look
8 forward to, you know, additional updates or
9 information from enrollment management as we
10 go forward. And as you implement your plans
11 we'll be happy to hear more. Okay. Thank
12 you.

13 DR. LYONS: Thank you.

14 CHAIR CRIDER: The Academic
15 Affairs Committee, Dr. Curry, isn't here. I
16 don't know if there were any meetings or
17 anything that that committee needed to report
18 --

19 TRUSTEE THOMPSON: It didn't --

20 CHAIR CRIDER: -- out.

21 TRUSTEE THOMPSON: -- meet.

22 CHAIR CRIDER: Okay. Thank you.

1 Budget and Finance, Mr. Felton?

2 TRUSTEE FELTON: Yes, Madam Chair,
3 we have our CFO here as you are aware in all
4 of this. Now, he's been issuing monthly
5 various financial reports. And a call has
6 been, if you have questions to call me or call
7 anyone on the committee or certainly call Don.

8 But if you wish Don to go over any
9 of those, highlight what's in those reports,
10 he could do that fairly fast if you have --

11 CHAIR CRIDER: Okay.

12 TRUSTEE FELTON: -- the time and
13 interest.

14 CHAIR CRIDER: Have you all
15 received those financial statements and, if
16 so, do you have questions?

17 TRUSTEE SHELTON: Not --

18 CHAIR CRIDER: Trustee Shelton.

19 TRUSTEE SHELTON: There was a
20 snafu during the summer.

21 CHAIR CRIDER: Yes.

22 TRUSTEE SHELTON: It's been

1 corrected and I do thank you, that we all our
2 now receiving it.

3 CHAIR CRIDER: Right.

4 TRUSTEE SHELTON: And at some
5 point, I hope to schedule a staff development
6 for me so that I can follow it better. But
7 no, I do appreciate getting it and I'm glad to
8 see that it's published. I heard it was
9 published --

10 CHAIR CRIDER: Yes.

11 TRUSTEE SHELTON: -- and I'm glad
12 to receive the copies because then I can play
13 with it.

14 CHAIR CRIDER: Okay.

15 TRUSTEE SHELTON: Okay?

16 CHAIR CRIDER: Trustee Askew.

17 TRUSTEE ASKEW: Yes, I do have a
18 couple of questions. So --

19 TRUSTEE SHELTON: Which report?

20 TRUSTEE ASKEW: This is on the
21 first one is the University of the District of
22 Columbia a component unit of the Government of

1 the District of Columbia statement of
2 revenues, expenses and changes in net assets.
3 And this is for the month ended August 31st,
4 2014 and you have also 2013.

5 TRUSTEE FELTON: Where'd you get a
6 print out?

7 TRUSTEE SHELTON: You printed that
8 yourself --

9 TRUSTEE ASKEW: Yes --

10 TRUSTEE SHELTON: -- right?

11 TRUSTEE ASKEW: -- I did. I did.
12 I printed this myself.

13 TRUSTEE SHELTON: Okay.

14 TRUSTEE ASKEW: Can you speak to,
15 I wanted to understand better as it related to
16 the Budget 2014 and you've got an asterisk and
17 you've got an footnote for Number 1. And this
18 pertains to it says policy changes.

19 There's a reduction and it says
20 and the reason why it's policy changes by the
21 D.C. Office of Budget and Planning on the
22 establishment of grant budget authority

1 resulting in overstatement in the university's
2 restricted funds.

3 Can you just give me a little bit
4 more clarity because this is under the student
5 tuition and fees and the Federal grants and
6 contracts for operating revenue. And it seems
7 to be that it will have some impact.

8 MR. RICKFORD: Yes, well what it
9 is that historically we are allowed to have
10 placeholders for the different grant budgets,
11 Federal grants, private grants or grants we
12 get from District agencies.

13 TRUSTEE ASKEW: Yes.

14 MR. RICKFORD: And as we get
15 awards during the year, we can draw from the
16 placeholder, so that we can immediately set up
17 a budget for the program office to begin
18 spending that money.

19 During this year, the OPP, the
20 Central Budget Office, notified us that they
21 would not allow us to do that. We had that
22 set up at the beginning of the year.

1 And the City would not allow us to
2 use the placeholders anymore, which required
3 us then to, as we receive awards during the
4 year, you don't get it all at the beginning of
5 the year, we have to send them downtown to
6 OPP. And some of them even have to go to the
7 council for approval --

8 TRUSTEE ASKEW: Right.

9 MR. RICKFORD: -- a process that
10 takes as much as 45 to 60 days depending on --

11 TRUSTEE ASKEW: Right.

12 MR. RICKFORD: -- how large the
13 grant amount is and so forth. So it really
14 changed the ball field for us and I think
15 we've come up with some solutions that
16 addresses the challenges that we face.

17 Dr. Lyons probably can talk about
18 some of them because the deans were really on
19 him and on the number of grants we got during
20 the summer that we were not able to load the
21 budget and Banner as early as they were
22 accustomed to.

1 TRUSTEE ASKEW: Yes.

2 MR. RICKFORD: And it's really
3 created some challenges for us during the
4 summer, but most of those challenges have been
5 resolved, including being able to set up the
6 budgets at the beginning of fiscal year '15 in
7 the meeting in October 1st coming up.

8 TRUSTEE ASKEW: Yes. So in it, is
9 this one of those things whereby they're
10 treating us like a regular city agency and not
11 understanding how, as a, you know, institution
12 of higher learning, that's just not what is
13 normal?

14 TRUSTEE FELTON: Different
15 calendar.

16 TRUSTEE ASKEW: Yes.

17 TRUSTEE FELTON: And they don't
18 buy it.

19 TRUSTEE ASKEW: Okay.

20 TRUSTEE SHELTON: No. Don't we
21 have to ask the question to get the service
22 delivery that we need? We haven't asked the

1 question --

2 CHAIR CRIDER: Right. But some
3 things --

4 TRUSTEE SHELTON: -- or --

5 CHAIR CRIDER: Yes, some things, I
6 think, the answer comes back because of home
7 rule. Everything is because of home rule.
8 And so, you know, we need to develop a
9 strategy to address the because of home rule
10 issue.

11 And there are a couple things that
12 we are doing before we can actually create the
13 strategy. And I can share that with you
14 later.

15 MR. RICKFORD: Okay.

16 CHAIR CRIDER: Okay?

17 TRUSTEE SHELTON: Just, okay. Are
18 you finished?

19 TRUSTEE ASKEW: I have some other
20 questions.

21 TRUSTEE SHELTON: Okay. Just one
22 cosmetic thing, when you send it to us, kind

1 of orient it the same way. You know, if it --

2 TRUSTEE THOMPSON: Yes, they come
3 all over the screen.

4 TRUSTEE SHELTON: It comes this
5 way --

6 MR. RICKFORD: Yes.

7 TRUSTEE SHELTON: -- this way --

8 MR. RICKFORD: Okay. I'll --

9 TRUSTEE SHELTON: -- okay, and
10 this way. Okay. And if it --

11 MR. RICKFORD: I --

12 TRUSTEE SHELTON: -- could come
13 all this way or all this way, it would --

14 MR. RICKFORD: Yes.

15 TRUSTEE SHELTON: -- be very
16 helpful for those of us --

17 MR. RICKFORD: We don't send it
18 directly to --

19 TRUSTEE SHELTON: -- who are --

20 MR. RICKFORD: We cannot send --

21 TRUSTEE SHELTON: -- limited --

22 MR. RICKFORD: -- things directly

1 to the Board.

2 TRUSTEE SHELTON: -- 2.5 GPA --

3 MR. RICKFORD: It actually comes -

4 -

5 TRUSTEE SHELTON: -- and it comes

6 off the scale.

7 MR. RICKFORD: -- through the

8 front office.

9 TRUSTEE ASKEW: Yes, and then

10 later on, on this particular report, I would

11 like to talk to you about kind of structuring

12 in a way that at least for me helps me get to

13 the areas in which, you know, you may want to

14 focus a little bit more attention on, which

15 includes some of the variances.

16 Because right now we don't have

17 any variances and so I have to go and

18 calculate and all this stuff. So having some

19 of the variances, you know. For example, you

20 know, the variance between, you know, what is

21 our, you know, do we have monthly budgets as

22 well?

1 MR. RICKFORD: Oh yes.

2 TRUSTEE ASKEW: Okay. So like
3 actual budget and then the variance.

4 MR. RICKFORD: Yes. Yes.

5 TRUSTEE ASKEW: Right. For me,
6 that helps me.

7 MR. RICKFORD: Yes.

8 TRUSTEE ASKEW: You know, then you
9 get to the year to date versus the budgeted,
10 you know, year to date where we thought we
11 were going to be --

12 MR. RICKFORD: Yes.

13 TRUSTEE ASKEW: -- in the
14 variance. But anyway, that's more of a
15 structural thing. I can talk to you offline.

16 MR. RICKFORD: But we send out two
17 sets of reports, one that addresses the
18 variances, that shows the --

19 TRUSTEE ASKEW: Right you guys?

20 TRUSTEE SHELTON: Yes.

21 CHAIR CRIDER: Right.

22 MR. RICKFORD: -- budget, actual

1 and the balance available for the year.

2 TRUSTEE ASKEW: Okay. So you got
3 that. I must have missed that one.

4 TRUSTEE FELTON: Madam Chair --

5 TRUSTEE ASKEW: So I'll go --

6 TRUSTEE FELTON: -- maybe at a
7 future meeting you could really block a little
8 time --

9 CHAIR CRIDER: Yes, I'd like to do
10 --

11 TRUSTEE FELTON: -- because --

12 CHAIR CRIDER: -- that.

13 TRUSTEE FELTON: -- he and the
14 staff have done a lot of work to get us the
15 reports that we've asked for and that way we
16 can address all those issues.

17 CHAIR CRIDER: Okay. All right.

18 TRUSTEE FELTON: I mean, go on. I
19 wasn't stopping you, I was just saying --

20 TRUSTEE ASKEW: Right. Right.
21 Because finance is important, man.

22 TRUSTEE FELTON: Exactly.

1 TRUSTEE ASKEW: Right. Right. And
2 it's --

3 TRUSTEE FELTON: And we've come a
4 long way.

5 TRUSTEE ASKEW: And we've come a
6 long way.

7 CHAIR CRIDER: Definitely.

8 TRUSTEE ASKEW: So now I'm looking
9 at the University of the District of Columbia
10 the physical '14 budget by program and
11 activity --

12 MR. RICKFORD: Yes.

13 TRUSTEE ASKEW: -- which, you
14 know, has some -- and again, just the things
15 that just kind of stuck out on this is, I
16 think, the first category is dealing with
17 unrestricted funds.

18 I think the second part of it is
19 restricted funds. Oh yes, so the first part
20 of it's just restricted funds. And what this
21 shows is the budget, the total expenditures,
22 obligations, the available balance and then

1 the percentage of balance left.

2 MR. RICKFORD: Yes.

3 TRUSTEE ASKEW: And so I was
4 looking at under agency management. And it
5 says under the area of financial services, it
6 looks like, you know, it's like, I guess, \$6.2
7 million was budgeted.

8 MR. RICKFORD: Yes.

9 TRUSTEE ASKEW: We spent 3.7.
10 million of it and so we have an available
11 balance of 2.5 which is basically 40 percent
12 of what our budgeted amount is.

13 MR. RICKFORD: Yes.

14 TRUSTEE ASKEW: Are we expecting
15 anything big to come up?

16 MR. RICKFORD: No. Yes, that is
17 where we have any contingent budgets that we
18 have during the year.

19 TRUSTEE ASKEW: Yes.

20 MR. RICKFORD: In addition, it has
21 the funds for year-end closing, things for
22 accruals, any write-off of receivables and

1 things like that. We set aside part of the
2 budget to handle those issues.

3 TRUSTEE ASKEW: Under that
4 particular category?

5 MR. RICKFORD: Yes. Yes.

6 TRUSTEE ASKEW: Okay. Okay.
7 Great. And then on the same types of
8 questions on the unrestricted. And this is
9 again for that physical '14 budget for
10 programs and activities.

11 MR. RICKFORD: Yes.

12 TRUSTEE ASKEW: And this is mostly
13 in the area of Academic Affairs.

14 MR. RICKFORD: Yes.

15 TRUSTEE ASKEW: Because we've got
16 some in here who have available balances and
17 though we are well within the fiscal year of
18 86 percent and one of them's 93 percent. The
19 86 percent is in the area of, and this how I
20 know I'm getting older, academic support/the
21 provost.

22 MR. RICKFORD: Yes.

1 TRUSTEE ASKEW: So it looks like
2 they had a budget of \$18.6 million --

3 MR. RICKFORD: Yes.

4 TRUSTEE ASKEW: -- and they've
5 only spent 2.7.

6 MR. RICKFORD: You remember I just
7 said to you, we had the placeholder accounts?

8 TRUSTEE ASKEW: Yes.

9 MR. RICKFORD: To reduce it, we
10 couldn't just go in and reduce the budget,
11 eliminate those placeholders. We have to
12 submit a request downtown --

13 TRUSTEE ASKEW: Yes.

14 MR. RICKFORD: -- for them to
15 amend the budget which has to go through that
16 process. And we're still waiting for them.
17 We should get those documents back this week
18 or next week to be able to record those
19 adjustments.

20 TRUSTEE ASKEW: No, I'm saying --

21 MR. RICKFORD: So effectively what
22 I'm saying --

1 TRUSTEE ASKEW: -- for most of
2 that whole category of academic or that's --

3 MR. RICKFORD: Yes.

4 TRUSTEE ASKEW: -- just that one?

5 MR. RICKFORD: Yes, it's a lot of
6 grant. You see, we started with a placeholder
7 identifying what we expect to get during the
8 year and we --

9 TRUSTEE ASKEW: Yes.

10 MR. RICKFORD: -- normally would
11 be able to use this. But because they changed
12 the rules in the middle of the year, we had
13 the placeholder amongst there that they tell
14 us we can't use anymore --

15 TRUSTEE ASKEW: Yes.

16 MR. RICKFORD: -- and we had to
17 submit individual grant awards downtown for
18 them to approve and then they would set up
19 individual budgets for that.

20 So effectively, you had somewhat
21 of a double count in there, which is what we
22 have to eliminate. Now, we've requested them

1 to eliminate those placeholder accounts. That
2 would significantly reduce those budgets. But
3 until we get that back from them, we have no
4 authority to either increase or reduce the
5 budgets.

6 TRUSTEE ASKEW: You know, I mean,
7 that right there is, I mean, that is almost
8 somewhat crippling to the operation of this
9 university.

10 TRUSTEE FELTON: Well, our chair
11 suggested that we come talk to him when we
12 have examples.

13 TRUSTEE ASKEW: Yes.

14 TRUSTEE FELTON: This is another
15 example of --

16 CHAIR CRIDER: Yes.

17 TRUSTEE ASKEW: Yes.

18 TRUSTEE FELTON: -- what he could
19 do if he wanted to.

20 CHAIR CRIDER: Yes.

21 TRUSTEE ASKEW: Yes.

22 CHAIR CRIDER: But I think we do

1 have to address it too, from the overall
2 perspective of other things. There are
3 several things that prohibit us from operating
4 the way we need to, you know, that get put on
5 home row, so. But we still have some stuff
6 that we have to fix, no question.

7 TRUSTEE FELTON: We've come a long
8 way.

9 CHAIR CRIDER: We have come a long
10 way. And I'm getting weary.

11 TRUSTEE FELTON: I know.

12 TRUSTEE ASKEW: And don't waste
13 time.

14 CHAIR CRIDER: Thank you.

15 TRUSTEE ASKEW: Don't waste time.

16 CHAIR CRIDER: I am a little
17 tired.

18 TRUSTEE ASKEW: Don't waste time.
19 You're not allowed. You're not having any of
20 it.

21 CHAIR CRIDER: Okay.

22 TRUSTEE FELTON: Well, if can work

1 the next agenda maybe --

2 CHAIR CRIDER: Yes.

3 TRUSTEE FELTON: -- you can --

4 CHAIR CRIDER: I think --

5 TRUSTEE FELTON: -- just block

6 some time.

7 CHAIR CRIDER: -- that would be

8 great --

9 TRUSTEE FELTON: Okay.

10 CHAIR CRIDER: -- to be able to

11 have some time focused on the meeting and the

12 finance --

13 TRUSTEE FELTON: Okay.

14 CHAIR CRIDER: -- piece. So you

15 can work with Don --

16 TRUSTEE FELTON: Right.

17 CHAIR CRIDER: -- to help us. I

18 think, Trustees, if there are any particular

19 areas of focus or interest that you have, can

20 you let Trustee Felton know and then he can

21 work with Mr. Rickford to, you know, give us

22 the kind of education information that we want

1 --

2 TRUSTEE ASKEW: Okay. Great.

3 CHAIR CRIDER: -- at the next
4 meeting that will be in November.

5 TRUSTEE FELTON: 17th of November.

6 CHAIR CRIDER: Okay. Great.
7 Thank you, Trustee Felton. Trustee Shelton,
8 anything from Audit, Administration and
9 Governance other than those --

10 TRUSTEE SHELTON: We have some
11 things that'll be going to the new committee
12 that we'll --

13 CHAIR CRIDER: Okay.

14 TRUSTEE SHELTON: -- have to be
15 brought back, yes.

16 CHAIR CRIDER: Okay.

17 TRUSTEE SHELTON: That's is.

18 CHAIR CRIDER: Student Affairs,
19 Trustee Schwartz, anything for us?

20 TRUSTEE SCHWARTZ: No, just that
21 we need to pay attention to Title 9. And it's
22 the president's initiative, not the audit

1 president.

2 CHAIR CRIDER: The real president.

3 (Simultaneous speaking)

4 TRUSTEE THOMPSON: Shame on you.

5 TRUSTEE BELL: For the record, she
6 meant that in a loving way.

7 DR. LYONS: I've been called
8 acting interim?

9 (Simultaneous speaking)

10 DR. LYONS: She's acting up.

11 CHAIR CRIDER: I am acting up,
12 right?

13 TRUSTEE SCHWARTZ: And secondly,
14 we all have to do a do out to the Board on the
15 student center and the way ahead on that, and
16 student housing.

17 CHAIR CRIDER: Okay.

18 TRUSTEE SCHWARTZ: Those are going
19 to be three areas that we are going to be
20 paying attention to.

21 CHAIR CRIDER: Okay. Thank you.

22 TRUSTEE SCHWARTZ: Thank you,

1 ma'am.

2 DR. LYONS: Madam Chair?

3 CHAIR CRIDER: Yes.

4 DR. LYONS: And at the next
5 meeting my special topic will be Title 9. So
6 we'll have some time to --

7 CHAIR CRIDER: Okay.

8 DR. LYONS: -- talk about that.

9 CHAIR CRIDER: Great. Community
10 College, Trustee Dyke is not here. Anybody
11 from the Committee that you need or I think
12 the biggest news coming out of that is the --

13 TRUSTEE THOMPSON: Is the CEO.

14 CHAIR CRIDER: -- CEO --

15 TRUSTEE THOMPSON: Yes.

16 CHAIR CRIDER: -- of the college
17 and I think you'll all be excited.

18 Facilities, Trustee Bell.

19 TRUSTEE BELL: Yes, Facilities met
20 and we didn't vote on anything, but we talked
21 about a lot of things including the students

22 --

1 COURT REPORTER: Your microphone.

2 TRUSTEE BELL: Oh sorry. We met,
3 we didn't have anything to vote up for this
4 Committee for the Board meeting, but we did
5 discuss a lot of topics.

6 The student center is coming on
7 board spring 2015. We're excited about that.
8 There's other projects that are going on. I'm
9 sorry?

10 TRUSTEE SHELTON: Auditorium.

11 TRUSTEE BELL: The auditorium as
12 well, renovation of the children's playground,
13 various ongoing renovations that are being
14 aligned with the Provost to make sure our
15 accreditation needs are being met. So that's
16 all good.

17 Additionally, there's been some
18 opportunities with real estate in the area
19 that were mentioned. And I think that the
20 university needs to think about those.

21 There's some properties that are
22 becoming available that would fit in nicely

1 with a strategic growth plan. So we need to
2 look at those and see what we want to do.

3 We are monitoring housing as well,
4 to see what opportunities exist there. And so
5 I always ask questions about that at
6 Facilities and at Trustee Schwartz's meeting.

7 And so hopefully we'll continue to
8 make progress on those fronts so that when Mr.
9 Sanchez is successful with his wonderful
10 enrollment plan and bringing students here,
11 we'll be able to house those students and have
12 good academic buildings for them as well. So
13 that's it.

14 CHAIR CRIDER: Okay. Thank you,
15 Mr. Bell.

16 TRUSTEE BELL: Thank you.

17 CHAIR CRIDER: Okay. I do want to
18 have a quick executive session, but before we
19 do that, we've had a request by the Faculty
20 Senate Chair to speak to us, two minutes. And
21 can I just say, I am acting up today, but I
22 want this on the record.

1 I would like to request, Ms.
2 Franklin, that if people want to speak before
3 the Board that they get on the agenda in a
4 timely manner so that we are not here at
5 almost 9 o'clock with all this business that
6 we had to take care of today.

7 So within a couple of days of your
8 setting the agenda, can we get any request to
9 come before the Board so that we're not
10 getting these last minute requests? Okay.

11 MS. KING-BERRY: Okay. Thank you,
12 Dr. Crider. And I did request to speak this
13 weekend, but for whatever reason the
14 transmission didn't go through. So I
15 appreciate you giving me a few minutes.

16 CHAIR CRIDER: Okay.

17 MS. KING-BERRY: And I did want to
18 address some of the resolutions, but they're
19 already ratified. So I will just say that
20 chair governance is key to effective
21 implementation of policies and procedures by
22 this university.

1 Therefore, the inclusion of
2 faculty in all senate matters pertaining to
3 academic programs is essential. Meetings
4 should be scheduled during the academic year
5 to ensure shared governance.

6 In this regard, several
7 resolutions were adopted in the June meeting
8 without faculty input. Faculty Senate
9 represents the collective voice of faculty.

10 Any representation of faculty
11 outside of the senate recommendations are
12 individual and do not represent the collective
13 view of the senate and may give the appearance
14 of impropriety.

15 So those resolutions that were
16 passed during the summer, they were already
17 ratified now, so can't go back.

18 CHAIR CRIDER: Okay.

19 MS. KING-BERRY: But we hope in
20 the future when you have resolutions that we
21 ensure that we have a voice and then that we
22 also feel very strongly that the dean should

1 be included in the formal process that in
2 2112.4, we really agree with our Trustee Askew
3 in that regard.

4 And we look forward to having a
5 wonderful year and being very involved with
6 academic policies and procedures. And thank
7 you for allowing me to speak.

8 CHAIR CRIDER: Okay. Thank you.
9 When is our November meeting, Ms. Franklin?

10 MS. FRANKLIN: It's --

11 CHAIR CRIDER: What's the date?

12 TRUSTEE BELL: November --

13 CHAIR CRIDER: Okay. That's okay.

14 I wanted to see, I think it is appropriate for
15 us, before we go into executive session, I
16 think it is appropriate for us to recognize
17 and to thank Dr. Woodland for his service to
18 us over the last, what, a year-and-a-half,
19 almost two years, as the CEO of the Community
20 College. And okay, so November 18th, so good
21 that we do it tonight.

22 And so I just wanted to publicly

1 recognize you and to thank you on behalf of
2 the Board of Trustees for the work that you
3 did in holding the college together and to,
4 you know, move it ahead.

5 I know that things weren't always
6 easy. You and I had our little fights, but we
7 made it. We always made up. But, you know,
8 I know that you worked hard and you really put
9 in a great effort to carry out the work of the
10 college.

11 And on behalf of the Board, you
12 should be publicly recognized for what you
13 did. So thank you so much for that and we'll
14 miss you. Do you want to say anything?

15 MR. WOODLAND: Yes, I think this
16 is my last Board meeting.

17 CHAIR CRIDER: As he says with a
18 smile.

19 MR. WOODLAND: Thank you, Dr.
20 Crider and members of the Board and Dr. Lyons.
21 I really have appreciated the opportunity to
22 serve in this capacity. You know, this is my

1 nearly 45 years in higher education.

2 And for most of the time when I
3 tried to apply for positions here at UDC for
4 30 years, things didn't move through. But I
5 really appreciate the opportunity having to
6 round out my career serving at a public
7 university here in D.C.

8 And I have a lot of relatives
9 here. My grandmother's people are from
10 Washington and so they've been clocking my
11 progress here as well.

12 But it has been a real tribute.
13 And I also want to thank my leadership team
14 because without a good staff, you know, you
15 can't make things happen. And they have
16 worked hard, they've worked well together.

17 And I will certainly extend my
18 support for the new CEO and will invite her,
19 once all the contract negotiation takes place,
20 I'll have her come down and help her get
21 transitioned because it --

22 CHAIR CRIDER: That's great.

1 MR. WOODLAND: -- does required
2 some assistance. But I do, again, want to
3 thank each of you individually and
4 collectively for your support.

5 And especially working with Dr.
6 Crider. It's been a delight and I've learned
7 a lot of things about, you know, governance.
8 And certainly, working in a city which is
9 dynamic as D.C. Thank you so much and I'll be
10 coming by on occasion to visit --

11 CHAIR CRIDER: Yes, we'll be happy
12 to see you.

13 MR. WOODLAND: -- ceremony.
14 Thanks again.

15 CHAIR CRIDER: Good luck to you.
16 Okay. In accordance with Section 2-
17 57.5(b)(10) of the Open Meetings Act of 2010,
18 the Board of Trustees hereby gives notice that
19 it may conduct an executive session for the
20 purpose of discussing the appointment
21 employment assignment, promotion, performance
22 evaluation, compensation, discipline,

1 demotion, removal or resignation of Government
2 appointees, employees or officials. So I'd
3 like to have --

4 TRUSTEE THOMPSON: You need to
5 make a motion.

6 CHAIR CRIDER: Oh, so I'd like
7 move that we go into --

8 DR. LYONS: So moved.

9 CHAIR CRIDER: -- executive
10 session.

11 TRUSTEE BELL: Second.

12 CHAIR CRIDER: It's been moved.
13 Can you --

14 TRUSTEE SCHWARTZ: Ma'am, would
15 you be coming --

16 MS. KING-BERRY: Okay. Will you
17 come back to this session?

18 CHAIR CRIDER: We will not be
19 coming back into this session.

20 MS. KING-BERRY: So do you want me
21 to forego that.

22 CHAIR CRIDER: We will adjourn the

1 full Board.

2 TRUSTEE FELTON: No, after.

3 CHAIR CRIDER: We do that after in
4 the room there. So can you do a roll call
5 vote, please?

6 MS. FRANKLIN: Mr. Askew?

7 TRUSTEE ASKEW: Yes.

8 MR. FRANKEL: Mr. Bell?

9 TRUSTEE BELL: Yes.

10 MS. FRANKLIN: Ms. Castillo? Dr.
11 Crider?

12 CHAIR CRIDER: Yes.

13 MS. FRANKLIN: Dr. Curry? Mr.
14 Dyke? Mr. Felton?

15 TRUSTEE FELTON: Yes.

16 MS. FRANKLIN: Dr. Lemus? Dr.
17 Lyons?

18 DR. LYONS: Yes.

19 MS. FRANKLIN: General Schwartz?

20 TRUSTEE SCHWARTZ: Yes.

21 MS. FRANKLIN: Mr. Shelton?

22 TRUSTEE SHELTON: Yes.

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MS. FRANKLIN: Dr. Tardd?

TRUSTEE TARDD: Yes.

MS. FRANKLIN: Ms. Thompson?

TRUSTEE THOMPSON: Yes.

MS. FRANKLIN: Mr. Vradenburg?

Mr. Wyner? Okay.

CHAIR CRIDER: Thank you.

TRUSTEE FELTON: Thank you.

DR. LYONS: Thank you all.

(Whereupon, the above-entitled
matter went off the record at 8:47 p.m.)

A				
\$10,620 184:5	60:9	92:16 117:5,16	add 6:2,7 38:15	239:7
\$10,886 202:13	absence 26:21	118:9,14,16,20	41:20 42:5 149:13	admitted 212:4,9
\$102.50 183:8	absolutely 39:19	119:2 123:17	212:5	246:1
\$172.20 183:9	47:17 49:6 51:10	124:12 149:20	added 6:6 8:19 9:5	adopt 81:10
\$18.6 261:2	52:12 67:3 68:15	150:11 239:19	20:5,13 149:3	adopted 182:14
\$283.38 183:14	96:16 101:1	accounts 59:22	addition 20:1 35:19	272:7
\$290.08 183:10	103:21 106:4	261:7 263:1	36:1 76:5 116:9	adoption 19:12
\$3,627.64 189:22	108:21 116:20,22	accreditation	182:9 244:3	adopts 60:8 63:19
\$327.80 183:15	134:1 152:15	269:15	259:20	183:1
\$360 184:7	154:2 158:9 160:7	accruals 259:22	additional 62:8	Advancement 2:3
\$369 203:7	237:14 241:6	accustomed 251:22	144:18 188:20	220:13 244:19
\$448.91 183:19	abstaining 11:1	achieve 96:15	222:12 224:14	advantage 55:4
\$5,310 184:4 194:8	abstention 58:14	102:5 234:14	246:8	advice 38:19
\$5,443 194:5	abstentions 6:1	achieved 37:17	Additionally	advisement 212:7
202:12	8:16 62:15 64:12	achieving 213:22	269:17	advising 211:1
\$508.12 183:20	75:11 77:11 79:11	232:21	additions 200:19	219:5,7 228:3
\$594.30 183:16	89:4 206:9	acknowledgment	address 74:14 87:7	advisor 215:20
\$6.2 259:6	academic 3:5 9:13	223:20	166:16 253:9	advocate 115:4
\$60,000 126:8	29:8 33:10 47:12	act 14:5 276:17	257:16 264:1	affairs 3:5 9:13
\$7,500 190:10	75:15,19 76:22	acting 1:16 66:4,10	271:18	26:1,3 27:22
\$70,000 96:2 98:18	77:12,14 155:13	67:8 68:14,17,20	addressed 19:19	33:10 38:2 77:12
138:21	157:9 168:2 172:1	69:19 70:21 71:4	82:12 151:10	77:14 179:8,9
\$712 184:8	172:4 179:8	71:16 72:11 75:6	addresses 165:13	181:22 182:20
\$738 203:8	210:16,18 211:1	75:14,18 76:22	192:10 251:16	246:15 260:13
\$863.46 183:22	212:13 214:21	267:8,10,11	256:17	266:18
\$97 52:17 53:21	215:20 216:1	270:21	adequate 101:1	affinity 244:14
A133 238:1,15	219:5,6 228:3	action 6:14,15 7:8	107:17 162:10	afford 100:7
ability 37:21 55:2	242:2 246:14	7:11 8:20 9:2	239:1	114:12
100:8 105:15	260:13,20 262:2	26:7 28:18 58:20	adequately 29:17	afraid 54:18
134:5 161:11,21	270:12 272:3,4	60:14 62:10 64:2	adjourn 3:8 277:22	agencies 250:12
168:22 172:10	273:6	75:12 77:2 79:12	adjust 192:6,16	agency 252:10
234:14 243:10	academically 211:8	81:10 92:10 137:8	adjustments	259:4
able 14:2 24:2	216:16	181:17 200:11,13	233:13 261:19	agenda 5:14 6:3,4,7
30:14 36:17 69:6	accept 80:17,18	201:4 220:7	administration 3:6	6:11,12 8:19
72:18 78:10 96:15	acceptable 153:4	actionable 208:6	15:10 44:19 45:17	14:19 57:15 58:21
113:7 114:9	accepting 150:21	244:20	159:15 201:22	200:20 206:11
117:13 138:21	access 60:4 80:8	actions 77:13 80:12	227:2 266:8	265:1 271:3,8
153:17 168:17	accomplished	active 85:8	administrative	ages 80:8
186:20 197:5	78:21	actively 46:7	60:1 76:5	aggressive 224:18
215:2 229:8 230:1	accomplishments	activities 260:10	administrator 11:9	224:20
251:20 252:5	29:6 75:20	activity 179:18	administrators	ago 174:22 185:11
261:18 262:11	account 203:14	258:11	75:22 85:9 162:21	agree 23:8 100:22
265:10 270:11	accountability	actor 68:21 69:1,6	172:2 217:3	108:4 115:8 117:3
above-entitled	124:16 125:10	actual 83:3 138:1,4	admission 232:16	158:5,9 160:7
279:10	126:18 239:10	201:4 222:16	245:19	273:2
above-referenced	240:1	228:12 256:3,22	admissions 209:14	agreed 65:21
	accountable 91:16	adamantly 160:21	211:5 218:13	131:13 181:16

agreement 56:21 59:5 61:8,19 129:5	24:5 27:18 38:2 158:16 244:5,10 244:16,21	70:21	167:6 168:6,6,8 168:18,22 169:6 174:19,22	approving 10:13 58:8 79:6 156:21 206:5
Agriculture 76:12	alums 21:22	appeal 209:16	appraisal 115:19 116:6,13,14 119:16,17 120:1 121:1,4,13	approximately 68:22
ahead 95:3 125:16 125:20 184:18 234:9 267:15 274:4	ambitious 221:7	appear 172:6	appraisals 119:12	April 114:2
aid 209:20 210:2,4 210:10,16 211:5 218:15 219:2 220:6 222:10 229:20 230:2 239:7 245:20	ameliorate 207:13	appearance 272:13	appraised 133:2	arbitrated 128:6 128:22 129:19
aim 23:10	ameliorating 216:7	appears 196:1	appreciate 47:4,5 52:2 53:8 95:10 101:17 117:7 137:21 177:19 181:13 233:22 237:20 248:7 271:15 275:5	arbitration 129:4
air 42:14 43:10 238:17	amend 10:2 89:10 261:15	applaud 224:20 225:6	appreciated 155:19 180:6 274:21	arbitrator 129:20
align 73:2 230:14	amendment 88:10 89:6 137:8 155:10	applicant 209:7 211:2	appreciates 138:3	area 37:4,7 69:15 78:13,21 95:5 96:13 98:22 155:7 164:1 183:9,14,20 211:7 259:5 260:13,19 269:18
aligned 73:12 269:14	American 158:15 223:18	applicants 34:4 218:11 222:21,22	approach 91:18 207:17 208:4 209:8,12 210:14 211:14,17 219:10	areas 80:6 207:4 213:7 214:19 217:6 218:2 220:15,19 223:6 231:8 233:10 242:9 245:15 255:13 265:19 267:19
aligning 37:10 38:3	amount 101:20 158:5 230:7 251:13 259:12	application 208:3 208:19 209:1,3 223:10,16,21	appropriate 17:18 32:14 34:18 273:14,16	argument 126:11
alignment 74:19 218:3,7 219:17	analysis 231:3	applications 222:6 222:9,9	appropriation 213:6	ARLENE 2:8
Allied 76:3	and/or 175:3	applied 34:4 208:21 209:1,4 222:14	approval 3:3 5:14 10:12 11:10 56:16 59:18 62:10 155:17,18 157:2 161:10,21 164:16 170:20 197:6 204:16 251:7	arrayed 236:3
allocation 60:2 151:15	announcement 24:18,19	applies 210:4	approve 56:11,12 60:13 62:11 70:11 89:14,17 93:9 125:20 155:11 156:10 169:3 179:12 262:18	arrives 38:21
allow 25:17 168:16 168:19,21 209:6 211:4 215:8 250:21 251:1	annual 143:21 231:21	apply 69:2 208:16 210:19 223:8,14 223:18 275:3	approved 56:9 60:14 64:1 89:13 175:15	article 38:9 129:18
allowable 59:21	annually 123:22 222:6	appoint 35:1 168:20 172:10	approves 11:14 29:21 65:5 76:20 178:17	articulate 21:9 107:4
allowed 250:9 264:19	answer 15:9 18:19 28:7 67:19,20 68:1 86:11 95:16 106:3 149:19 186:20,22 195:13 223:2 253:6	appointed 26:18		articulated 225:5
allowing 92:14 209:10 211:20 215:18 273:7	answered 34:18 185:3	appointee 167:15		Arts 76:11
allows 28:9 53:11 84:15 93:21 94:4 114:18 150:6 179:13 209:19 210:14,17 214:18 216:1,2	ANTHONY 1:14	appointees 277:2		aside 260:1
Almanac 235:18	Anti 63:6,12	appointing 177:16		asked 38:18 41:2,6 49:17 51:6,12 54:17 95:20 97:17 109:11 127:7,19 174:21 188:12 240:12 252:22 257:15
Alum 15:18	Anti-Discriminat... 62:16 63:10,20	appointment 28:9 28:18 29:22 57:3 57:7 58:8 64:16 65:1,6,9,11 70:11 72:18 75:5,13 76:21 77:15,17 78:2 162:11 167:4 167:16 168:4 169:10,13,17 172:1 174:15,16 175:2,7,9 176:13 176:16,19 177:8 276:20		Askew 1:12 4:8,9 12:1,2,3,5,7,10,12 12:21 13:7,10,13 14:11,16,22 16:12 16:21 17:1,4,7 18:6,10,16 30:11
alumni 11:7,16 16:18 17:5,8 18:14 20:2 23:5	anticipate 92:18	appointments 6:10 68:14 78:5 79:7 155:11 156:11,14 156:15 162:13,20		
	anybody 40:13 45:3 186:21 268:10			
	anymore 251:2 262:14			
	anyway 42:8 237:3 256:14			
	apologies 88:20			
	apologize 130:15			
	apparently 70:20			

30:13 31:6 44:14
 44:17,21 45:2,6,9
 45:12,19 46:1,5,9
 46:12,17 47:3,8
 47:12,18 48:1,7
 48:11,17,19 49:5
 49:20 50:4,9,14
 50:18 51:10,15,18
 51:20 52:2,12,14
 52:19 53:4,19
 54:1 56:17,20
 57:1,7,11,14
 65:18,19,20 66:14
 66:20 67:1,5,8,13
 67:16,21 68:3,6,9
 68:12,17 69:10,13
 69:22 70:8 71:7
 71:17 78:6,7,8
 80:21 82:20 83:1
 83:6,12,18 94:21
 95:1,4 96:17,22
 97:4 98:15 99:2
 99:13,15,18 100:2
 100:15 101:9,13
 101:18 102:12,18
 103:7,10,14,17,22
 104:5,8,12,15,17
 104:20 105:2,20
 107:8 109:6,21
 110:2,5,8,10,14
 110:16,19,22
 111:5 125:20
 127:5 130:7,8,9
 131:14 132:4,6,9
 132:12,17 133:5
 134:1,19 135:1,5
 135:9,11,16 136:8
 136:11,14,18,21
 137:2,5,10,13,17
 138:7,13,19 139:5
 139:11,14,18
 140:4,6,9,15
 141:4,19,21 142:3
 142:6,9,19 143:1
 143:4,6 144:10,14
 144:21 145:2,8,11
 146:6 147:6,10,12

147:16,19 149:6,9
 150:1 156:5
 157:22 158:1,2,4
 162:3,4,8,15,18
 162:21 163:2,7,12
 163:15,22 164:9
 165:2,16,20 166:2
 166:9,12,17,21
 168:9 169:20
 170:2,5,8,12
 171:4 172:15
 174:18 180:18,22
 185:16,22 186:9
 186:16 187:3,6,15
 195:2,5,11,14
 198:19 202:2,16
 202:19,21 203:4,9
 203:12 205:15
 207:6 208:15
 209:3 224:17,19
 225:4,19,22 226:5
 226:20 227:13,17
 227:20 228:7,9,15
 228:19 230:15
 231:5,9,17 232:1
 232:3,6,9,11,19
 233:3,9,16 241:11
 241:12,13 242:14
 242:21 243:6
 248:16,17,20
 249:9,11,14
 250:13 251:8,11
 252:1,8,16,19
 253:19 255:9
 256:2,5,8,13,19
 257:2,5,20 258:1
 258:5,8,13 259:3
 259:9,14,19 260:3
 260:6,12,15 261:1
 261:4,8,13,20
 262:1,4,9,15
 263:6,13,17,21
 264:12,15,18
 266:2 273:2 278:6
 278:7
Askew's 179:14
asking 56:8 137:7

161:20
aspect 20:10
assess 229:14
 233:10
assessment 94:14
 239:10
asset 78:15
assets 249:2
assigned 144:4,22
 145:6 146:21
assignment 276:21
assignments 11:3
assigns 144:5
 146:20
assist 92:15
assistance 91:13
 94:8 213:15,16
 276:2
assistant 2:4,7 76:6
 129:3 155:12
 156:21 158:8
 160:8 168:3
 169:15 171:2
 172:3 206:16,20
associate 75:14,18
 76:4,22 158:8
 160:8 161:16
 168:3 169:15
 170:10 171:1
 172:3 175:11
Associate's 15:16
 18:2 20:10,11,16
 21:8 183:6 243:15
associated 95:19
 101:21 233:16
Associates 155:12
assume 47:14 69:5
 96:4 111:16
 192:19 226:7
 236:8
assuming 61:7
assumption 174:19
 221:11
asterisk 249:16
at-risk 59:22
attached 11:15
 60:9 63:21 183:2

attack 114:19
 223:11,12
attempt 118:22
attend 30:15
attending 182:11
attention 96:12
 150:14 255:14
 266:21 267:20
attract 236:2
attrit 214:20
audit 3:6 9:14
 119:16 238:2,15
 266:8,22
auditorium 269:10
 269:11
audits 238:19
August 77:1 212:15
 249:3
authority 155:11
 161:21 170:20
 173:8 249:22
 263:4
authorization
 215:18
authorized 168:14
automate 91:2
automated 91:9,10
 100:11 102:20
 112:22 117:8,17
automatically
 41:11 105:18
 131:4 134:9,12
available 55:7 94:8
 257:1 258:22
 259:10 260:16
 269:22
average 37:18
avoid 200:18
award 129:4,22
 130:5 229:21
awarding 219:4
awards 250:15
 251:3 262:17
aware 247:3
aye 5:20 8:13 10:20
 58:11 62:12 64:9
 75:8 77:8 79:8

89:1 154:17 181:2
 206:6
ayes 5:21 8:14
 10:21 26:12 58:12
 62:13 64:10 75:9
 77:9 79:9 89:2
 154:18 155:2
 181:3 206:7

B

B.S 18:9
B.S.N 76:4
Bachelor 186:10
Bachelor's 21:10
 21:19 23:10
 243:15
back 6:16,17 7:16
 26:6 37:2 41:13
 41:18 51:4 56:13
 62:20 96:1 121:9
 122:5 148:18
 178:5,6 179:2,10
 180:8,13 195:19
 200:21 201:2,10
 206:10 216:3
 240:19 242:16
 244:5 253:6
 261:17 263:3
 266:15 272:17
 277:17,19
background 32:14
 32:15,15 79:21
 80:9,14,20 82:8,9
 82:16 83:15 84:4
 84:10,13,19,22
 86:5,6 87:22
 88:22
bad 8:4,6,7
balance 197:2
 257:1 258:22
 259:1,11
balances 260:16
ball 251:14
ballots 24:18,21
ban 83:18
Banner 238:7
 239:4 251:21
Barash 70:15,17,20

71:1 175:6,6,18 175:22 176:2 barely 100:18,18 base 241:16 based 9:21 11:4 24:21 29:5 30:20 65:1 75:19 85:3,4 106:8 142:13 160:9 182:5 204:6 231:7 basic 153:7 177:5 basically 19:3 84:6 167:3 169:5 186:2 207:4,12 213:6 219:15 241:3 244:16 259:11 basis 26:18 87:10 117:19 143:8 231:21 235:6 beauty 243:13 becoming 222:3 269:22 beginning 6:14 192:22 194:4 250:22 251:4 252:6 begins 25:6 behalf 274:1,11 behavior 153:4 believe 17:9 23:15 28:1,10 42:8 43:2 43:9 45:5 49:2 54:12 66:9 74:11 83:8 91:17 98:7 102:20 105:4 137:8 167:19 188:19 232:15 243:7 believes 40:9 43:4 172:16 belittling 18:5 Bell 1:12 4:10 26:15 27:1,9,20 28:3,6,13,15,22 56:22 60:17 64:6 65:15 75:2 77:22 108:6,11,14,16,20	109:1 112:14 151:2,4,6,8,17,20 152:1,6,11,14,18 153:1,5,8 164:18 165:3,19 166:1,4 166:10,13 167:10 169:8,12 170:11 170:14 171:8,15 171:19 173:1,22 174:2,8,12 179:5 181:16 189:2 199:20 267:5 268:18,19 269:2 269:11 270:15,16 273:12 277:11 278:8,9 belonging 21:20 best 63:16 90:9,20 91:1 129:20 217:14 232:14 242:6 better 53:18 85:10 91:12,13 99:4 165:4,11 201:21 228:16,20 244:16 246:2 248:6 249:15 BEVERLY 2:2 beyond 96:18 150:9 164:11 big 70:1 259:15 bigger 53:18 biggest 148:5 268:12 binder 59:11 binders 59:19 bit 30:16,19 32:10 40:20 55:20 123:3 166:18 169:21 170:9 250:3 255:14 Blanchard 2:4 32:7 32:7,12,19,22 33:1,3 38:8 39:17 39:19 68:19 69:11 69:21 70:4,6 86:13 87:14,17	88:2 90:15,16,22 91:21 92:12,20 93:2,6,17 96:16 96:21 97:3 99:12 99:14,17,19 100:3 100:17 101:11,16 102:13,19 103:8 103:12,16,21 104:4,11,13,16,19 105:1,3,7,10,14 105:19,21 106:4 106:13,17,22 108:19,21 109:3 112:18 116:16,20 116:22 117:3 118:7 120:8,10,14 120:18,21 122:11 122:14,17,20 123:1,15 124:8,20 125:1,4,7 127:13 127:16,22 128:4 128:10,13,16,21 138:17 139:4,9,12 139:16 140:3,5,8 140:13,17,21 141:2,7,20 142:1 142:5,8,11,16,22 143:3,5,7,14 149:1,8,10,17,21 150:2,21 171:13 171:22 172:18,21 173:2,6 174:7,10 174:13 block 257:7 265:5 blows 225:20 blueprint 217:22 board 1:3,10 4:5,6 6:8 9:8,9,17,20,22 11:3,5,13,16 13:4 13:12 15:7,12,22 29:13,20 34:7 44:21 55:19 59:18 60:8,16 63:11,19 64:3,22 65:4 76:19 79:3 80:16 81:8 89:14 98:21 122:6 155:15	156:10,16,20 157:2,4,11,13,18 158:12 159:4 160:11 161:10 163:18 164:15,17 165:15 167:5,6 168:7 171:21 174:5,17 175:3,16 176:17 179:16,17 180:14 181:9 182:7,12,22 193:21 198:3 201:14 208:13 230:20 237:10 245:10 255:1 267:14 269:4,7 271:3,9 274:2,11 274:16,20 276:18 278:1 board's 158:19 boards 19:12 156:18 body 208:5 boss 43:17 234:19 bottom 103:14 149:4,9,11,13 box 83:18 brand 13:3 break 32:6 breath 39:2 42:14 43:10 238:16 brief 43:15 201:3 bring 26:6 32:12 156:16 157:4 179:10 180:8,13 224:13 234:16 236:8 239:5 bringing 53:12 79:3 88:3 201:22 270:10 broad 85:13 Brookville 29:9 brother 228:14 brought 14:20 35:15 174:8 227:1 266:15 budget 9:14 52:17	53:21 98:19 247:1 249:16,21,22 250:17,20 251:21 256:3,22 258:10 258:21 260:2,9 261:2,10,15 budgeted 256:9 259:7,12 budgets 250:10 252:6 255:21 259:17 262:19 263:2,5 buildings 270:12 built 37:1 bullet 244:13 burden 119:3 Burgdorf 77:17 78:3,11 79:7 business 78:19 271:5 button 19:2 buy 252:18 bye-bye 141:12
<hr/> C <hr/>				
C 2:2 169:6 calculate 255:18 calendar 252:15 caliber 98:4 call 3:2,2 4:4,7 32:21 57:2,21 58:5 81:19 90:14 154:14 165:9 184:13 209:10,21 211:2 212:6 213:16 217:1 218:22 220:18 223:22 230:2 247:5,6,6,7 278:4 called 33:17,18 34:14 38:16 212:5 238:7 267:7 calling 206:15 calls 51:3 209:14 CALVIN 2:8 Camelot 116:2 campus 38:5 212:2 212:9,12 230:8				

candidate 31:3 50:16	29:4 44:12 54:3 160:14 163:12,19	44:14,16,20 45:1 45:5,7,11,15,20	115:3,6,9 116:5 116:17,21 117:1	193:4,8,11,14,16 194:3,9,12,14,16
candidates 24:20 33:20 35:11,19 40:7,21 41:7,9 44:1 50:2	169:4,14 170:19 172:12 174:4 175:14 268:13,14 273:19 275:18	46:4,8,10,13,18 47:1,6,11,17,22 48:6,10,21 49:3,7 49:21 50:5,10,13 50:15,19,22 51:11 51:16 52:5,7,18 53:3,16,20 54:2 55:9,12,13 56:7 56:17 57:5,9,13 57:16,17,20 58:1 58:4,7,13,19 59:12,15,21 60:18 60:20 61:1,4,10 61:15,20,22 62:2 62:5,8,14,21 63:1 63:6 64:5,7,11 65:14,16,18,19 66:12,18 67:9,12 67:15,18,22 68:5 68:8 70:2,3,5,9,16 70:19,22 71:6,8 71:11,14 72:6,10 72:20 74:2,6,9,17 74:22 75:4,10 77:6,10,20,21 78:1,7,9 79:5,10 79:16,18 80:3 81:4,20,21 82:1,4 82:7,13,17,20,22 83:5,11,17 85:8 85:11,12 86:9 87:12,15 88:1,4,5 88:8,13 89:5,15 89:20 90:4 94:19 94:21,22 95:2,12 98:14 99:1 102:11 104:7,14 105:5,9 105:11,15,22 106:5,16 107:3,5 107:13 108:3,10 108:13,15 109:16 109:19 110:4,6,9 110:13 111:6,12 112:15 113:3 114:3,14,17,21	119:7,21 120:2,5 121:18,19 123:4 123:16,20 124:9 124:21 125:2,5,8 125:13,16,18,19 127:2,6,15,21 128:1,9,11,14,17 129:9,16 130:1,7 130:8 132:5,8,10 132:14 133:1,6,11 133:13 134:2,5,15 135:20 136:4,7,9 136:13,16,20 137:2 138:16 140:15 142:15,17 148:19 149:16,18 149:22 150:3 151:1,3,5,7 153:11,14,20 154:3,11,19,21 155:1,4,8 156:1,5 156:13 158:1,3 161:14 162:2,5,9 162:17,19 163:1,6 163:11,14,21 164:8 166:20 167:1,9,11,17,20 168:15 169:3,11 170:1,4,7,16 171:6,9,14 172:5 172:20 173:5,9,17 174:1,21 175:17 175:20 176:1,4,7 176:11 177:18 178:12,18,21 179:2,6 180:17,20 181:1,15,17,21 184:14,16,20 185:1 186:2,4,7 186:12,19 187:21 188:7 189:8,14,19 190:4,6,10,13,17 190:20 191:9,17 191:21 192:4,5,8 192:12,15,17	194:19,21 195:2,4 195:18,21 196:7 196:12,15,18,22 197:3,8,10,15,19 197:22 198:3,7,11 198:14,17,21 199:2,5,8,11,14 199:18,21 200:3,7 200:10,16 201:1 202:4,10,14 204:2 204:5,11,14,22 205:5,9,12,16,18 205:20 206:1,4,8 206:14 221:2 224:7,18 225:3,18 228:13 232:5,8,10 234:4,9,20 235:11 235:14,22 236:5 236:18 237:2,4,6 237:8,15 238:4 239:15,20 240:6 241:1,6,10,12 243:20,22 245:3,6 245:7,9 246:7,14 246:20,22 247:2 247:11,14,18,21 248:3,10,14,16 253:2,5,16 256:21 257:4,9,12,17 258:7 263:10,16 263:20,22 264:9 264:14,16,21 265:2,4,7,10,14 265:17 266:3,6,13 266:16,18 267:2 267:11,17,21 268:2,3,7,9,14,16 270:14,17,20 271:16,20 272:18 273:8,11,13 274:17 275:22 276:11,15 277:6,9 277:12,18,22 278:3,12 279:7
cap 185:14 186:3 188:13,15,17 191:1	ceremony 276:13			
capable 35:16 213:3	certain 9:12 35:1 45:20 59:6 85:17 192:1 241:21 242:2,9			
capacity 213:12 231:11 242:12 274:22	certainly 32:19 35:3 38:10 39:16 54:19 117:7 122:2 124:18 131:19 184:17 201:20 235:15 236:14 247:7 275:17 276:8			
capped 185:22	certainty 215:11			
caps 185:18	certificate 15:18 18:5			
care 43:18 271:6	Certified 76:6			
career 36:20 37:7 275:6	CFO 247:3			
careful 228:20	chain 52:9,10			
carried 41:1	chair 1:9,11 4:3,14 5:10,12,16,18,22 6:19 7:1,5,10,15 7:19,21 8:2,6,11 8:15 9:1,6 10:16 10:19,22 11:21 12:1,2,11,20 13:15,20 14:2,5 16:7,13,22 17:3,6 17:11 18:12,18 19:14,17,21 20:8 20:17,20 21:4 23:18 24:13,16 25:7,10,12,14,22 26:2,10,13,22 27:3 28:17 29:1 30:6,9,11,12 31:4 31:7,10,13,15,17 31:20 32:1,17,20 33:2 35:7 36:16 38:13 39:15,20 42:5,13 43:13			
carries 6:1 11:2 26:14 58:14 62:15 64:12 75:11 77:11 155:3 206:9				
carry 79:11 96:11 274:9				
case 82:15 158:14 176:14,16 209:10 218:16,19 229:9				
caseload 218:14				
cases 7:3				
cast 160:14				
Castillo 4:12 278:10				
catch 39:2 94:3				
categories 126:10 151:12 175:10				
category 103:2 109:15 202:17 203:6 258:16 260:4 262:2				
caught 18:1				
center 29:12 80:7 267:15 269:6				
Central 250:20				
CEO 2:8 28:19				Chairman 130:11

161:7	43:22 54:6 146:2	48:13 50:3,20	204:17 224:15	coming 13:9 36:7,8
chairperson 76:2	146:5 222:13	51:1,13 98:22	225:15 268:10,16	39:11 52:16 79:13
challenge 74:13	choices 144:8	103:20 104:2	273:20 274:3,10	172:15 174:5
107:1 150:15,22	145:13	105:12 108:7	colleges 37:13	212:12 216:3
159:14	choose 96:9 129:20	137:1,4 139:17,18	53:15 155:13	220:9 221:13
challenged 148:6	chooses 22:9	140:2 142:4,7,8	183:4	230:12 252:7
160:4,5	Chorus 5:21 8:14	142:10 148:10	collegial 34:21	268:12 269:6
challenges 49:13	10:21 26:12 58:12	175:19 177:12,14	Columbia 1:1 4:6	276:10 277:15,19
251:16 252:3,4	62:13 64:10 75:9	178:11,11 201:18	10:1 11:14 12:15	command 52:9,11
challenging 181:12	77:9 79:9 89:2	204:15 205:13	29:21 39:12 40:3	commend 83:2
chance 82:6 87:6	154:18 181:3	212:17	64:18,21 65:5,8	comment 81:16
102:5	206:7	clearly 44:2,13	76:20 81:9 85:5	221:14 244:2
chances 104:7,8	chose 21:12,14	107:2 108:1 114:7	155:16 182:7,9,13	245:5
112:8	54:11 86:14	146:7 149:10	213:8 214:3	comments 122:1
change 9:10 95:21	207:20	175:13	216:12 222:5	158:7 221:8,21
95:22 98:17	chosen 111:4	clerical 60:1	223:4 227:22	committed 33:16
118:12 130:20	CHRISTOPHER	climate 216:9	241:22 242:6	committee 3:4 6:10
135:1 138:9,20	1:12	clip 102:21	248:22 249:1	6:16 7:4 9:8,13,14
139:22 165:7	circle 178:5	clock 199:6	258:9	9:15,16,19 10:13
220:9 242:19	circumstances 65:2	clocking 275:10	Columbia's 28:20	12:19 13:1,9,10
changed 71:1,5	cites 235:17	closeout 60:3	29:5 30:2 33:13	13:18 14:7 23:14
194:17 251:14	citizens 83:20	closer 83:9 100:8	58:10	23:15 28:2 31:2
262:11	city 56:14 236:15	closing 93:12	combined 9:11	31:10 33:7 34:3,6
changes 10:3 19:7	242:8 244:10	259:21	179:9	34:12,13 35:20
90:21 249:2,18,20	251:1 252:10	coaching 134:4	come 6:16 7:16	41:3,3,5,16,19,20
Chapter 10:2 79:20	276:8	code 81:18 182:6	14:8 56:13 85:22	42:7 46:14,20
80:19 81:10 88:22	clarification 6:21	colleague 143:11	87:9 94:7 106:1	60:15 62:11 63:22
89:11 182:2	61:3 64:8 121:22	colleagues 33:17	141:11 143:15	75:13 79:2,13
191:13	185:2	collective 272:9,12	148:21 157:18	83:3 85:7 89:5
charged 189:12	clarify 19:13 27:16	collectively 276:4	165:14 170:17	94:17 95:7,11,13
charging 59:22	122:7 135:4 146:2	college 2:9 12:15	179:8,22 212:9,19	102:8 103:22
cheaper 190:16	174:11 190:22	15:8,11,21 16:9	213:16 229:11	115:17 130:18
check 80:14 84:4	197:7	17:21 19:18 20:2	230:8 243:1	150:13 155:17
84:13,19 85:1	clarity 250:4	20:13 21:9 22:3,9	251:15 254:2,12	162:14 164:5
195:15 240:2	Clarke 12:16 17:20	22:15 24:2 28:20	258:3,5 259:15	167:13 171:20
checks 79:21 80:10	184:1 204:19	29:5,10,11 30:2	263:11 264:7,9	173:4 175:15
80:20 82:8,10	205:2	33:14 35:2,20	271:9 275:20	179:3,5,7,9 180:7
83:15 84:10 86:5	class 222:22	42:15,17 43:5,8	277:17	180:11,13 181:22
86:6 87:22 89:1	classic 43:16	44:13 46:15,19	comes 39:6 106:6	182:21 197:20
240:3	Classification 2:6	48:14 50:6 52:17	120:22 167:4	200:2,8,22 201:9
chief 2:7 29:8,22	151:19	52:21 54:7,9 55:5	212:15 220:1	201:11 217:21
58:9 157:9 173:2	classroom 86:16	58:11 76:11,12	222:4 240:3 253:6	246:15,17 247:7
175:12 233:18	212:11 216:22	160:15 163:20	254:4 255:3,5	266:11 268:11
Child 80:7	classrooms 212:11	169:4,14 170:19	comfortable	269:4
children 80:8 86:20	clean 178:9	171:1 172:12	164:19 197:10	committees 6:8
children's 269:12	clear 7:21 15:20	175:12,14 181:19	198:5 201:14	9:10,12 11:2
choice 42:9,10	35:13 39:22 41:14	182:3 183:6	comforting 50:1	25:18 26:3,5

201:2,7	214:6,13	216:14	158:6 160:18	119:16 120:16
communicate 51:4	compliance 59:7,9	considered 69:3	220:17	121:15 212:14
communicated	81:18	167:15 182:21	conversations	230:2
93:10	comply 81:6	222:18	152:21 208:18	counselor 218:15
communicating	component 16:2	considers 180:9	Cooperative 29:13	219:2
211:20 232:14	20:6 248:22	consistent 65:10	copied 118:1	counselors 208:17
communication	components 164:13	173:16 196:17	copies 248:12	count 262:21
51:9 208:9 209:13	232:20	220:8 235:5	copy 127:19	couple 6:2 49:4,8
communities 76:14	comprised 9:20	236:21	copying 117:19	93:18 191:11
community 2:8	conceive 208:2	consistently 118:21	correct 62:1 70:13	234:5 235:12
12:15 15:7,11,21	220:13	consolidated 9:11	108:13,15 109:5	248:18 253:11
16:9 17:21 19:18	conceived 206:22	constitutional	112:15 114:17	271:7
20:2,13 21:9 22:2	concentrated	78:14	116:16 119:21	course 9:16 169:5
22:9,15 24:1	179:14	constraints 179:22	120:2,8,14,21	208:7 213:18
28:20 29:5,10,11	concern 27:11	180:1	122:14,17 123:1	243:12 244:3
30:2 33:14 35:20	123:5,9 124:5	consultation	133:5 149:21	COURT 12:4,6,8
42:14,17 43:7	133:15,21 161:8	145:19,21 146:20	156:12 174:14	18:22 32:5 111:10
44:13 46:15,19	166:16 171:2	consumer 182:16	176:10 193:2	113:1 132:21
48:14 50:6 52:17	179:14	contact 85:22 87:9	194:1,10,15,18,20	135:7 169:1
52:21 53:15 55:5	concerned 21:11	141:16 209:15	196:8 197:14,15	187:11 269:1
58:11 160:15	107:16 132:17	235:3	199:16 203:18,20	covered 201:11
163:20 169:14	197:5	contacts 55:6	204:1 205:1,8,15	210:5
170:18 172:12	concerns 54:19	content 80:14	corrected 205:3	create 211:2
175:12,14 181:19	concise 233:21	CONTENTS 3:1	248:1	253:12
182:3 183:6	conclude 25:4	context 22:13	correction 138:5	created 252:3
204:17 224:15	concluded 19:10	contingent 259:17	corrections 5:19	creates 175:1
225:15 268:9	conclusion 21:12	continue 23:13	75:7 120:20	creating 207:16
273:19	condense 217:13	65:22 94:6 111:14	205:21 206:5	credentials 29:15
compelling 160:9	conditions 65:10	112:2 124:5 126:1	correctly 236:12	35:17 76:16
compensation 2:6	conduct 11:15	213:19 218:5	cosmetic 253:22	credit 183:8,11,14
151:21 157:15	168:1 276:19	238:13 270:7	cost 60:1,2,2 95:14	183:15,19,21
276:22	conducted 61:8	continues 173:7	96:1	184:7 188:20
competencies	confident 55:1	continuous 220:8	costing 92:18	189:13
73:15	conflict 16:5	contract 56:22 57:1	costs 59:21 60:1	credits 187:10,17
competency 160:1	confused 27:17	57:5 120:12	95:18 188:12	188:17 189:21
230:14	28:16 98:9	275:19	could've 111:3	Crider 1:9,11 4:3
complaint 61:15	confusing 169:22	contracted 87:18	245:15	4:13,14 5:12,18
122:4	170:9 173:10,13	contracting 87:21	council 56:15	5:22 6:19 7:1,5,10
complaints 121:9	confusion 101:20	contracts 148:4	158:15 218:13	7:15,19,21 8:2,6
complete 21:18	conjunction 220:12	250:6	251:7	8:11,15 9:1,6
93:7 210:7,11	244:18	contributing 23:6	counsel 2:3,4 10:5	10:16,19,22 11:21
completed 84:11	connect 37:21	controlling 219:16	89:12 129:3	12:2,11,20 13:15
84:13 92:9 93:16	connection 37:20	convened 1:9	164:10 175:7,21	13:20 14:2,5 16:7
166:3 218:3	Connie 75:13 76:21	convenience 89:13	184:10 199:15	16:13,22 17:3,6
completely 115:20	consider 209:21	conversation 23:14	230:10	17:11 18:12,18
completes 211:11	216:20 221:17	34:1,9,11 47:15	Counsel's 81:13	19:14,17,21 20:8
completion 36:14	consideration	48:7 95:8 140:7	counseling 119:15	20:17,20 21:4

23:18 24:13,16	109:16,19 110:4,6	194:3,9,12,14,16	critical 18:3 141:9	139:13 179:18,18
25:7,10,12,14,22	110:9,13 111:6,12	194:19,21 195:4	141:15 164:13	209:2 212:10
26:2,10,13,22	112:15 113:3	195:18,21 196:7	217:19 233:7	235:4
27:3 28:17 29:1	114:3,14,17,21	196:12,15,18,22	245:21	days 81:16 102:4
30:6,9,12 31:4,7	115:3,6,9 116:5	197:3,8,10,15,19	CRM 239:4	104:18 109:2
31:10,13,15,17,20	116:17,21 117:1	197:22 198:3,7,11	cross 143:11	112:2 113:13
32:1,17,20 33:2	119:7,21 120:2,5	198:14,17,21	crux 105:12	131:5,8 135:18
35:7 36:16 38:13	121:19 123:4,16	199:2,5,8,11,14	cultivate 207:18	139:3 143:22
39:15,20 42:5,13	123:20 124:9,21	199:18,21 200:3,7	229:12	144:2,17,19 145:3
43:13 44:16,20	125:2,5,8,13,16	200:10,16 201:1	cultivating 223:7	146:8,9,9,17,17
45:1,5,7,11,15,20	127:2,6,15,21	202:4,10,14 204:5	244:15	208:21 209:4,4
46:4,8,10,13,18	128:1,9,11,14,17	204:11,14,22	cultivation 209:8	212:4,7 223:9,10
47:1,6,11,17,22	129:9,16 130:1,8	205:5,9,12,16,18	culture 126:2	251:10 271:7
48:6,10,21 49:3,7	132:5,8,10,14	205:20 206:1,4,8	curious 86:3	DCHR 91:9
49:21 50:5,10,13	133:1,6,11,13	221:2 224:7,18	current 24:10,22	DCMR 79:20 80:19
50:15,19,22 51:11	134:2,5,15 135:20	225:3,18 228:13	33:19 34:1 38:16	81:11 88:22
51:16 52:5,7,18	136:4,7,9,13,16	232:5,8,10 234:4	84:2 144:12 145:9	143:13,19 144:8
53:3,16,20 54:2	136:20 138:16	234:9,20 235:11	146:13,14,15,22	144:13 145:9
55:9,12,13 56:7	142:15,17 149:16	235:14,22 236:5	193:17	146:22
57:5,9,13,17,20	149:18,22 150:3	236:18 237:2,6,8	currently 28:8	deal 23:21 42:22
58:1,4,7,13,19	151:1,3,5,7	237:15 238:4	64:19 91:7 143:19	203:22
59:12,15,21 60:20	153:11,14,20	239:15,20 240:6	144:8 145:13	dealing 258:16
61:1,4,10,15,20	154:3,11,19,21	241:1,6,10,12	189:17 214:15	dealt 238:1
61:22 62:2,5,8,14	155:1,4,8 156:1	243:20,22 245:3,7	217:17 229:16	dean 29:10 159:3
62:21 63:1,6 64:5	156:13 158:1,3	246:7,14,20,22	Curry 4:15 77:13	160:20 161:9,15
64:7,11 65:14,16	162:2,5,9,17,19	247:11,14,18,21	246:15 278:13	161:16,22 162:12
65:19 66:12,18	163:1,6,11,14,21	248:3,10,14,16	customer 217:21	163:19 164:12
67:12,15,18,22	164:8 166:20	253:2,5,16 256:21	customized 95:17	165:10 168:3,3,3
68:5,8 70:3,5,9,16	167:1,9,11,17,20	257:9,12,17 258:7	cut 121:9	172:13,16 178:3
70:19,22 71:6,8	168:15 169:3,11	263:16,20,22	cute 115:11	179:15 272:22
71:11 72:6,10,20	170:1,4,7,16	264:9,14,16,21	CV 30:18	deans 126:21
74:2,6,9,16,17,22	171:6,9,14 172:5	265:2,4,7,10,14		155:12,12 156:22
75:4,10 77:6,10	172:20 173:5,9,17	265:17 266:3,6,13	D	157:6,8,13 158:8
77:21 78:1,7 79:5	174:1,21 175:17	266:16,18 267:2	D.C 10:9 81:15,17	158:8,13 159:9,11
79:10,16,18 80:3	175:20 176:1,4,7	267:11,17,21	182:6 183:7,13,18	160:8,8 161:12
81:4,21 82:1,4,7	176:11 178:12,18	268:3,7,9,14,16	184:4,7,11 188:11	162:16 168:20
82:13,17,22 83:5	178:21 179:2,6	270:14,17 271:12	202:12 203:7	169:15,19 170:10
83:11,17 85:12	180:20 181:1,15	271:16 272:18	243:19 249:21	170:13 171:1,2,3
86:9 87:12,15	181:17 184:14,16	273:8,11,13	275:7 276:9	172:2,3,10 175:11
88:1,4,8,13 89:15	184:20 185:1	274:17,20 275:22	data 37:11,16	175:11 178:15
89:20 90:4 94:19	186:2,4,7,12,19	276:6,11,15 277:6	date 56:10 65:9	180:10 251:18
94:22 95:2 98:14	187:21 188:7	277:9,12,18,22	256:9,10 273:11	debate 18:2 138:2
99:1 102:11 104:7	189:8,14,19 190:4	278:3,11,12 279:7	dates 27:19 37:1	169:18
104:14 105:5,9,11	190:6,10,13,17,20	criminal 83:15	David 12:16 17:20	December 25:1
105:15,22 106:5	191:9,17,21 192:5	84:4	184:1 204:18	182:18 193:6
106:16 107:3,5,13	192:8,12,15,17	crippling 263:8	205:1	decide 22:13 26:4
108:3,10,13,15	193:4,8,11,14,16	criteria 34:18	day 53:10 86:18,19	165:6,6 200:5
			104:6 126:1,4	

decided 218:11,14 218:22	277:1	direction 17:10 85:4 94:10 126:17 160:2 189:7	132:10,15	236:10 241:5 253:12
decides 219:22	Department 63:8 63:15 76:2	directly 226:22 254:18,22	distinguished 76:10 78:20	domestic 213:10,19 231:15
decision 16:10 22:1 46:22 56:2 145:17 145:19,21 164:22	depending 251:10	director 2:5,6 29:11 33:10 76:3 143:18 151:18 214:14 228:2	District 1:1 4:6 10:1 11:14 12:14 28:20 29:4,21 30:2 33:13 39:12 40:3 49:9 58:10 64:18,21 65:5,8 76:20 81:9 85:5 155:16 179:22 182:6,8,13 213:8 214:3 216:12 222:5 223:4 227:22 241:21 242:5 248:21 249:1 250:12 258:9	Don 247:7,8 265:15 DONALD 2:7 door 39:7 72:11 118:3 216:18
decisions 161:3	described 125:21	directors 126:21 207:14 217:16 220:5 239:11,14 240:9	diverse 213:14 236:2,13,15 237:13 241:15	double 262:21
decrease 225:15	describing 17:16	disability 78:14	diversify 213:21	downtown 251:5 261:12 262:17
deemed 80:13	designate 209:7	discipline 276:22	diversity 242:4	Dr 4:12,15,18,18 4:20 5:3,16 6:18 8:4,22 9:4 12:9 21:1 25:20 26:1,9 28:18 29:2,22 30:5 31:9,11,14 31:16,19 32:10 35:10,22 38:15 41:21 42:2,2 48:16,18 49:1 50:22 55:16 56:8 57:12 58:3,8 59:10,14 60:19 62:19,22 63:3 64:16,19 65:6,21 66:19,21 67:6 68:15 70:11 71:14 71:19 72:12 73:3 73:6,20 74:8,15 75:6,13,17 76:21 77:13,15,17,19 78:3,3,11 79:7,7 79:22 88:15 106:12 118:4 125:18 127:3 155:21 156:8,15 157:8,16 167:7 173:20 177:18 178:8,10,13,19 179:1,4 184:15 187:1 200:14,21 203:13,16,19,22 204:10 206:13 207:9 228:5 229:2 237:4,7 245:5,9 245:18 246:13,15
deficiencies 238:14 240:13	designed 242:22	disclosed 222:7 231:7	Docket 77:16 78:3 79:8	
define 108:1	desk 160:16	disconnect 97:5 112:6	document 70:13 82:15 188:5,9 193:18 206:22 207:7,9 208:22	
defined 66:9 169:10	despite 41:2	discretion 166:5,6 167:22	documented 114:8 121:8	
defines 80:11	detail 92:13 233:21	discrimination 63:7,13	documents 261:17	
definitely 36:10 258:7	deter 54:22	discuss 38:20 179:10 200:14 269:5	doing 35:16 38:3 91:7,14 92:20 93:2 96:20 99:3 99:22 101:11 102:15 103:3 109:10 114:20,22 118:20 119:18,20 120:17 124:4 150:6,7 154:4 159:9,10 168:7,17 168:18 177:10,16 229:2,14 230:11 230:11 234:1	
definition 130:20 138:22	determine 121:2	discussed 17:2 245:11		
degree 15:16,18 18:3,3,9 20:10 21:13,14,15 23:10 76:4 183:6,12,17 184:2 186:11 211:11 243:16,16 244:9	determined 29:15 64:22 76:16 134:6 193:13	discussing 276:20		
degrees 20:11,16 21:8,10 23:7 243:15	develop 131:17 141:16 253:8	discussion 5:19 8:8 8:12 10:19,20 11:22 15:5 25:16 29:2 30:10,10 64:8 65:17 70:1 71:9 74:7 77:7 78:4 79:6 81:21 81:22 82:2 90:4,8 96:11 127:18 130:18 148:7 156:2 175:2 180:21 204:15 242:4		
delegated 156:11	developed 121:16 236:7			
delight 276:6	developing 110:22			
delighted 55:16	development 29:12 33:11 45:17 80:7 82:19 97:9,19 98:3 102:9 120:7 130:22 243:14 248:5			
delineated 129:21	devil's 115:4			
deliver 150:17 242:16	Diana 28:18 29:2 29:22 41:9 58:8			
delivery 252:22	difference 127:1			
demand 126:20	different 39:1,8,9 39:10 42:10 62:18 74:13 109:14 111:2 130:3 146:12 147:4,15 161:3 167:2 171:11 250:10 252:14			
demarked 114:8	differently 166:19			
demographic 208:4	difficult 49:1,6			
demonstrate 132:2 239:2	direct 49:8 59:22			
demonstrated 112:7	directed 10:6,8 81:13 89:12 184:10	discussions 49:18 62:9 148:15 184:17 201:10 204:13		
demote 145:14		distinction 70:7		
demoted 144:9				
demotion 147:1				

251:17 267:7,10 268:2,4,8 271:12 273:17 274:19,20 276:5 277:8 278:10,13,16,16 278:18 279:1,9 drafted 59:16 drafting 90:11 draw 96:5 250:15 drawing 122:5 dress 177:3 due 118:18 duties 29:18 69:4 86:19 Dwight 2:7 206:17 206:19 218:22 Dyke 4:16 41:4 47:2 268:10 278:14 dynamic 207:16 208:7 276:9	181:13 212:21 237:12 245:21 274:9 eight 209:12,12 210:21 211:17 eighth 129:7 211:18 either 15:6 18:5,6 25:18 33:9 35:7 72:13 127:9 144:3 214:21 242:2 263:4 Elaine 1:9,11 elected 76:9 election 6:9 11:6,9 16:15 20:2,15 24:8,13,14,17 26:16,19 27:7,18 27:22 28:11 elections 11:8,16 16:8,11,16 19:6 27:17 eligibility 15:6 eligible 15:12,21 16:14 17:17 210:13 eliminate 157:3 173:19,20 174:3 180:4 261:11 262:22 263:1 email 223:15 Emeritus 77:16,18 78:4 emphasize 104:22 201:6 employ 217:15 employed 84:8 employee 2:5 84:2 86:4,5 102:1 107:11 113:8 119:15,18,19 120:13 121:3,12 131:10 139:6 140:20 141:1 143:18,19 employee's 84:11 146:5	employees 84:16 88:3 91:14,15,19 96:8,18 98:9 113:20 115:18 119:2 126:5,11 128:8 131:18 146:2 148:4,8,12 277:2 employment 83:20 276:21 empowered 22:21 encounter 80:8 86:20 encourage 127:3 ended 249:3 endorse 93:21 ends 111:16 energetic 39:5 energized 221:4 energy 36:2 39:11 40:14 233:20 engage 211:2 219:11 224:2 244:9 engaged 23:5 46:9 130:13 158:12 244:6 engagement 23:1 85:8 127:10,12 162:6,12 209:8 239:10 enjoyed 235:15 enrollment 206:18 206:20 207:14 208:1,1 217:8,10 217:21 218:6 220:18 222:20 225:12 226:1 232:15 235:19 240:5 246:4,9 270:10 ensure 96:14 158:19 159:2,5 272:5,21 ensuring 162:11 enter 216:18 entering 213:3	entertain 220:22 enthusiastic 41:8 42:8 entire 16:1 245:15 entitled 131:22 132:1 entity 20:14 50:3 enumerated 220:20 environment 152:17 241:4 environmental 76:13 216:9 equals 140:9 equation 161:9 equipment 60:3 ERROL 1:14 errors 238:8,12,13 especially 22:21 227:21 276:5 essence 87:11 217:9 essential 272:3 essentially 7:12 189:16 217:8 established 99:21 113:11,12 139:5 establishing 118:14 119:14 120:10 establishment 217:20 249:22 estate 269:18 evaluate 129:12 216:2 evaluated 106:14 111:17 122:22,22 123:22 124:1 133:2 evaluation 91:15 92:1,7 93:8,12,22 94:2 97:22 100:13 114:1 128:7 129:18 140:12 153:3 239:13 276:22 evaluations 89:10 94:9 122:10 evening 56:16	206:21 234:13 event 177:3 everybody 46:13 54:12 125:3 138:3 243:1 everybody's 116:2 everyday 229:12 everyone's 151:12 151:13 evident 111:13 exactly 36:12 38:10 47:8 67:1 73:6 100:21 107:3,5 109:9 136:4 140:21 171:5 176:11 188:4 190:17 240:12 244:17 257:22 example 24:1 37:12 86:14,16 87:8 208:11,20 210:1 210:20 218:8 223:14 239:11 255:19 263:15 examples 152:16 216:5 263:12 exceed 65:8 149:12 exception 47:2 exceptionally 73:9 exchange 83:8 excited 34:14 36:7 36:8 41:17 236:18 237:11 268:17 269:7 excitement 39:11 exciting 53:22 Excuse 137:6 214:7 executing 153:10 executive 2:2 3:5 6:10 9:16,19 29:7 30:1 33:9 58:9,22 60:15 62:11 63:22 75:12 95:20 155:11 162:11,19 167:4,5,13 168:4 168:5,6,8,18 169:10,13,17
E				
earlier 92:16 114:19 221:8 earliest 89:13 early 251:21 earning 75:21 easier 204:1 easy 274:6 educated 78:11 education 29:10,13 36:21 37:7 63:8 63:16 86:10 87:1 152:17 158:18 235:19 242:19 243:11 265:22 275:1 educational 29:8 32:15 Educations 235:18 effective 30:3 77:1 97:1 151:13 271:20 effectively 261:21 262:20 effectuate 244:14 effort 60:6 81:6				

171:20 172:1 173:3,4 174:14,19 174:22 175:2,7,9 175:12,15 176:12 176:16,18 177:8 177:16 197:20 200:2,7 270:18 273:15 276:19 277:9 exist 38:4 149:4 270:4 exists 163:9 exit 99:13 expect 47:4 93:15 192:22 262:7 expectation 18:8 131:17 144:6 145:5,7 146:21 148:12 expectations 48:8 114:19 129:13 143:20 144:2 148:10 152:5 expected 56:5 107:7 expecting 113:20 113:21 259:14 expenditures 258:21 expenses 249:2 expensive 245:22 experience 29:6,18 33:9 35:18 43:22 52:1 54:8,10 71:2 75:21 212:2,11 216:17,22 222:4 239:2,3,6 experiences 217:1 242:2 expertise 78:22 158:17 160:1 explain 131:18 extend 275:17 extended 56:5 65:1 78:18 extending 75:5 extension 63:4	64:16 65:5 extensive 75:20 95:8 extent 23:13 40:6 90:11,19 115:15 122:13 123:20 127:8 150:4 180:3 extenuating 65:2 external 216:11 218:17 extraordinarily 37:6 eye 18:1 114:9	215:21 223:5 231:12 fallen 223:5 far 22:19 33:19 40:5 137:9,19 147:2 FASFA 222:11 fast 168:12 214:9 247:10 fate 56:2 fault 107:16 favor 5:20 8:12 10:20 26:11 58:7 60:21 62:9 64:9 75:5 77:8 79:6 88:21 89:4 154:12 154:16 181:1 206:4 fear 243:7 February 24:15 25:3,4 Federal 210:2,4 250:5,11 feel 22:21 165:4,11 272:22 feeling 243:9 fees 182:9 189:22 192:13,20,21 193:12,16,20,22 250:5 fellow 98:21 felt 21:19 34:6 35:21 41:16 Felton 1:13 4:16,17 6:21 7:2,9,14,18 7:20 8:1 10:18 13:5,8,12 27:5 30:8 55:3,10 60:22 61:2,5,14 61:17,21 62:1,3 68:11,13,16 88:18 90:2,5,7,9,19 91:17 92:11,17,22 93:4,15,19 106:20 107:1,4,6,10,15 108:4 109:13,17 110:1,12,15,17,20	111:3 112:10,16 112:19 113:15 119:8 121:20,21 122:12,15,19,21 123:2,13 130:10 131:13,15 133:9 133:12 134:3,14 134:17,21 135:3 135:10,13,17 136:2,5,22 137:3 138:11 140:11,16 140:19,22 141:5 143:15 145:16 146:1 148:19 156:3,6,9 157:5 157:14,21 168:13 173:11,13,18 176:9 184:19,21 185:1,2,9,13,20 186:3,6,8,10,14 186:17,21 187:16 188:5,10 190:15 190:19,21 191:5,8 195:12 197:3,4,9 197:14,17,21 198:2,4 204:9 214:7,10 221:2,3 221:7,10,16,20 222:1 244:1,22 245:2 247:1,2,12 249:5 252:14,17 257:4,6,11,13,18 257:22 258:3 263:10,14,18 264:7,11,22 265:3 265:5,9,13,16,20 266:5,7 278:2,14 278:15 279:8 fiduciary 158:19 field 21:13 251:14 fifth 207:2 fight 43:4 fight 274:6 figure 12:17 37:14 37:22 104:1 139:21 file 84:13	fill 168:2 filled 84:9 filling 71:15 final 10:2,7,9 73:19 121:16 179:11 181:18 182:1 183:1 184:11 192:18 193:18 194:5 205:1,9 finalists 32:3 finally 58:16 finance 9:14 235:7 247:1 257:21 265:12 financial 2:7 53:12 60:3 209:20 210:16 211:5 214:22 216:2 218:15 219:2,3 220:6 222:10 229:20 230:2 233:13,18 239:7 243:8 245:20 247:5,15 259:5 find 37:15 67:20 91:9 92:2 114:2 119:17,19 122:4 207:17 223:1 findings 238:2,5 fine 58:3 198:2 finished 253:18 first 5:13 6:13 8:17 9:6 12:18,22 16:9 17:16 51:2,3 56:16 65:20 79:19 116:12,13,18 122:4,9 132:20 133:1 140:12 150:7 177:4 210:4 229:7,9 231:11 248:21 258:16,19 firstly 238:20 FIS 191:4,7 192:10 193:20 194:11,13 196:11 197:2 204:7 205:6 fiscal 233:18 252:6
F				
face 49:16 251:16 faced 54:14 238:18 Facilities 268:18,19 270:6 fact 15:15 22:22 35:20 41:2 54:20 73:2 85:22 91:18 98:9 126:9 132:14 156:19 158:14 160:22 165:13 243:6 factor 116:8 faculty 44:18 45:17 46:6,18,19 75:22 76:9 128:5,5,6,13 128:14,18 129:3 147:4,4 148:8,15 161:11 162:6,12 163:3,17 164:7,21 165:1,8,12,22 166:8,14 178:1,3 209:15 211:6 219:12 270:19 272:2,8,8,9,10 fail 139:13 141:17 143:9 failed 108:22 109:4 142:13 144:1,6 145:5,7 146:21 fails 107:22 fair 50:20 fairly 91:4 247:10 fall 152:4 184:3				

260:17	240:11 273:1	fronts 270:8	116:18 121:2	212:10,14 219:1
fit 34:20 210:15	formed 201:7	fruit 44:4	138:16 150:12	234:9 238:13
269:22	former 38:17	frustration 47:21	152:21 159:10	242:17 243:13
fits 91:10	forth 188:3 201:11	full 13:4,12 14:9	169:21 170:8	244:17 246:10
five 111:2 147:12	251:13	60:16 61:8 64:2	178:4 223:13	247:8 251:6
147:17 148:1,16	fortune 78:10	69:4,9 73:18	228:11,22,22	255:17 257:5,18
148:22 149:3	forward 38:11	185:5 187:18	248:7 260:20	261:10,15 271:14
152:9 217:11	55:15 56:4 71:4	188:11 198:3	264:10 271:10	272:17 273:15
231:20 232:10,11	73:17 150:5,14	201:14 278:1	give 7:6 8:3 32:3,17	277:7
fix 128:19 182:9	204:8 215:10,17	full-time 184:2	35:9 37:12 38:20	goal 22:4 107:6,12
264:6	220:11 234:1	185:4 186:5 187:3	41:13 44:10 82:5	107:20 108:1
fixed 14:8 164:11	239:13 240:18	188:14,18 189:10	94:8 107:10 112:1	220:16 224:13
flagship 22:14,16	244:9 246:8,10	189:12 190:2,6,14	117:9 140:14	230:16 231:18,20
181:19 182:3	273:4	196:3	180:10 208:11	goals 113:11
183:5,13,17 185:6	forwarded 33:6	fully 21:21 26:5	216:5 217:14	118:14 120:11
188:13 204:18	found 108:18 202:3	69:5 79:3 137:22	230:5 233:11	224:9,11 234:14
224:15 226:3	202:4 238:18	201:15 210:5	250:3 265:21	goes 111:7 116:10
focus 21:16 179:17	foundation 59:4	229:16 230:11	272:13	163:16 201:20
207:5 214:17	182:5	functioning 15:3	given 17:14 72:15	going 14:8 16:11
217:7 220:10,14	four 18:3 45:10	179:16	141:3 159:20	17:13 18:16 25:19
233:11 255:14	46:16 147:7,17,22	funds 250:2 258:17	160:12 242:15	28:1 39:13 43:8
265:19	148:16,22 149:2,3	258:19,20 259:21	gives 54:4 117:6	51:3,6 52:21 58:2
focused 36:15	175:10 177:8	furiously 67:20	139:19 145:13	59:11 68:1 71:4
179:19 265:11	207:4 213:7	further 8:8,12	165:12 276:18	80:3 84:22 100:7
focuses 208:2	214:19 217:11	62:20 64:8 71:8	giving 27:19	101:3 112:1 113:4
220:19	235:5	79:6 81:7,12	109:12 150:18	116:2,6,7 118:12
focusing 96:12	fourth 52:22 152:8	82:16 138:5	271:15	119:4,5 124:16
119:11	framework 106:21	180:21 184:9	glad 65:21 227:5	125:19 126:2
folks 55:11 67:19	131:16	204:14	230:17 248:7,11	129:6 141:5
83:2 92:16 103:2	frank 91:22 99:6	future 129:8 234:2	gladly 145:10	143:11 148:14,22
130:12	FRANKEL 278:8	257:7 272:20	globally 207:21	150:13,19 151:11
follow 55:18	Franklin 2:2 4:4,8		go 6:15 7:7 13:8,13	151:14 153:16
171:17 177:1	4:10,11,12,15,18	G	19:3 39:5 48:13	160:2 164:11
248:6	4:21 5:1,3,5,7,10	general 2:3,4 4:21	58:21 60:11 92:3	165:14 179:8
follow-up 229:13	5:13 6:2 190:14	10:5 16:15 81:13	95:2 97:12 103:6	189:7 195:8
following 59:16	271:2 273:9,10	89:12,22 107:11	105:10 113:7	196:18,20 198:8,9
93:13 216:4	278:6,10,13,16,19	122:2 129:3	119:1 122:5	198:19 200:16,21
follows 52:5 167:21	278:21 279:1,3,5	164:10 175:6,21	125:16,20 129:6	206:17 207:19
footed 50:17	fresh 42:14 43:10	181:20 184:10	133:7,10,11	209:19 210:3,6,10
footnote 249:17	106:7 238:17	185:4,5 197:11	134:13 137:9,18	211:13 212:16
force 47:20	freshman 215:19	199:13 278:19	138:5 139:19	213:5,13,18,19
forced 151:22	Friday 240:9	generating 53:11	150:14 157:12	214:9,17 215:10
forego 277:21	front 7:13 48:2,3	generic 175:8	171:19 175:13	215:17 217:10,15
forget 200:12	48:16,18 113:18	gentle 177:19	183:4 184:18	218:19,21 219:14
form 140:1 179:11	119:14 120:13	gentleman 177:20	190:15 195:16	220:4,14 226:7,12
180:8	159:21 206:21	Georgetown	200:6 201:2	227:1,5 229:8
formal 168:1	255:8	223:19	206:10 207:2	230:10 233:14
		getting 24:19,20		

237:12 243:1	gratitude 21:19	38:6 112:21 113:5	high 35:5 37:8	hour 183:8,10,11
256:11 266:11	great 8:16 40:9	114:1	158:12 179:16	183:14,15,19,21
267:18,19 269:8	48:17 52:14 70:19	happy 78:17	213:14	184:7 188:20
good 27:3 48:19,20	124:6 160:12	236:11 237:8	higher 87:1 132:3	189:13
49:14 73:11,11	181:15 221:12	238:16 246:11	135:15 152:17	hourly 185:14
74:5 78:10 84:6	238:10 260:7	276:11	159:3 172:13	hours 185:9,10,15
86:7 88:7 90:13	265:8 266:2,6	Harassment 62:17	226:2 235:18,19	185:19 186:1
91:4 117:6 133:7	268:9 274:9	63:11,13,20	241:18 243:11	189:11
158:5 206:21	275:22	hard 37:6,15 44:7	244:20 252:12	house 270:11
226:16 229:20	greater 40:6	274:8 275:16	275:1	houses 212:3,5,6
234:17 239:20	greatest 41:1	hat 235:8	highest 130:12	housing 267:16
241:8 269:16	241:20	Hatchett 219:5	159:22 161:5	270:3
270:12 273:20	group 178:16	haul 39:3	highlight 247:9	HR 32:16 70:7 87:8
275:14 276:15	241:15	HBC's 223:19	highlighted 245:19	93:21 119:3
gotten 49:13	groups 45:10 46:3	head 26:19 36:20	highly 34:3 151:13	131:17 146:20
governance 3:6	growth 182:16	130:4	160:21 215:3	150:16 171:10
22:10,17,20 266:9	213:7 218:1	heading 171:22	hired 165:10	181:6 235:6
271:20 272:5	220:15 230:21	Health 76:3	166:16 214:14	human 2:4 32:8
276:7	231:8,15,21 270:1	healthy 83:7	historically 250:9	68:19 145:20,22
governing 59:17	guess 18:12 19:9	hear 18:13 30:15	history 19:13 82:19	hundreds 92:6
government 26:20	95:22 96:10	32:9 35:4 42:20	hit 135:22 189:11	
27:13 47:16 49:9	136:13 138:9	55:20 90:16	hitting 135:21	I
179:22 248:22	158:22 159:1	115:17 138:18	hold 20:9 68:1,21	idea 27:4 92:1
277:1	166:17 178:5	153:15 187:1	117:5 118:15,20	129:17 138:1
GPA 255:2	189:22 191:11	236:19 237:9	119:1 124:19	identification
Grad 230:18	197:4 238:9 259:6	246:11	148:11 149:20	116:18
grade 95:22	guidance 63:8,14	heard 160:9 236:12	150:10 245:12	identified 75:7
graduate 15:21	90:10 235:4	248:8	holding 91:15	85:18 86:15 208:6
181:19 182:4	guide 207:12 208:2	hearing 8:7 10:20	92:16 117:16	identifies 80:5
183:17 204:18	142:21	117:22	118:9,13 239:18	identify 91:18
213:12 224:16	guys 39:21 115:21	heavily 213:20	274:3	113:9 214:18
230:22 231:2,8,14	256:19	held 102:14 123:17	holds 124:17,18	244:14
231:16,16 243:16	H	124:11	home 178:6 253:6,7	identifying 262:7
graduating 233:1,4	half 222:8	help 38:21 40:15	253:9 264:5	image 216:15
graduation 36:14	hall 86:17	83:8 93:22 94:9	homework 40:1	imagine 37:2 55:6
216:19 232:17	handle 55:2 260:2	101:3 119:1	honest 53:5 54:13	immediately 36:19
grandmother's	haphazardly	207:14 235:5	96:18	113:8 250:16
275:9	215:12 230:12	244:8 265:17	honesty 237:21	impact 83:19 215:3
grant 213:20	happen 74:20	275:20	honor 78:18	233:18 250:7
249:22 250:10	117:2 133:21	helped 40:20	hope 18:10 22:6,20	implement 91:12
251:13 262:6,17	275:15	helpful 30:14,18	23:3 25:4 44:5	93:7 133:17
granting 183:6,12	happened 117:12	254:16	55:3 94:15 144:14	150:10,16 209:19
183:18 184:2	201:19 219:21	helping 238:22	201:8 224:21	226:20 246:10
grants 250:5,11,11	happening 100:9	helps 92:2 94:11	242:6 248:5	implementation
250:11 251:19	102:17	255:12 256:6	272:19	123:10 126:3,17
granular 216:5	happens 8:18 38:5	hey 230:4 243:2	hopefully 102:16	217:19 271:21
239:8		hide 54:15	179:11 270:7	implemented
				122:13 124:9

153:16	169:17,19 172:11	218:18 223:13	interested 211:7	88:10 181:17
implementing	178:16 273:1	235:16 242:15	221:13 223:3,8	items 6:3,6,14,15
120:3 209:11	includes 236:19	246:9 265:22	244:8	7:8,11 8:19 9:2
211:13	246:5 255:15	informed 236:9	interestingly 38:22	58:20 79:13
implies 133:20	including 12:15	infrastructure	interfacing 217:3,4	200:11 201:4
important 36:6	46:6 76:1 157:6	53:10 160:10	interim 26:18	208:7 244:20
40:19 42:20 48:5	161:13 162:13	initiative 266:22	64:17,20,22 65:7	
50:6 51:8 73:9	252:5 268:21	initiatives 14:12	66:3,4,19 67:9	J
74:11 141:15	inclusion 272:1	innovative 37:21	69:3,8,19 71:3,16	James 1:16 219:1,4
148:3 150:20	income 60:4	input 18:14 73:18	267:8	Jane 230:3,4
161:14 257:21	inconsistencies	161:10,12,17	interloping 215:16	240:20
impressions 32:4	172:6	165:1,13 166:14	international 213:9	janitorial 87:15
impropriety	inconsistency	178:1 272:8	231:16	January 25:3
272:14	169:9 170:15	inquiry 208:3	intervene 211:10	199:19
improve 89:9 111:9	incorporated 60:10	218:10	interview 34:11	Jennifer 2:5 143:17
111:13 117:13	63:21 130:6 183:2	insecure 243:9	35:17 55:17	Jerome 1:13 58:2
133:3 134:7	incorporates 63:14	instability 159:17	interviewed 34:8	130:11
143:22 150:6	incorrect 13:16	institution 16:2	35:21	Jersey 35:4
improvement	203:19	21:20 22:4 23:9	interviews 30:15	job 29:18 33:21
99:20 100:19	increase 182:19	47:10 48:15 52:16	32:2 36:18	35:16 36:6 43:17
101:7 103:5	193:22 195:1	73:10,13,16 78:15	introduce 56:14	55:1 69:4,5,7,9
108:12 109:4	202:8 203:14	87:1 96:14 98:5	introduction	96:20 98:16 99:4
133:18 141:17	208:3 231:13	159:8 160:10	115:10	103:4 115:13,15
142:14 143:9	263:4	161:1 164:14	intrusive 215:15,16	229:21 232:19
144:3,7 146:19	increased 192:21	207:20 213:17	invest 111:14	233:5 246:3
improving 213:2	increases 183:5	221:18 222:13	invite 275:18	jobs 37:9,10 38:4
214:5,13	235:19	241:17 243:2,13	involve 163:16	Joe 137:7
imprudently	increasing 182:15	252:11	involved 72:18	joke 118:2 219:21
227:19	193:20 207:14	institution-wide	273:5	JOSEPH 1:12
inadequate 96:6	209:11 213:1	22:11	involvement 44:18	JOSHUA 1:15
97:15,17 98:1,7	index 182:17 193:6	institutional 2:2	44:19,19,22 162:6	judgment 161:6
98:12 101:14	indicated 10:4	210:6	162:10 163:3	July 64:1
102:6,10 104:3,9	222:12	institutions 47:13	178:3	jump 176:14
106:8,11,19	individual 120:6	91:5 158:10 160:3	issue 15:1 23:20	June 3:3 5:15
107:21 108:8,18	160:14 235:3	insulting 44:5	81:18 156:7	182:15 272:7
109:9 126:6,12	262:17,19 272:12	intend 17:21	157:17 164:5,11	jurisdictions 83:13
138:22 139:7	individually 276:3	169:12	177:22 216:7	
inappropriate	individuals 73:15	intended 175:8	242:11,16 245:16	K
172:17	industry 68:20	211:11	253:10	Kathleen 77:16
incentivize 210:11	influence 138:22	intent 168:16 174:3	issued 63:8,15	keep 80:3 94:13
include 12:14	influences 216:11	190:22	issues 28:14 121:17	96:4 106:20 114:9
17:21 129:10	218:18	intentionally	160:4 190:18	135:6 139:20
164:20 165:8,21	inform 96:8	219:15	201:15 215:3	207:3
191:12,22 192:1	informal 168:1	interacting 217:2	257:16 260:2	keeping 88:19
209:13	information 30:20	interest 40:8	issuing 24:18 247:4	130:19
included 7:4 20:12	34:15 92:13 95:11	206:14 247:13	it'll 42:13	key 100:10 106:14
90:11 162:7	115:10 211:20	265:19	item 5:13 28:18	120:4 124:19
				271:20

kids 87:2 234:17	159:20 160:11,13	land 84:6	legally 66:16	lights 187:21
kind 51:7 107:11	161:4,7,8,17,20	landed 84:5	legislation 83:16	liked 36:4
114:16 152:4	161:20 167:12	language 70:13	legit 66:22	likelihood 86:14
159:16 207:19	168:15 176:3,20	111:8 133:20	Lemus 4:18 278:16	160:19 216:3
211:12 225:20	177:13,20 178:13	139:22 165:7	lengthy 34:1,9	limited 17:14
253:22 255:11	178:19 179:15	171:9,11	lessened 22:8	254:21
258:15 265:22	180:4,4 186:14,21	large 251:12	lessons 17:14	line 92:14 103:14
kinds 55:6 87:16	187:20 188:21	largely 238:12	let's 207:16 208:13	118:2
236:6	191:13,13 193:19	lastly 212:1 216:8	letter 57:6,8 65:11	lines 51:8
KING-BERRY 2:8	197:7,9,12 199:17	220:12	level 23:14 53:5	lingo 218:6
271:11,17 272:19	199:18 201:17	late 92:9 197:18	54:10 91:20 96:6	list 87:13 170:3
277:16,20	224:17,20 225:1,8	launch 152:22	96:6,9 97:6 98:16	177:8
know 9:8 12:22	225:9,10,11 226:9	law 12:16 17:20	101:22 105:16,17	listed 175:11
13:2 15:2 16:7,17	226:10,17,21	22:13 78:14 81:6	106:1,6 121:2	little 30:16,19
16:18 18:20 19:11	227:1,6,7 229:18	181:20 182:7	122:9,18 125:9	32:10 40:20 50:16
19:13 23:16,20	230:16 231:18	184:1 185:5	130:13,15 131:2,8	55:20 62:20 115:4
24:3,9 25:3 27:9	232:21 233:3,11	186:17 188:11	131:11,21 132:2	115:11 155:6
27:14 31:1 36:22	234:19 236:1,5,14	190:16 191:10,12	132:19 133:3,8,15	166:18 169:21
39:14 40:2 43:1	237:11,18,19,21	191:17,22 192:1	133:16,16 134:8	170:9 184:22
43:17 44:3,6,15	238:8 240:19	192:10,11 193:14	134:10,12,13	216:5 250:3
45:16 46:16 47:9	241:19,19 242:1,3	193:20,22 194:4	135:14,15,21,21	255:14 257:7
48:2 49:14,18	242:16 243:2,4,8	195:1 196:3,4,5	135:22 136:5,10	264:16 274:6
50:1,10 51:1,5,7	243:10,12,14,15	202:7,11 203:10	136:11,12 139:19	load 209:10 218:16
51:12,14 52:22	243:18 244:3	204:19 205:2,13	140:6 141:14	218:20 229:9
53:17,22 54:8,9	246:6,8,16 252:11	226:5,7 243:16	144:16 148:13,21	251:20
54:21 55:8 69:16	253:8 254:1	lead 44:8 55:19	152:8 153:3	local 40:10 76:14
69:18 73:17 74:18	255:13,19,20,20	72:15,22 225:9	157:17 158:12	located 80:6
75:15 78:9,12	255:21 256:8,10	leader 27:13	159:4,4,12,22	logically 27:12
83:3,9,20,22 84:1	258:14 259:6	234:15	161:6,16 169:6	long 39:3 177:4
84:7,15 86:10,11	260:20 263:6	leaders 152:21	172:13 173:4	182:10 207:3
86:21,22 87:12	264:4,11 265:20	leadership 47:21	201:9,12 211:1	221:6 235:1 258:4
94:6 95:11,21	265:21 274:4,5,7	53:14 76:1 158:20	213:10,12,14	258:6 264:7,9
96:7 97:1,10	274:8,22 275:14	161:6 164:14	233:20,20	longer 156:10
98:10,11,12,17,20	276:7	275:13	levels 95:9,22	157:2 218:10
99:3,9 103:18	knowing 38:18	leading 110:16	110:11 111:2	look 9:5 87:5 91:4
104:3,17 107:12	knowledge 29:6	162:16 176:19,21	130:19 135:2,6	91:5,6 94:4
111:1 115:4 116:2	75:20	learn 243:3	139:20 147:7	107:20 153:15
116:6 121:6	known 37:5	learned 276:6	157:11 159:3	158:10,15,16
124:10,21 125:5	knows 51:5	learning 48:12	226:1 231:16	165:17 172:3,19
126:6 130:17	Kris 151:16 238:21	241:18 252:12	239:22	195:10,15 212:22
131:12,16,21	KRISTEN 2:6	leave 18:17 37:14	leverage 123:3	216:1 217:10
139:15 143:4		38:1 166:14	210:7	234:1 236:12
147:22 148:14,15	L	lecturer 76:11	leveraging 209:22	241:15,16,21,22
148:20 149:19,19	L 77:17	led 21:17	Licensed 76:7	246:7 270:2 273:4
150:3,5 153:15,21	labor 2:5 127:14	left 220:3 259:1	lie 109:8	looked 19:9 73:22
153:21,22 154:4	143:18	legal 66:5,13 67:16	life 21:15 242:19	90:22 91:8 141:9
156:20 157:11	lack 124:21	67:19 69:11	light 22:22	196:2 231:3,6
	lady 41:15 177:19			

244:2	173:20 177:18	100:10,18 132:11	matters 125:11,14	139:3 144:17
looking 25:15 31:8	178:8,10,13,19	137:20 140:14	272:2	212:13 215:20
42:1 60:15 66:12	179:1,4 184:15	155:19 159:22	MATTHEWS 2:5	246:21
73:2 77:2 87:18	187:1 200:14,21	174:14 218:9	143:13,17 144:12	meeting 1:5,9 4:5
91:2,12 95:5	203:13,16,19,22	226:17 242:5	144:20,22 145:4,9	5:15 6:14 9:9,18
129:11 160:15	204:10 206:13	man 67:3 257:21	145:12,18 146:4	14:10,14 26:7
167:9 171:10	207:9 228:5 229:2	manage 48:4 94:11	146:11 147:9,11	28:2 43:15 56:9
206:1 213:7,13	237:4,7 245:5,9	122:21 238:11	147:14,18	64:1 104:1 115:17
225:10 231:13	245:18 246:13	241:4	mayor 56:14	127:17 138:15
242:7 258:8 259:4	251:17 267:7,10	management 88:12	mean 12:13 47:13	152:5 252:7 257:7
looks 12:13 53:14	268:2,4,8 274:20	89:8 107:8 114:9	52:16,19 61:10	265:11 266:4
58:19 74:12	277:8 278:17,18	122:16 127:16	67:10 73:8 97:21	268:5 269:4 270:6
152:16 201:3	279:9	143:20 206:18,20	99:2,3 102:8,14	272:7 273:9
214:2 259:6 261:1		218:6 246:4,9	123:3 124:18	274:16
lose 141:6 223:9	M	259:4	125:22 126:6,14	meetings 130:18
losing 168:12	ma'am 115:1 119:9	manager 93:22	128:2,20 130:19	246:16 272:3
lot 9:2 37:12 74:12	206:3 235:13	208:2 222:20	131:12,15 135:2	276:17
83:21 85:17 87:2	268:1 277:14	239:12	135:15 142:4,12	meets 147:21
117:10,10,14	Madam 5:10,16	manager's 113:7	147:7 148:3,11,20	member 46:11
158:16 159:9	6:22 12:1 30:11	managers 94:5,11	148:21 151:14	208:14 230:18
201:9,20 204:1	44:14 56:17 57:16	113:19	156:7 158:5 159:8	members 1:10
228:1 230:19	60:17 65:18 67:9	managing 48:8	159:19,20 160:13	11:16 33:7 34:7
245:19 257:14	70:2 71:13 77:20	mandate 164:6	170:2,5 173:22	55:20 56:14 98:21
262:5 268:21	78:8 81:20 82:20	mandatory 120:16	174:3,15 175:1	181:10 230:19
269:5 275:8 276:7	85:10 89:5 94:21	manner 271:4	178:13,17 197:11	245:9 274:20
lots 152:19	95:12 121:18	manual 219:20	224:19 225:14,16	mention 238:22
loving 267:6	125:18 130:7	manually 91:8	226:10,14,15,22	mentioned 14:19
low 141:14	137:2 140:15	manuals 153:13	227:5 230:18,20	67:6 146:8 269:19
luck 234:17 276:15	148:19 156:5	marginal 91:20	231:20 232:12	met 30:22 34:12,13
Lyons 1:16 4:19,20	157:22 177:18	97:6 98:10 99:8	233:12 241:14,20	104:20 182:21
5:16 6:18 8:4,22	180:17 181:21	101:6 102:3	242:7 243:3	268:19 269:2,15
9:4 12:9 21:1	192:3 195:2 204:2	104:18 126:12	257:18 263:6,7	methodology
25:20 26:1,9 30:5	206:13 237:4	130:21	meaning 171:17	209:11 211:16
31:9,11,14,16,19	245:5,9 247:2	marked 82:15	228:20 230:3	229:10
32:10 38:15 42:2	257:4 268:2	marketing 220:14	means 96:19 97:7	metrics 233:6
48:16,18 49:1	magnitude 55:5	220:19 221:16	104:3 109:10	metropolitan 183:9
55:16 56:8 57:12	main 177:3	Mary 1:15 35:7	172:2 175:3 199:3	183:14,20
58:3 59:10,14	maintaining	230:3,4 240:20	208:13 212:3	mic 12:9,11 20:8
60:19 62:19,22	207:15	Master 129:5,7	216:9 218:4	143:16
63:3 66:19,21	maintenance 87:16	130:6	meant 267:6	mic's 79:22
67:6 68:15 71:19	87:17	Mathews 143:17	measures 108:2	MICHAEL 2:2
72:12 73:3,6,20	major 181:20	matriculation	meat 201:4	microphone 12:6
74:8 77:19 79:22	211:11	210:7 219:11	media 211:17,19	19:1 111:11 113:1
88:15 106:12	majority 145:14	matter 66:5,11	meet 34:17 55:16	132:22 135:7,10
125:18 127:3	238:5	96:1 185:15	99:9,20,21 111:20	169:2 187:8 269:1
155:21 156:8,15	making 24:18,19	193:19 223:19	112:3,7,9 131:1,9	mics 113:4
157:8,16 167:7	46:21 48:8 56:1	226:17 279:11	131:11 134:10	mid 100:15 112:12
	75:6 90:21 92:4			

112:14 120:19	Monday 240:9	81:19 89:18,20	217:9 223:17	262:10
mid-year 92:7	money 36:5 95:15	156:1 163:5,17	226:12 228:1,1,3	north 153:21
112:11	188:20 210:6	164:1 180:20	229:6,11,15 230:5	nos 75:10
middle 262:12	228:1 229:6	184:16 204:12	233:11 235:4,5,7	note 135:14 195:5
military 52:1	250:18	277:8,12	236:7 241:20	notice 10:7,9 52:15
million 52:17 53:2	monitor 91:13 92:5	moving 17:10,15	242:8,10 252:22	79:20 80:19 81:14
53:21,22 259:7,10	100:11 117:10	28:11 53:21 55:15	253:8 264:4	88:21 182:1 183:1
261:2	monitoring 60:6	56:4 71:15 73:16	266:21 268:11	184:11 192:18
Mills 2:3 20:6	113:6 270:3	83:14 84:20 94:9	270:1 277:4	194:5 276:18
27:16,21 28:4,7	Monroe 29:11	126:16 200:13	needed 64:9 180:2	notification 140:18
28:14 127:9	36:20	204:16 215:10,17	221:5 235:1	141:3
128:19 195:10,16	month 249:3	239:12 240:18	246:17	notified 250:20
195:19 202:6,11	monthly 127:13	Myrtho 2:4 31:9	needs 72:6 96:14	notion 209:21
202:18 203:1,5,11	247:4 255:21	32:7 85:18 90:16	196:15 210:18	November 24:22
203:15,20	months 71:3 93:18	138:10	213:15 219:1	26:6 30:3 56:7,10
mind 15:3 85:14	111:19,22 112:11		269:15,20	180:15 197:6
106:21 168:11	113:16 114:7	N	negative 216:14	200:17 266:4,5
Mine 234:8	116:14 141:10	name 20:14 42:4	negotiated 128:22	273:9,12,20
minimally 103:3	morning 118:3	237:5	negotiation 275:19	November's 197:18
minimize 121:17	motion 6:1,20 8:8	national 37:18	negotiations 129:6	NSF 61:22
minimum 111:21	10:11 11:1,17	40:11 59:3 76:14	net 214:1 249:2	NTR 214:1
143:22 144:2	25:15 26:14 28:21	163:10 164:3	never 14:4,9 24:4	nuances 207:19
146:16,17	30:4 58:14 60:13	nationally 37:5	141:2,10 178:2	number 21:8 33:4
minus 128:13	62:15 64:12 75:11	38:6 207:21	222:13 242:18	33:19 153:18
minute 58:1 200:19	77:3,11 80:17,18	214:19	new 6:6 8:19 10:13	182:14 188:17
271:10	89:14,17 137:20	nature 66:2	11:3 13:3 23:20	195:6,7,9,17
minutes 3:3 5:14	155:3,16,18,19	NEA 128:5,22	35:4 53:13,14	197:7 207:22
5:19 174:22	180:16 206:9	near 129:7	54:20 72:2,9,13	237:15,16 245:10
201:17 245:13,16	277:5	nearly 275:1	73:4 92:22 146:11	249:17 251:19
270:20 271:15	motions 79:11	necessarily 34:10	179:5,6 207:16	numbers 146:12
missed 221:8 257:3	move 6:2 7:12 26:8	69:2 139:15	214:14 266:11	196:1,4,10,16
mission 236:21	54:9 57:15 77:19	158:14 174:15	275:18	197:1,12 199:16
mistakes 48:12	82:1 84:16 123:7	216:14 222:20	news 268:12	203:19 222:15
model 40:12 83:10	133:16 134:8,9	242:12	nicely 269:22	226:6 230:16
90:10 96:4 97:2	149:11 150:5	need 8:8 17:22 24:6	niche 207:17 223:2	numeric 224:9,11
149:13 151:13	154:5 155:6	53:9 66:15 70:10	223:3	Nurse 221:1
240:22 241:3	199:21 204:8	72:22 90:1 96:22	nimble 211:19	Nursing 76:2,6,7
modeling 208:9	206:15 244:8	97:1 99:4 101:7	nomination 79:4	
models 53:9 90:20	246:1 274:4 275:4	101:13,19 111:10	non 84:2	O
91:6	277:7	120:20 121:22	non-resident 188:2	o'clock 271:5
modification 204:3	moved 5:16,18 8:9	127:7 132:6 138:1	non-sensitive 84:7	objective 118:15
216:8	8:11 10:14,16	138:3 150:5 153:3	84:17	objectives 99:10
modified 95:15	11:18,21 26:10	153:6 155:20	non-union 128:8	104:21 131:1,9
module 95:14	30:5,6,9 59:10	173:18 177:14	148:8	139:3 144:18
98:17 101:2,4	60:17,20 64:4,5	180:1 192:1 194:8	normal 114:1	207:4
103:13 115:11	65:13,14,16 77:4	196:2,4,9 198:17	252:13	obligations 258:22
138:9,19	77:6 80:21 81:4	198:20,21 212:18	normally 7:6 14:22	observation 43:15
		214:14 216:3		observed 94:1

obviously 61:6 73:9 172:13	24:16 25:7,12 27:20 28:3,6,13	253:17,21 254:8,9 254:10 256:2	275:5	papers 32:13 92:6
occasion 276:10	28:17 31:6 32:21	257:2,17 260:6,6	opposed 5:22 8:15 10:22 26:13 52:20	paragraph 166:18 176:19,21 177:4
occasions 39:10 83:7 95:7	32:22 35:7,14	264:21 265:9,13	58:13 62:14 64:11	Pardon 128:16
occurs 26:19 116:14	42:6 45:6,9,13	266:2,6,13,16	77:10 79:10 89:3	parents 218:17
October 252:7	46:1,2 47:3 48:17	267:17,21 268:7	91:20 154:21,22	parody 148:13
offer 33:21 56:2,4,9 91:13 129:21 216:16	49:20 57:11,14,20	270:14,17 271:10	160:21 206:8	part 16:18 22:3 41:4 50:6,7 62:17 69:7 72:15 102:15 118:5 124:14 129:19 152:3 158:18 159:14 161:15 166:4 178:16 211:17 229:9 231:20 237:3 239:13 242:3 258:18,19 260:1
offered 20:16 84:7 84:12 122:1	58:4,19 59:1 62:3	271:11,16 272:18	option 222:13,18	part-time 196:4,5 202:15 203:10 205:13
offers 91:9	62:5,8,21 63:6	273:8,13,13,20	options 97:14 147:1	participate 36:18 45:4
office 2:3 29:9 174:7 209:14,20 211:4,5 219:14,14 219:15,20 220:13 222:10 224:2 229:20 235:7 244:19 249:21 250:17,20 255:8	66:18 67:15 70:16	276:16 277:16	order 3:2 4:4 61:12 89:14 242:15	participated 32:2 55:17
officer 2:7 30:1 58:9 87:20 157:9 175:12	70:19,22 71:6,7	279:6	ordered 41:10	participating 21:21
Officer's 233:18	72:11 74:22 75:4	old 86:22 109:14	orders 52:7	participation 165:22
offices 9:20 209:16 219:12 220:6	77:13,21,21 79:18	older 87:2 260:20	organizations 158:17	particular 41:8 83:14 95:5 98:22 163:19 218:19 229:7 235:17 255:10 260:4 265:18
official 81:18	80:1 82:3,4,20	once 113:11 165:14 199:12 212:8 216:18 219:3 275:19	orient 254:1	particularly 159:3
officially 34:10	88:1,4,8 89:4	ones 13:16 19:8 147:2 173:1 174:5	originally 163:5 164:4	party 213:16
officials 277:2	90:13 93:20 96:4	ongoing 269:13	outcomes 108:1	passed 272:16
offline 225:13 256:15	98:10 99:1 103:7	open 212:3,5,6 276:17	Outgoing 2:8	pathways 37:9
OGC 174:10	106:16 118:17,18	openness 237:20	outlined 127:5 239:18	pay 126:8 138:21 185:14 186:18 188:15,20,22 192:22 213:12 266:21
oh 9:4 32:12 60:13 90:2 98:10 105:9 135:11 151:7 152:13 166:9 184:18,19 187:10 187:19 203:12 228:8 256:1 258:19 269:2 277:6	121:19 130:1,20 131:14 137:7 138:7 140:3 141:12,19 142:11 142:19 143:14 144:10,21 145:11 151:1,2 152:1,18 153:8 154:9,11 155:4 164:6 175:17 180:19,22 181:4,15 184:14 189:8 190:19 191:8,20 192:5,8 193:4,11 194:12 194:21 195:11,18 195:21 196:12,22 197:11,21 198:4,6 198:8 200:10,10 200:17 202:5,10 202:14 203:12 204:5,11 206:4,10 206:18 207:10 214:12 219:18 221:9,19 229:5 234:3,10,17 237:7 243:22 245:3 246:11,22 247:11 248:14,15 249:13 252:19 253:15,16	operating 91:19 182:18 250:6 264:3	outside 45:3 223:17 272:11	paying 150:13 213:3 267:20
okay 4:3 5:12,13 6:5,18 7:14 8:2,7 9:1 10:8 12:3 14:11,22 19:3	155:4 164:6 175:17 180:19,22 181:4,15 184:14 189:8 190:19 191:8,20 192:5,8 193:4,11 194:12 194:21 195:11,18 195:21 196:12,22 197:11,21 198:4,6 198:8 200:10,10 200:17 202:5,10 202:14 203:12 204:5,11 206:4,10 206:18 207:10 214:12 219:18 221:9,19 229:5 234:3,10,17 237:7 243:22 245:3 246:11,22 247:11 248:14,15 249:13 252:19 253:15,16	operation 156:17 263:8	overall 22:19 164:14 264:1	Pearl 41:18,21 42:2
		operational 207:12 217:4 219:20 239:8 240:14	overnight 118:13	peer 209:15,15
		Operations 9:15 25:20,22 150:13 179:7	oversight 76:5 202:8	
		opinion 112:22	overstatement 250:1	
		OPP 250:19 251:6	owning 23:6	
		opportunities 55:19 132:16,18 269:18 270:4		
		opportunity 22:18 43:20 44:8,10 54:3,4,5 84:16 117:9,18 133:3,14 160:17 181:12 245:14 274:21		
			P	
			P-R-O-C-E-E-D-... 4:1	
			p.m 1:9 4:2 279:11	
			package 62:18 121:14	
			page 126:8 207:2 207:11 244:12	
			pages 207:1	
			paid 182:10	
			paper 91:8 92:5 108:2	

pejorative 216:15	143:9,20 144:3,7	35:22 41:9 58:9	143:10 144:4,7	60:9,11 61:6
Pell 213:20	146:18 148:7	phone 228:4	146:19 159:21	62:12 63:17 140:1
people 31:8 35:15	153:2,12 276:21	229:12 230:3	207:13 208:1,8,9	143:12 181:6
39:9 49:19 53:17	performer 96:6,19	physical 258:10	209:12 214:16	271:21 273:6
92:2 103:1,3	97:7,15,18 98:1	260:9	215:15 217:9,22	policy 62:17 63:11
107:18,19 111:17	98:11,12 99:3,8	pick 44:3 73:3	220:2,7,14,20	63:13,21 83:8
115:14 116:7	99:11 102:4,5	228:4 229:12	221:11 224:21	85:10,20 87:19
117:5,16 118:9,13	104:3,9,10 106:8	230:3	225:1 226:11,16	96:5 125:20
118:15 119:1	106:11 108:8	picture 40:2 212:17	226:21 229:9	142:13 182:15
123:2,21 124:1,3	126:6 130:21	piece 220:18,19	231:20 232:5,6,21	249:18,20
124:10 160:16	139:1,7	246:5 265:14	236:12 238:11	pool 209:7 222:16
219:10 221:17	performers 97:1,2	pieces 92:6 245:20	239:13 240:18	population 86:1
229:11 238:8,8,13	98:7 126:12,13	PIP 121:15 133:6,7	270:1,10	213:19 236:3,15
239:1 242:11	152:10	139:16 145:6	Planning 249:21	243:19 244:21
271:2 275:9	performing 110:19	146:18	plans 99:21 120:7	populations 236:13
percent 15:3 37:17	113:10 141:14	pipeline 244:14	131:7 226:11	236:20,20 237:13
37:19 44:4 69:7	period 24:17 27:12	pipelines 213:21	246:10	portfolio 211:3
97:5 115:18	81:16 93:8 100:13	place 24:21 40:16	plate 225:7	pose 154:9
123:21,22 124:2	105:17 111:15,17	59:6 61:12 84:6	platform 44:9	position 15:7,13,22
152:4,8,9 153:21	111:20 112:7	99:16 111:7	play 106:1,6 112:19	16:6 17:16 27:15
182:17 225:14,16	periodic 120:16	115:22 118:8	215:14 220:2	29:16 34:5 36:19
225:17 231:13,21	permanently 71:16	124:17 125:10	248:12	54:7 68:21,22
232:10,11 233:12	permeate 241:3	207:19 210:21	playground 269:12	69:1,3 73:9 76:9
259:11 260:18,18	Perry 71:14	212:18 215:19	plead 125:19	76:17 84:3,8,9,10
260:19	persistence 215:6	217:17 229:17	please 4:7 10:12	84:12,17,18,21
percentage 259:1	person 51:3 69:4	240:4 275:19	12:8 75:7 113:2	85:21 87:5,6
perception 216:10	72:17 100:17,22	placed 24:9 37:15	132:21 234:16,17	111:21 112:4
perceptive 49:12	102:11,12 141:13	101:6	234:18 278:5	137:21 168:4,10
49:15	160:18 166:15	placeholder 250:16	plugged 36:10	positions 80:6,10
perform 103:5	220:1	261:7 262:6,13	plus 182:17,17	85:19,20 86:15
135:18	person's 218:9	263:1	230:17	87:11,16 157:3,20
performance 86:19	personal 181:5	placeholders	point 16:8 54:20	158:21 159:17
88:11 89:7 91:15	personality 34:20	250:10 251:2	74:17 88:7 101:8	167:3 168:20
92:1 95:6 97:8,11	personally 33:16	261:11	103:9 106:10	176:17 177:9
97:19 98:2 99:8	35:5 152:20	placement 17:15	112:17 117:21	275:3
99:20 100:12,19	personnel 240:13	plagued 238:14	119:22 121:21	possibility 26:17
101:6 102:9 103:4	persons 80:10	plan 92:1 97:9,11	122:7 129:7	97:12,13,14
106:10 108:12	perspective 24:5	97:19 99:9 100:20	140:13 149:2,8	possible 54:15
109:4,9 111:16	32:16 41:20	101:2,7 102:9	174:13 177:17	198:18
112:1 115:19	231:12 264:2	103:5 106:10	178:15 185:6	possibly 101:21
122:15 124:22	pertaining 272:2	108:14 109:4	209:5 212:22	posture 85:5
127:11 128:11,17	pertains 249:18	119:14 121:14	215:1 219:11,22	potential 40:10
129:11,12 130:22	petitions 24:20	127:11 128:12,18	229:3,6,7 236:8	95:18 111:9,13
131:1,7 132:2	Petty 64:17,19 65:6	130:22 131:1	241:14 248:5	212:17 221:12
133:18 134:11	65:21 70:11 75:6	132:1 133:18	pointed 227:9	potentially 98:2
136:3 139:13	Phillips 28:19 29:3	134:11 136:3	points 149:14	practicable 10:10
141:16 142:14	29:22 30:16 35:10	141:17 142:14	policies 59:1,7,17	184:12

practical 76:7 81:15	125:2,9 126:20 127:18 130:11	privilege 181:5	231:2,10,14	provide 152:16 168:1
practicality 122:8	155:13 156:12	proactive 212:19	242:22 250:17	provided 28:2
practice 69:14 219:8 220:21 224:21	157:10 159:1,2,5 160:11,20 161:22 163:9,20 164:2,16 164:19,21 167:22 168:5,14,16,19 169:4,5 170:21 172:10 173:7 174:16,17 175:4 177:13 178:17 202:1 206:12 215:8 222:8 224:13 226:22 267:1,2	probably 24:6 25:18 40:14 78:13 83:9 95:17 161:2 165:14 175:4 195:8 197:8 241:14 243:18 251:17	258:10	provides 181:22 182:7
practices 63:16 90:9,20 91:1		probationary 141:1	programs 22:10 36:21 37:10 59:17 75:15,19 76:4,22 183:7,12,18 184:2 184:2 230:22 243:14 260:10 272:3	providing 33:19 92:13
praxis 207:12		problem 94:1 114:6,12,16 123:19 233:4	progress 85:2 216:2 270:8 275:11	provision 28:8 176:15
pre 119:15		problems 121:7 233:6	progression 214:18 215:4,5	provisions 81:17
pre-advisement 211:3 212:14		procedure 11:15	prohibit 264:3	provost 2:7 64:17 64:20 65:7 71:15 72:16 73:8 74:3 74:10 75:6,14,19 76:22 157:9,10 163:10 169:4,7,13 170:18 172:12 173:3 174:4 175:11,14 206:16 206:20 213:6 215:9,18 219:22 222:8 231:7 260:21 269:14
pre-employment 82:8		proceedures 6:9 11:7,10,11 18:15 19:3,5 20:3 271:21 273:6	project 215:2	
pre-retention 211:9		proceed 70:10	projections 235:18	
preclude 21:21		proceeding 72:14	projects 269:8	
precluded 27:14		process 18:4 48:4 55:15,18 56:4 74:1 91:3,3 93:10 93:11,21 94:14 112:22 113:6,7,10 113:18,22 114:10 117:9,13 119:10 119:13 121:8 127:4 130:13 161:15 162:11,14 165:3,21 168:2 210:8,22 232:15 251:9 261:16 273:1	promise 102:21	
predictive 208:9 209:18		processes 118:8	promotion 276:21	
preface 158:6		procurement 87:20	prong 209:12 211:17,18	
preference 41:11		Professor 77:16,18 78:3	proper 66:11	
preparation 201:21			properly 122:13 124:7	
prepare 211:8			properties 269:21	
prepared 137:9,11 137:16 201:16			proportion 213:2	
presence 40:10			proposal 61:9 80:5 82:19 122:2 150:4 169:16 177:12 182:19,21	
present 1:10 2:1 4:9,11 68:12 121:14 182:19,22 226:8			proposals 80:17	
presentation 14:7 44:12 234:13 245:12			proposed 6:8 19:4 79:20 80:11,19 81:9,14 88:10,21 89:6 146:15 155:9 162:16 195:6 238:10	
presentations 234:2			proposing 147:11 147:13,17	
presented 13:4 42:7 127:17 226:9			prospect 211:22	
president 1:16 3:7 11:8 29:7 32:8 33:9,20,22 34:2,2 35:2 41:2,6 42:19 51:5 54:21 71:18 72:3,9,13 74:11 76:8 79:1 103:19 117:20,22 118:1 119:5 124:17,18			prospects 207:20	
			protect 86:2	
			protests 25:5	
			proven 90:20	
				push 159:16

put 17:22 25:17 26:4 40:15 59:6 61:12 97:8,18 98:8 99:7 100:19 103:4 115:22 124:16 131:6 180:1 215:19 222:15 226:12 237:12 240:18 264:4 274:8	49:8,17 54:16 55:14 62:9 77:7 78:4 82:12 90:6 131:5,20 220:22 235:12 239:9 245:4,14 247:6,16 248:18 253:20 260:8 270:5	175:16 198:1 271:19 272:17	229:3 232:20 233:7 237:11 238:7,17 240:20 241:19 242:11 251:13,18 252:2 257:7 273:2 274:8 274:21 275:5	reconcile 15:14 148:20
puts 94:12 144:19 173:3	quick 26:15 151:6 234:5 235:12 270:18	ratify 163:18 ratifying 61:1 62:10	rearing 39:5 rearrange 6:3	record 44:18 45:14 181:5 261:18 267:5 270:22 279:11
putting 149:12 215:7,14 225:7	quickly 113:9 198:22 199:22 207:2 208:12 211:15 227:9 235:3	rating 95:9 106:1,6 106:7 121:17 144:4,5 145:4,6 146:14,15,20,21	reason 8:3 22:6 96:12 135:22 148:2 149:3 160:9 161:7 249:20 271:13	records 60:5 recruit 236:15 242:18
Q	quorum 5:11 13:21 14:1,9,13	rational 157:6 reach 180:12	reasons 21:15,16 78:16 125:21 159:11 161:19	recruited 218:21 recruiter 218:8 recruiting 223:6 237:13
Q&A 131:18	quote 143:3,7	read 30:17,17 54:14 60:12 82:16 102:3 166:18,21 178:10 225:12	reassign 145:13 reassigned 144:9 reassignment 147:1	recruitment 168:2 207:17 208:8,17 210:22 211:14 212:21 215:1 219:10 227:10 232:16 239:1 245:20
qualifications 27:10 167:14	quite 15:17,20 58:20 96:18 99:5 123:3 237:16	reading 80:18 177:5	recall 59:2 receipt 223:21	recruits 218:8 recurring 80:9 redlined 19:8 redone 198:15
quality 242:19	quorum 5:11 13:21 14:1,9,13	ready 34:15 43:19 44:2,12 54:5 94:17,18 154:7 223:6	receivables 259:22 receive 92:8 94:18 132:16,19 248:12 251:3	reduce 180:4 261:9 261:10 263:2,4
question 13:5,7 16:19 18:19 19:18 20:1 21:2 26:15 27:5 28:8 32:9 57:18,22 58:6 60:22 67:7 81:20 85:13,16 86:8,11 86:13 88:5 90:7 90:16,18 94:17,20 95:13 96:3 97:16 105:13 106:2 111:14 121:5 123:8 127:7 134:15 138:8,18 148:19 151:6 154:8,10,15 164:18 172:14 177:15 178:2,14 186:1,20 187:2,7 191:10 192:20 202:15 209:17 223:2 227:6 237:17 241:14 252:21 253:1 264:6	quote 143:3,7	real 38:4 78:15 109:22 222:9 223:6,7 225:9 227:10 267:2 269:18 275:12	received 30:21 85:4 247:15	reduction 249:19 references 33:17 34:22 35:6
R	R.N 76:4	realistic 48:9 reality 148:3	receiving 92:6 95:10 248:2	referred 12:19 referring 176:16
Rachel 64:16 65:6	Radkar 2:4 129:2,2 129:15,18 130:2	really 37:5,8 44:7 49:14 66:1 68:6 69:19,22 83:9 98:21 100:10 105:12 114:6,12 118:9,13 123:7 126:14 141:14 143:1 144:16,19 150:9,20 152:9,9 152:10 153:6 157:19 164:15 172:15 176:22 177:10 178:4 179:15 180:9 201:7,11 210:15 216:10,15,16 222:9,17 223:8 226:15 228:4	recipient 60:5 recognize 273:16 274:1	reflect 10:3 33:12 192:9 196:10 reflected 33:4 reflects 29:17
raise 18:13 149:15	raised 16:20 19:11 164:5 202:15	realistic 48:9 reality 148:3	recognized 38:7 78:21 274:12	regard 219:16 230:14 237:10 272:6 273:3
raises 111:13	range 96:2 188:2	really 37:5,8 44:7 49:14 66:1 68:6 69:19,22 83:9 98:21 100:10 105:12 114:6,12 118:9,13 123:7 126:14 141:14 143:1 144:16,19 150:9,20 152:9,9 152:10 153:6 157:19 164:15 172:15 176:22 177:10 178:4 179:15 180:9 201:7,11 210:15 216:10,15,16 222:9,17 223:8 226:15 228:4	recognizing 78:19 recommend 11:10 70:17 160:20	regarding 88:11 89:7
rank 41:7,13	ranked 97:14	realistic 48:9 reality 148:3	recommendation 56:11,12 63:9 79:4	REGINALD 1:13 register 10:10 81:15 184:12
ranking 151:11,22	rate 35:3 37:18 105:16,17 182:16 200:15 214:6,13 214:14	really 37:5,8 44:7 49:14 66:1 68:6 69:19,22 83:9 98:21 100:10 105:12 114:6,12 118:9,13 123:7 126:14 141:14 143:1 144:16,19 150:9,20 152:9,9 152:10 153:6 157:19 164:15 172:15 176:22 177:10 178:4 179:15 180:9 201:7,11 210:15 216:10,15,16 222:9,17 223:8 226:15 228:4	recommended 29:3 29:17 34:3 75:18 155:17	regression 231:2 regular 1:5 4:5 16:8 69:2 87:10 117:18 128:8
rated 106:7 111:22	rates 188:2 202:6 242:1	realistic 48:9 reality 148:3	recommendations 63:15 272:11	
ratification 60:16 60:21 64:2,15 65:12 77:2	ratifications 64:14 ratified 171:20	realistic 48:9 reality 148:3		

143:8 206:11 235:6 252:10 regulation 70:21 regulations 19:22 rejected 165:15 relate 146:10 related 157:14 239:3 249:15 relates 48:14 138:8 160:7 172:15 Relations 2:5 143:18 relationship 42:16 42:19 47:15 49:9 50:17 53:5 121:6 244:15 relationships 40:18 relative 207:13 relatives 275:8 relies 213:20 relying 115:14 remain 22:5 remains 178:14 remember 33:4 118:4 123:14 130:3 261:6 reminders 117:18 removal 277:1 renovation 269:12 renovations 269:13 reordering 6:12 repeat 139:10 report 3:7 7:12,17 157:8 206:11 215:8 225:11 235:17 238:1 240:11,12 246:17 248:19 255:10 REPORTER 12:4 12:6,8 18:22 32:5 111:10 113:1 132:21 135:7 169:1 187:11 269:1 reporting 60:3,6 89:6 reports 3:4 6:16	7:4,7 157:10 201:2,13 240:10 247:5,9 256:17 257:15 represent 272:12 representation 272:10 representative 17:8 28:12 represented 45:11 45:13,18 46:6 representing 41:5 represents 272:9 republish 195:9 199:3 reputation 36:22 request 261:12 270:19 271:1,8,12 requested 95:12 172:7,9 262:22 requests 271:10 require 8:20 68:9 80:9 87:22 137:20 166:13 170:19 174:4 required 59:6 118:4 127:15 164:20 165:8 166:10 251:2 276:1 requirement 115:16 123:10 215:19 220:5 requirements 111:21 112:3 requires 163:18 research 158:11 resident 182:11 183:7 188:1 189:20 resident's 86:17 residents 182:10 183:9,10,13,16,18 183:20,21 184:4,5 184:7,8 202:12,13 203:7,8 resignation 277:1	resolution 59:8 67:11 71:5 180:12 182:1,14 191:14 191:19 196:2,6,10 196:21 202:9 203:16 204:4 205:1 resolutions 7:3,4 271:18 272:7,15 272:20 resolve 81:7 resolved 9:22 11:12 25:6 29:19 60:7 63:18 65:3 76:18 80:15 81:12 155:14 184:9 252:5 resource 230:13 243:17 resources 2:4 32:8 53:6,7,12 55:7 68:20 145:20,22 226:12,18 227:3 227:16 243:8 respect 75:21 171:17 179:15 191:10 respond 240:15 responded 49:10 responding 223:15 response 37:18 61:6 responsibility 16:1 53:6,7 69:9 158:19 218:12 responsible 123:11 124:11 125:3 218:9,15 219:6 responsive 60:5 211:21 rest 7:16 150:11 restricted 250:2 258:19,20 restructure 11:2 restructured 11:4 23:16 restructuring 6:7	9:7 result 59:4 80:13 117:6 resulting 250:1 results 225:9 228:21 resume 30:17 33:3 39:18 resumes 33:5 retain 161:21 168:22 245:22 retaining 232:22 retention 36:13 60:4 207:15 214:6 214:13,16,17 215:15 227:13 232:17 245:16,21 246:5 returning 83:20 revenue 213:2 214:1 250:6 revenues 249:2 review 12:19 13:14 29:14 61:7,8 63:9 73:19 76:15 108:9 143:21,21 164:5 164:21 167:14 181:11 196:15 reviewed 11:9 32:13 revised 11:6 62:22 63:14 rework 196:10 reworked 171:8 196:5 Rickford 2:7 187:19,22 188:8 188:16 189:6,10 250:8,14 251:9,12 252:2 253:15 254:6,8,11,14,17 254:20,22 255:3,7 256:1,4,7,12,16 256:22 258:12 259:2,8,13,16,20 260:5,11,14,22 261:3,6,9,14,21	262:3,5,10,16 265:21 rid 66:4 103:15 Riegle 2:6 138:13 151:9,16,16,18,21 152:2,7,13,15,19 153:2,6,9,12,19 154:2 238:21 Riegle's 138:11 right 7:5,9,18 8:20 8:21 10:7 15:4 16:21 19:20 20:12 25:11,13 42:9 43:4,9 46:2,8 47:8 49:6 50:9,18,18 50:21 61:14 67:2 69:13 70:3 73:20 75:1 78:1,16 81:3 81:5 88:9 89:5,16 91:3 92:11 94:9 98:22 100:2,16 101:14,18 104:1 104:11,13,16 105:3 109:16,21 110:8 111:1,19 112:13 114:14 115:6,17 120:13 124:20 126:16 127:2 128:2 130:14,16 131:3,5 131:8 132:4,9,12 132:13 136:1,7 142:12 143:10 147:16,19 148:13 152:6 153:11 154:3 155:8 158:20 159:6,11 160:12 163:15 164:3 165:5,5,16 166:1 167:5 168:6 168:7 169:11,20 170:3,7,11 171:4 171:5 172:5,20 173:5,17 174:12 175:9,18,22 176:2 177:21 178:18 185:12 186:16,18
--	---	---	--	---

189:18 190:3,9,12	10:2,7,9 79:20	156:9 158:18	191:2,6,16,19	212:22 258:18
191:5,7 192:12	80:19 81:10,14	166:8 176:14	192:3,6,9,13,16	277:11
193:6,8 194:9	88:22 181:18	177:20 180:10	193:2,5,9,12,15	secondary 239:22
196:7 197:21	182:1 183:1	185:13,17 223:15	194:1,7,11,13,15	seconded 81:19
199:10,10 200:13	184:11 192:19	232:4 257:19	194:18,20 195:22	secondly 55:16
204:10 205:4	193:18 194:6	261:20,22	196:9,13,17,20	267:13
206:15 207:10	195:7 203:13	says 17:19 96:5	197:1 198:6,9,12	Secretary 2:2
208:14 210:15	205:10	145:20 165:21	198:15,18 199:1,4	section 12:12 69:16
214:11 226:4,19	rules 19:16 20:22	167:3,13,21	199:7,10,12,15	95:6 163:8,8
227:12 228:21	80:11 81:11 88:11	168:13 172:4	200:1,5,9 202:20	171:7 172:4,7
229:3,21 231:17	89:7,11 155:10	173:7 175:13	203:2,18,21 204:2	175:7 225:12
232:18 233:2,8,15	262:12	186:17 191:6	204:6,13,20 205:4	276:16
236:17 237:1	run 15:8,12,22	202:19 244:13	205:7,11,17,19,22	sectors 91:5
242:13,20 243:5	16:14 24:2	249:18,19 259:5	206:3 266:19,20	security 98:16
245:17 248:3	running 15:6	274:17	267:13,18,22	see 12:5 31:8 41:18
249:10 251:8,11	runs 121:12	scale 255:6	277:14 278:19,20	67:19 78:17 83:16
253:2 255:16		schedule 24:22	Schwartz's 270:6	87:5 100:8 109:13
256:5,19,21	S	248:5	Science 59:3	109:21 114:12
257:17,20,20	safety 87:13	scheduled 272:4	Sciences 76:12,13	142:4 153:17
258:1,1 263:7	salary 29:17	scholar 78:12	scientific 210:14	159:1,12,12,15
265:16 267:12	157:15,16,17,19	scholarship 210:3	Scott 175:6	162:9 170:3
rights 22:8	Sanchez 2:7 206:17	210:13	screen 254:3	179:20 189:15
ripe 44:4	206:19,19 207:8	school 12:16 17:20	search 72:16,17	195:17 196:6
rise 153:18	207:10 214:8,12	22:14 37:8 44:8	74:1,2,18 162:7	201:8 207:3 210:5
risk 27:7	221:9,15,19,22	181:20 184:1	162:14 163:10	212:11,16 215:12
river 147:20	222:2 224:10,12	185:5 186:18	164:3 166:7,7,11	216:3,13 217:18
road 147:21	225:21 226:4,19	188:11 190:16	168:1 178:3	226:7 236:11,13
Robert 77:17	227:12,15,18,21	191:10,12,17,22	searches 162:1	237:12 248:8
robust 208:8	228:8,11,17,21	192:2,10,11	seas 213:11	262:6 270:2,4
Rochester 37:4	229:5 231:1,6,10	193:16,20,22	seat 24:3	273:14 276:12
Rogers 2:2 18:18	231:22 232:2,18	194:4 195:1 196:3	second 5:17,18	seeing 12:22
18:20 19:2,16,20	233:2,8,15 234:3	196:4,6 202:7,11	8:10,12 10:17,18	seeking 27:6,15
20:4,9,18,21	235:10,13,21	203:10 204:19	11:19,22 26:9,10	86:1
24:12,14,17 25:9	236:4,17 237:1,5	205:2,13 213:14	28:22 29:1 30:7,8	seen 73:10 111:19
25:11,13 27:19	238:3,20 239:16	226:5,7 231:8	30:10 32:18 60:19	147:2 160:22
role 42:18 97:2	239:21 240:7	243:16	60:21 64:6,7	233:19,20
151:12 164:9	241:2,7 242:13,20	schools 164:13	65:15,16 77:5,7	selected 86:15
roles 10:3 234:12	243:5,21 244:12	Schwartz 1:14 4:21	77:22 78:1 81:1,2	87:11
roll 3:2 4:7 43:6	245:1,4,8,11,17	4:22 8:9 13:22	81:4 89:21 90:1,2	selecting 87:4
229:4 278:4	270:9	14:4,6 65:13	121:5 122:7	semester 190:1
room 102:2 230:21	sat 46:20	71:10,12,13,20	133:14 137:21	193:17 210:12,12
278:4	satisfies 88:5	77:5 88:6 89:18	138:4 155:20,21	215:6,6,21 216:4
roughly 222:6,17	saw 36:5 207:22	90:1,8 119:7,9,22	156:2 158:22	semesters 184:3
round 63:3 275:6	saying 15:15 50:1	120:3,6,9,12,15	159:1 180:18,19	senate 76:9 270:20
row 264:5	100:14 109:18,19	120:19,22 137:18	180:20 184:15,17	272:2,8,11,13
rule 253:7,7,9	117:8,8 118:10,11	171:18 181:20,21	189:15 192:17	send 117:18 179:2
rulemaking 6:8	126:5 134:18,20	185:8,12,18 187:8	204:9,12,16	228:6 240:9 251:5
	137:22 146:3			

253:22 254:17,20 256:16 sense 7:22 21:19 123:6 212:20 214:3 215:13,16 217:12 219:17 220:11 224:6 241:5,9 sensitive 80:5 84:3 84:10,12,17,21 85:19 sensitivity 84:1 sent 96:1 127:19 sentence 165:21 separate 7:3 22:16 28:5 50:12 83:6 95:7 128:7,20 177:10 separated 16:10 separately 6:5 September 1:8 93:9 187:14 series 17:15 serious 181:10 seriously 118:8 serve 29:3 65:22 73:12 75:18 274:22 service 217:22 252:21 273:17 serviced 217:5 services 29:8,9,13 217:16 259:5 servicing 29:7 servicing 64:20 76:1 76:8 242:5 275:6 session 270:18 273:15 276:19 277:10,17,19 set 99:10 104:21 130:3 131:9 134:11 153:3 176:22 225:5 241:2 250:16,22 252:5 260:1 262:18 sets 256:17	setting 73:22 129:12 271:8 settle 21:7 61:12 settled 19:11 settlement 59:3 61:18,18 seventh 129:5 130:6 211:18 Shame 267:4 share 33:15 38:11 39:20 90:10 121:8 156:4 236:2 253:13 shared 33:12 228:2 272:5 sharing 60:2 she'll 43:3,3,6 195:14,15 Shelton 1:13 5:1,2 5:17 8:10 11:19 13:17,19 14:15,18 17:12 18:7 43:11 43:14 57:15,21 58:5 79:12,14,17 79:19 80:1,4,22 81:3,5,22 82:3,5,9 82:11,14,18 88:9 88:17,20 89:3,16 89:19,22 90:5,13 90:18 93:20 112:12,21 113:5 113:17 114:5,15 114:18 115:1,8 116:4,11 125:12 125:15,17 127:7 137:6,12,15 138:14 154:7,13 154:16,20,22 155:2,5,9,22 167:8,12,18 173:12,15 180:16 180:19 181:4 208:15 209:1 210:9 234:7,10 247:17,18,19,22 248:4,11,15,19 249:7,10,13	252:20 253:4,17 253:21 254:4,7,9 254:12,15,19,21 255:2,5 256:20 266:7,10,14,17 269:10 278:21,22 shocked 230:8 short 223:5 show 112:2,8 188:6 189:16 192:19,20 showed 237:22 238:4 shows 123:22 193:20 194:3,6 256:18 258:21 shuffling 114:7 shy 54:22 side 155:7 158:13 161:18 sign 43:18 70:12 71:5 signal 22:7 23:4 significant 230:21 significantly 226:2 263:2 similar 15:5 33:15 226:8 simple 85:16 141:20 simply 11:8 38:15 188:12,14 Simultaneous 10:15 11:20 58:18 63:5 67:4 68:18 189:5 267:3,9 sincere 237:10 sir 12:11 19:1 122:18,20 125:17 135:8 207:10 sit 28:12 212:10 sitting 102:2 160:16 situation 122:3 six 71:2 112:11 113:15 114:7 207:1 208:6 211:1 sixth 211:18 244:13	skills 242:2 slow 39:2,13 smile 274:18 Smruti 2:4 127:9 129:2 snafu 247:20 social 211:16,19 217:1 solutions 251:15 somebody 31:1 53:20 99:7 110:20 115:12 116:17 128:19 132:16 133:14,17 134:6 186:19 220:9 223:22 224:1 240:2 244:7 somewhat 16:5 49:12 262:20 263:8 soon 10:10 81:15 184:12 198:16 sooner 117:10,11 sorry 5:13 9:8 12:10 19:17 21:4 32:9,21 35:8 51:21 56:19 79:16 80:16 89:15 90:15 95:2 105:8,9 111:8 118:4 127:6 135:11,12 138:17 143:16 151:8 187:10 189:14 191:14 195:12 211:14 214:9 234:5 269:2,9 sort 107:11 115:11 sound 210:20 sounds 47:18 speak 28:1 31:2 87:19 98:3 226:6 227:15 249:14 270:20 271:2,12 273:7 speaking 10:15 11:20 58:18 63:5 67:4 68:18 189:5	211:15 219:9 267:3,9 speaks 59:8 170:20 special 206:15 268:5 specific 19:18 85:18 specifically 129:21 130:5 145:20 specifications 73:1 speed 69:18 spend 201:17 212:9 spending 250:18 spent 245:15 259:9 261:5 spoke 35:11,19 38:2 39:10 40:7 95:4 151:10 Sponsored 58:22 59:17 62:12 spring 184:3 193:1 193:17 194:4 212:6 215:22 224:13 229:7 231:11 269:7 spunky 36:2 stability 220:10 Stacie 2:3 20:4 127:9 Stacy 202:2,4 staff 46:19,20 94:12 118:2 128:10 147:3 150:11,16 181:13 235:6 248:5 257:14 275:14 stage 113:6 136:12 176:22 stages 114:8 208:19 stakeholder 45:10 46:2 stand 27:7 43:3 150:21 standard 156:18 standards 130:3 standpoint 67:17 97:22 210:17
--	--	--	--	--

stands 177:6	stretch 98:19	205:14 207:18	summer 247:20	218:9 221:22
start 31:11 56:5	strong 34:7 36:22	209:9 210:19	251:20 252:4	224:7 226:17
83:15 93:13	37:2 43:3 44:1	212:8 213:3,10,14	272:16	227:3 232:13
113:12 126:16	100:5 126:10	214:19 216:18	supervisor 38:16	240:4 242:5,8
149:11 199:5	strongly 35:21	217:2 218:1,14	38:17 102:14	244:2 269:14
213:22	272:22	221:12 222:17	104:21,22 107:22	surprise 121:3
started 74:3,10,19	struck 115:16	223:3,7 224:16	112:17 119:4	surprised 230:9
152:21 225:22	191:11	226:15 229:22	122:9 124:3	surveys 37:13
262:6	structural 256:15	230:18 234:12	131:10 139:6	survive 96:14
starting 56:10	structure 9:10	235:2 241:16	141:8 144:5	Sustainability
240:5	10:13 22:10,17,20	245:22 268:21	146:19	76:13
state 35:4 37:16	181:18 182:2	270:10,11	supervisor's	system 43:17 89:10
172:18 188:3	204:17	study 21:17	145:17,19,21	93:1 94:4 110:18
stated 100:9	structuring 255:11	stuff 53:10 180:5	supervisors 33:18	114:11 115:10
statement 138:4	struggles 42:21	201:22 255:18	91:14 92:4,15	116:1 124:12,15
249:1	struggling 113:8	264:5	100:6 101:5 107:2	125:9 146:12,13
statements 205:2	124:15	sub 60:5	117:19 123:11	146:16 238:6
247:15	stuck 130:15,16	subject 84:3 85:20	141:15	244:4
states 39:9 63:7	258:15	86:4,6 139:7	support 61:9 67:10	systems 37:16
142:20	student 9:13 15:6,8	164:15 167:4	79:4 99:5 101:3	
stating 38:10	15:11,12 16:4,8	submit 223:17	127:4 153:10	T
statistical 235:16	23:4,11 24:3,8	261:12 262:17	177:11 244:4	tab 59:19
stay 40:20 54:7	25:20 26:2,16,19	submitted 208:22	275:18 276:4	table 25:16 26:8
93:22	27:13,21,22 28:10	209:2,5 222:11	support/the 260:20	137:9 147:5
step 56:16 119:12	29:9 36:11 44:18	subsequent 19:6	supportive 100:5	take 6:13 7:11 9:3
150:7	45:16,21,22 46:1	20:14 37:1	181:8	9:5 24:21 32:5
stepping 225:6	53:9 179:9 181:22	success 36:11 53:9	supports 101:15	43:18 55:11 85:17
steps 210:21	182:20 185:4	232:21 239:3	suppose 20:19	92:9 98:17 126:8
217:19 223:22	188:18 190:7	successes 233:10	supposed 114:22	170:10,13 178:5
stick 229:13 234:16	208:5 209:17	successful 44:11	116:3,13 124:4	180:7,14 185:7,15
stood 35:18 41:15	211:7,8,10 217:2	72:17 94:5 227:8	159:10 176:8	188:18 189:2
44:2	217:3,4 218:19	243:10 270:9	215:2 219:9	201:16 218:13
stop 157:13	219:14 232:15	sudden 116:1 118:2	sure 7:20 15:17	220:3 224:4
stopping 257:19	244:20 250:4	suddenly 31:17	22:1,17 39:17	228:17 235:8
strategic 159:21	266:18 267:15,16	sufficiency 66:6	42:12 45:16 50:16	271:6
208:1 209:8 217:8	269:6	sufficient 66:17	55:18 57:18 61:19	taken 62:11 80:12
217:20 232:5,6	students 16:14,15	107:17	66:16,21 67:2	158:10 181:10
246:4 270:1	21:12 22:7,21	suggest 25:15 39:6	70:12 71:4 72:22	201:4 203:14
strategically	23:2,9 24:2 26:22	154:6 178:22	73:18 87:20 92:4	takes 10:2 69:9
242:17	27:1 37:8,13,20	suggested 126:20	100:10 106:12	81:9 172:21
strategies 211:9	38:4 40:18 52:20	263:11	108:7 117:15	251:10 275:19
236:1,6	86:22 99:4 181:20	suggesting 18:8	125:6 150:16	talk 16:4 83:14
strategy 227:10,14	182:4,11 183:15	157:1,12	151:9 153:5	180:12 206:18
253:9,13	184:6 186:7 187:9	suggests 234:13	159:22 185:3	233:6 246:3
stream 120:20	187:16 190:22	suitability 80:12	188:8 191:3	251:17 255:11
streamline 210:15	192:22 202:20,22	summarized	194:22 196:14	256:15 263:11
strengths 38:19	203:1 204:18,21	233:21	210:4 211:10	268:8
				talked 24:4 39:8

40:17 54:13 72:12 116:11 176:18 237:19 245:18 268:20 talking 103:18 148:4 171:12 207:6 213:1 226:14 talks 159:21 Tar 1:14 5:3,4 26:8 31:20 35:9 35:10,13 36:3,9 36:13 50:21,22 51:19,22 52:4,6,8 57:6 71:22 72:2,8 77:4 81:2 118:4,6 123:18 154:9,14 187:5,9 188:4 189:16,18 190:2,5 190:8,12 224:8,11 279:1,2 target 56:6 94:7 targeted 86:1 task 94:7 taught 78:11 teach 176:21 teacher 76:10 team 95:21 98:4 234:11 239:19 275:13 teams 162:7 technical 29:10 36:21 37:7 66:1,5 67:14,17 239:9 technically 66:17 teens 37:19 telephone 32:6 tell 32:10 39:2,13 120:17 148:5 153:17 217:9 230:3 244:17 262:13 telling 115:22 150:18 176:12 tells 110:21 115:11 222:19 temporary 28:9	140:20 tenacious 181:7 tenure 37:1 term 25:6,7,10 66:3 66:11 175:8 terminal 18:9 21:14 terminate 106:19 136:1 143:10 145:14 terminated 99:22 104:3 106:9 131:2 132:3 134:12 144:9 145:15 termination 131:12 134:9 139:8 140:10 147:2,3 terminology 44:6 terms 6:6,12 10:12 41:11 42:16 65:10 127:10 129:11 162:5,12 207:22 214:5 216:11 227:16 230:13 tertiary 239:22 test 229:8 testimony 85:3 thank 5:12 8:16 11:1 23:18 26:13 28:15,16 32:21 33:2 43:14 57:19 58:14,15 59:20 71:6 74:15,21 75:11 77:12 78:8 79:1,5,12 80:22 85:7,10,12 88:7 89:19 93:19 121:18 154:13 155:5,22 158:2 181:5,9,14 190:14 206:10,13 234:3 235:10 245:2,4,8 246:11,13,22 248:1 264:14 266:7 267:21,22 270:14,16 271:11 273:6,8,17 274:1	274:13,19 275:13 276:3,9 279:7,8,9 Thanks 276:14 them's 260:18 theorizing 222:3 theory 219:8,13 220:21 222:18 223:11 224:21 225:2 thing 36:10 39:2 41:14 43:4 47:9 47:14 51:7,20 52:15 69:14 71:21 106:15 126:22 159:6,7 192:17 240:7 241:15 253:22 256:15 things 8:17 18:1 23:16 24:6 38:10 39:16,22 40:15,19 40:19,22 49:10,16 49:22 51:16 53:8 59:5 61:11 98:8 129:13 148:5 153:16 191:11 200:18,19 211:12 215:7 223:16 237:18,21 238:10 238:12 239:17 240:4 245:10 252:9 253:3,5,11 254:22 258:14 259:21 260:1 264:2,3 266:11 268:21 274:5 275:4,15 276:7 think 9:2 17:17,19 19:17 23:19 24:1 24:5 25:15 27:17 33:6 34:7 35:5 39:15,21 40:5,13 40:18,22 41:7,10 42:9,13,15,20,22 43:6,8,9 48:1,13 49:12 51:7 52:20 53:16 54:2,4,10 54:15,18 55:1	69:15,19 70:5,9 72:21 73:7 74:3 74:19,20 75:2 78:18 79:14 83:9 83:21 84:5 85:2 85:12 88:13 98:7 101:19 102:1 103:10,18 105:5 105:12 109:8 110:6 111:6 112:5 114:13 119:10 121:17,22 122:8 123:4,7,9 124:14 125:14 126:15 130:17 131:16 132:5,17 133:21 134:14,21 135:13 140:7 147:21 148:9 149:18 150:19 151:9 153:3,14 157:7,17 159:7,14,19 160:1 161:1 163:13,19 164:12 165:17 166:3 168:9 170:16 171:6,16 173:9 175:1 176:20 177:5 178:12 179:7,13 180:6,11 191:2 197:12,17 200:11 204:7 205:16 207:11 211:9 217:7 221:10 224:22 225:8,8,16 227:7 230:19 233:17 234:22 236:21 246:7 251:14 253:6 258:16,18 263:22 265:4,18 268:11 268:17 269:19,20 273:14,16 274:15 thinking 37:9 38:4 167:1 178:2 216:6 217:15 242:17 third 59:19 176:15	213:16 Thompson 1:15 5:5 5:6 10:14 11:18 31:21,22,22 35:8 35:12 36:1,4,12 41:22 42:3,11 46:21 50:12 52:10 52:13 57:3 58:16 62:6 63:2 86:7 115:5,7 176:3,5 178:7,9 187:13 188:22 189:4 208:14,21 210:2 221:1,5 234:20,22 237:14 241:8 246:19,21 254:2 267:4 268:13,15 277:4 279:3,4 thorough 181:8 thought 13:15 23:22 44:10 66:3 98:13 161:14 175:5 187:19 256:10 thoughts 23:12 three 19:5 35:11,14 35:15 44:1 79:15 79:16 84:14,20 110:10 111:4 144:7 145:13 146:22 208:13 209:4 215:20,21 218:7 219:9 231:4 236:20 237:3 267:19 tight 98:18 time 24:22 43:2 56:6 60:6 65:8 72:14,15,22 74:13 86:12 98:6 99:11 103:6 105:7,22 106:5 111:15,20 113:9 116:12 118:19 121:1,4 122:4 133:2 139:21 161:8 177:4,17 178:6
---	---	---	--	--

179:11 181:10	top 93:22 130:4	12:5,7,10,12,21	75:2 77:4,5,22	135:13,16,17
185:6 187:12,18	149:4,12 152:10	13:5,7,8,10,12,13	78:6,7,8 79:14,17	136:2,5,8,11,14
188:12 189:11	172:19 236:19	13:19,22 14:4,6	79:19 80:1,4,21	136:18,21,22
206:14 208:19	topic 201:17	14:11,15,16,18,22	80:22 81:2,3,5,22	137:2,3,5,6,10,12
221:6 235:1	206:16 268:5	15:7,12,22 16:4	82:3,5,9,11,14,18	137:13,15,17,18
237:18 238:1,11	topics 269:5	16:12,21 17:1,4,7	82:20 83:1,6,12	138:7,11,13,14,19
247:12 257:8	total 2:6 151:19	17:12 18:6,7,10	83:18 86:7 88:6,9	139:5,11,14,18
264:13,15,18	189:21 224:16	18:16 21:3,4,6	88:17,18,20 89:3	140:4,6,9,11,15
265:6,11 268:6	258:21	23:19 24:3,3,8	89:16,18,19,22	140:16,19,22
275:2	totally 128:7 147:4	26:8,15,16 27:1,4	90:2,5,7,8,9,13,18	141:4,5,19,21
timed 230:7	touch 149:2	27:5,9,20,22 28:3	90:19 91:17 92:11	142:3,6,9,19
timeline 24:8,11	touching 226:15	28:6,10,13,15,22	92:17,22 93:4,15	143:1,4,6,15
28:5 93:5	tough 43:22 109:7	30:8,11,13 31:6	93:19,20 94:21	144:10,14,21
timely 271:4	traditional 110:7	31:20,21,22 32:20	95:1,4 96:17,22	145:2,8,11,16
times 85:15 215:21	214:22 223:15	35:8,8,10,12,13	97:4 98:15 99:2	146:1,6 147:6,10
215:21	train 92:4,18 119:1	36:1,3,4,9,12,13	99:13,15,18 100:2	147:12,16,19
timing 74:14	123:15	36:16,17 41:4,22	100:15 101:9,13	148:19 149:6,9
Timothy 219:5	trained 103:2	42:3,11 43:11,14	101:18 102:12,18	150:1 151:2,4,6,8
tired 138:16 220:1	training 92:21 93:3	44:14,17,21 45:2	103:7,10,14,17,22	151:17,20 152:1,6
264:17	93:16 101:4	45:6,9,12,19 46:1	104:5,8,12,15,17	152:11,14,18
title 81:11 191:12	107:17 116:9	46:5,9,11,12,17	104:20 105:2,20	153:1,5,8 154:7,9
191:13,22 192:2	141:8 152:3,12,20	46:21 47:2,3,8,12	106:20 107:1,4,6	154:13,14,16,20
266:21 268:5	153:7	47:18 48:1,7,11	107:8,10,15 108:4	154:22 155:2,5,9
titles 60:12 130:4	traits 36:6	48:17,19 49:5,20	108:6,11,14,16,20	155:22 156:3,5,6
today 21:7 28:1	transfer 217:22	50:4,9,12,14,18	109:1,6,13,17,21	156:9 157:5,14,21
47:13 56:1 95:15	219:4	50:21 51:10,15,18	110:1,2,5,8,10,12	157:22 158:1,2,4
96:11 102:2 142:7	transfers 60:2	51:19,20,22 52:2	110:14,15,16,17	162:3,4,8,15,18
147:9,10,17,18	transitioned	52:4,6,8,10,12,13	110:19,20,22	162:21 163:2,7,12
150:6,18 159:13	275:21	52:14,19 53:4,19	111:3,5 112:10,12	163:15,22 164:9
163:2,8 201:5	translates 239:3	54:1 55:3,10,13	112:14,16,19,21	164:18 165:2,3,16
225:6 270:21	transmission	55:14 56:17,19,20	113:5,15,17 114:5	165:19,20 166:1,2
271:6	271:14	56:22 57:1,3,6,7	114:15,18 115:1,5	166:4,9,10,12,13
told 41:12 97:7	transparency	57:11,14,15,19,21	115:7,8 116:4,11	166:17,21 167:8
102:7 176:22	237:20	58:5,16 59:20	118:6 119:7,8,9	167:10,12,18
185:21 210:22	Treasurer 1:13	60:17,22 61:2,5	119:22 120:3,6,9	168:9,13 169:8,12
224:12 242:18	treating 252:10	61:14,17,21 62:1	120:12,15,19,22	169:20 170:2,5,8
tone 241:2	tree 44:4	62:3,6 63:2 64:4,6	121:19,21 122:12	170:11,12,14
tonight 9:2 56:9	tribute 275:12	65:13,15,18,19,20	122:15,19,21	171:4,8,15,18,19
200:13 206:17	tried 171:16 275:3	66:14,20 67:1,5,8	123:2,13,18	172:15 173:1,11
208:21 273:21	true 16:3 125:12	67:13,16,21 68:3	125:12,15,17,19	173:12,13,15,18
tool 92:2,14 117:4	232:20	68:6,9,11,12,13	127:5,6 130:7,8,9	173:22 174:2,8,12
117:4,14,15	trust 75:21	68:16,17 69:10,13	130:10 131:13,14	174:18 176:3,5,9
118:12 126:15,15	trustee 4:9,17,22	69:22 70:8 71:7	131:15 132:4,6,9	178:7,9 179:5
126:22 208:10	5:2,4,6,9,17 6:21	71:10,11,13,17,20	132:12,17 133:5,9	180:16,18,19,22
209:18	7:2,9,14,18,20 8:1	71:22 72:1,2,4,7,8	133:12 134:1,3,14	181:4,16,21
tools 117:14 124:6	8:9,10 10:14,18	72:19,21 73:4,7	134:17,19,21	184:19,20,21
124:7,11 236:1,6	11:18,19 12:1,2,3	73:21 74:5,15,21	135:1,3,5,9,10,11	185:2,8,9,12,13

185:16,18,20,22	247:22 248:4,11	try 37:14 178:5	typically 156:18,20	understands 42:18
186:3,6,8,9,10,14	248:15,16,17,19	217:13 223:11	212:2	49:21 52:9
186:16,17,21	248:20 249:5,7,9	trying 12:17 15:14		understood 47:19
187:3,5,6,8,9,13	249:10,11,13,14	32:21 37:22 67:20	U	unemployment
187:15,16 188:4,5	250:13 251:8,11	91:2 93:6 103:11	U.S 63:15	241:22
188:10,22 189:2,4	252:1,8,14,16,17	103:15 104:1	UDC 2:8 22:12	unfortunately 33:5
189:14,15,18	252:19,20 253:4	113:18 136:16,18	36:5,8 208:16	unified 22:5
190:2,5,8,12,15	253:17,19,21	137:13 139:20,21	209:17 210:16	union 121:6,9,13
190:19,21 191:2,5	254:2,4,7,9,12,15	149:11,15 156:16	223:14 244:17	122:1 127:10
191:6,8,16,19	254:19,21 255:2,5	157:3 177:10,13	275:3	128:2,8 148:8
192:3,6,9,13,16	255:9 256:2,5,8	177:21 181:6	ultimately 129:5	unique 47:10 49:8
193:2,5,9,12,15	256:13,19,20	200:18 213:21	207:15 208:4	unit 207:5 211:1
194:1,7,11,13,15	257:2,4,5,6,11,13	220:9 224:3,5	213:9 215:9	240:5 248:22
194:18,20 195:2,5	257:18,20,22	230:13 232:13	217:20 218:2	United 63:7
195:11,12,14,22	258:1,3,5,8,13	Tuesday 1:7	219:19 220:17	units 212:13 217:4
196:9,13,17,20	259:3,9,14,19	tuition 181:18	umbrella 246:4	universities 53:14
197:1,3,4,9,14,17	260:3,6,12,15	182:2,9,10,15,20	unable 111:20	83:13 91:1 179:21
197:21 198:2,4,6	261:1,4,8,13,20	183:5 185:4 186:5	unacceptable	223:10
198:9,12,15,18,19	262:1,4,9,15	186:6 187:4,18	115:21	university 1:1 4:5
199:1,4,7,10,12	263:6,10,13,14,17	188:12 189:17,20	unclear 107:11	10:3 11:13 12:13
199:15,20 200:1,5	263:18,21 264:7	189:21,21 194:4	174:2 175:4 177:9	12:14 20:11,15
200:9 202:2,16,19	264:11,12,15,18	200:15 202:6	undergrads 188:14	21:17 22:3 23:6
202:20,21 203:2,4	264:22 265:3,5,9	204:17 205:2	undergraduate	28:19 29:4,20
203:9,12,18,21	265:13,16,20	213:1,4 214:1	22:14,15 188:13	30:1,21 33:13
204:2,6,9,13,20	266:2,5,7,7,10,14	250:5	189:20 213:11	34:5,15 39:12
205:4,7,11,15,17	266:17,19,20	tuitions 186:15	understand 21:6	40:3,11 42:15,17
205:19,22 206:3	267:4,5,13,18,22	turn 32:6 111:10	30:19 37:19 55:22	42:19 43:7 45:3
207:6 208:14,15	268:10,13,15,18	126:21 132:21	101:5 103:3,8	46:16 47:16 50:3
208:15,20 209:1,3	268:19 269:2,10	169:1	105:14 107:18,19	50:7,7 58:10
210:1,9 214:7,10	269:11 270:6,16	turning 101:8	113:19,20 118:10	59:16 61:11 62:16
221:1,2,3,5,7,10	273:2,12 277:4,11	turnover 159:12	121:11 132:8,13	63:10,12,20 64:17
221:16,20 222:1	277:14 278:2,7,9	tweaked 91:11	132:15 133:13	64:21 65:4,7
224:8,11,17,19	278:15,20,22	two 21:13,14 27:17	134:17 137:22	75:22 76:19 81:8
225:4,19,22 226:5	279:2,4,8	39:8,9,9 45:14	144:15 146:7	81:11 84:9 85:19
226:20 227:13,17	trustees 1:3,10 4:6	55:14 66:7 70:7	149:14 167:20	85:21 86:4 88:11
227:20 228:7,9,15	10:1 11:7,13,17	77:12 79:12 83:6	169:16 175:20	89:7,11 155:10,15
228:19 230:15	25:17 29:20 31:19	91:21 95:7 121:21	176:15 191:1	182:8,11,13
231:5,9,17 232:1	34:8 39:18 41:5	126:9 132:16,18	208:12 210:18	209:16 214:2
232:3,6,9,11,19	56:15 59:18 60:8	149:4,6 170:17	216:10,21 218:5	219:12 222:5
233:3,9,16 234:7	63:11,19 65:4	176:17 209:9	224:3,5 237:6	223:4 227:7,22
234:10,20,22	76:19 81:8 155:15	223:6 226:2 237:3	249:15	234:12 248:21
237:14 241:8,10	156:17,18,21	237:9,16 239:16	understandable	258:9 263:9
241:11,13 242:14	157:4 158:15	240:10 256:16	233:22	269:20 271:22
242:21 243:6	182:8,12,22	270:20 273:19	understanding	275:7
244:1,22 245:2	208:14 212:3	type 151:11,14	22:5 112:10	university's 129:20
246:19,21 247:2	218:7 265:18	158:20	188:16 189:7	250:1
247:12,17,18,19	274:2 276:18	types 260:7	216:6 217:14	unrestricted
			238:17 252:11	

258:17 260:8	vibrant 212:1	126:5	way 92:7 95:17	237:12 240:5
unsatisfactory	vice 29:7 32:8 33:9	want 8:3 22:16	104:2 112:1	242:5 261:16
91:20 109:15,18	117:19,22 119:4	23:3,5 27:15 35:9	117:12 121:16	269:7 271:9
109:20	124:17 126:21	42:5 44:3 48:13	142:6 150:17	we've 9:1 14:13
unsubsidized 213:4	169:4,6	53:17 55:18 56:13	163:4 164:22	15:2 19:4 22:13
unsuitable 80:13	Vice-Chair 1:12	57:17 61:19 66:21	176:20 189:1	27:17 42:21 66:8
unveiling 217:21	video 107:18,20	67:2 73:17 74:10	201:13 232:14	71:3 75:7 85:18
update 28:2	view 17:8 53:13	82:15 83:1 85:7	233:22 242:6	95:8 100:5 116:1
updated 181:18	96:13 160:21	98:4 100:19 108:6	254:1,5,7,10,13	121:6 125:6
204:16	232:21 272:13	109:1 122:3,7	254:13 255:12	147:22 148:6
updates 246:8	viewed 127:9	126:1,5,11 136:22	257:15 258:4,6	154:5 171:11
updating 182:2	views 23:17 35:9	137:3,11 138:12	264:4,8,10 267:6	176:18 181:6,12
upper 114:9	vision 30:20 33:11	146:6 151:9	267:15	196:14 199:21
Urban 76:12	33:14,15 55:21	157:12 159:15	ways 39:1	219:3 221:3,5
urgent 242:10	73:5,16 96:15	171:3,5 179:16,17	we'll 29:2 42:22	225:1 246:2
use 12:11 37:11	225:13 232:7	197:12 201:6	48:3 71:4 74:14	251:15 257:15
66:4,7 71:3 91:4	visions 73:12	206:14 207:11	93:13 102:20	258:3,5 260:15
208:13 210:6	visit 276:10	212:4 216:10,19	115:22 152:15	262:22 264:7
223:12 236:2	voice 23:17 27:11	216:21 234:11	153:15,17,22	270:19
239:17 244:21	272:9,21	243:2 244:1	191:3 192:6,14	weaknesses 38:19
251:2 262:11,14	voiced 161:8	255:13 265:22	205:12 206:11	wealth 43:21
usually 68:21 69:8	volumes 40:7	270:2,17,22 271:2	228:5 230:5 236:9	weary 264:10
152:3 197:11	vote 5:20 8:13	271:17 274:14	246:7,11 266:12	website 189:16
	10:20 25:2 58:11	275:13 276:2	268:6 270:7,11	Webster 75:14,17
	62:12 64:9 70:10	277:20	274:13 276:11	76:21
	75:1,7 77:8 79:8	wanted 9:4 21:18	we're 15:15 48:8	week 11:4 261:17
V	88:14,15,17 94:16	23:1,17 40:1	51:12 56:1 60:15	261:18
valid 117:15	160:14 181:1	41:19 78:9 146:1	74:19 86:1 88:3	weekend 271:13
value 23:4	184:13 201:16	174:10 194:22	91:11 92:20 93:2	weight 41:1 160:12
valued 96:19	204:3 206:5	199:19 235:22	93:6 101:1,3,11	welcomed 47:19
variance 255:20	268:20 269:3	238:22 245:13	103:15 113:17,20	well-above 35:18
256:3,14	278:5	249:15 263:19	113:21 124:14	well-qualified
variances 255:15	voted 9:9,18 74:22	273:14,22	129:6,10 130:19	29:16 76:17
255:17,19 256:18	75:3 193:21	wanting 44:7	136:16 138:20	went 10:4 13:1,17
various 33:7 83:13	VP 2:2,4	wants 54:3 103:19	147:11 148:3,22	33:18 41:13 80:17
83:13 247:5	Vradenburg 5:7	180:13	150:6,19 154:4,7	231:11 279:11
269:13	279:5	wards 241:21	157:1,3,12 159:8	weren't 24:10
verified 33:17 35:6		Washington 36:7	159:9,10 160:4,20	114:21 194:22
199:16	W	183:7,13,18 184:4	177:9 178:4	274:5
verify 195:17	wait 58:1 113:13,15	184:6 202:12	185:17 189:7	Where'd 249:5
version 91:9,10	113:17 167:2	203:7 275:10	198:8,9,19 200:13	willing 100:6,18
102:20 117:17	197:5 234:8	wasn't 36:17 46:15	212:15 214:17	138:20 244:11
versions 19:22	waiting 71:17,22	117:13 146:2	215:1 219:15	window 177:2
versus 162:13	72:5,7,8,13	257:19	225:12 226:7	wish 247:8
209:1,3 256:9	211:21 212:16	waste 264:12,15,18	229:14 231:13	woman 49:11
vertical 218:2,6	215:11 240:17	Watch 228:5	232:13,22 233:5	wonderful 270:9
219:17	244:7 261:16	watching 150:19	233:13 234:11	273:5
vet 26:5	walking 121:10			
vetted 201:15				
vetting 179:14				

135:6	wrongly 19:9	<hr/> 0 <hr/>	18 87:2 185:10	3 135:22 146:13,16
Woodland 2:8	Wyner 1:15 5:8,9	0 146:13,16	223:10	3,500 222:12,16
273:17 274:15,19	21:3,5,6 23:19	09 187:14	18B 80:19	230:4
276:1,13	36:16,17 55:13,14	<hr/> 1 <hr/>	18th 273:20	3.5 210:2,12 231:13
word 55:11 223:12	56:19 57:19 59:20	1 10:2 96:6 105:17	19 79:21 80:20	231:22 232:2
words 139:2	64:4 72:1,4,7,19	106:1,6 130:15	81:10 88:22	233:12
wordy 176:6	72:21 73:4,7,21	131:2,11 132:19	1906.4 83:22	3.7 259:9
work 32:15 37:7	74:5,15,21 279:6	133:3,15,16 134:8	1st 252:7	30 81:16 104:5
80:2,6 83:21 92:2		134:13 136:12	<hr/> 2 <hr/>	115:18 123:21
100:6 116:7		140:6 146:13,16	2 97:6 105:16 131:9	144:2,18 145:2
130:14 145:12	<hr/> X <hr/>	249:17	133:8,16 134:10	146:9,9,17 153:18
149:22 198:12	<hr/> Y <hr/>	1,055 224:14,16	134:12 136:6,11	201:17 208:21
201:8 228:12,18	year 18:3 21:13,15	1.4 12:12 17:13	146:14,15 276:16	223:9 275:4
229:11 239:2,3	46:16 65:9 68:22	10 3:3 152:8 225:16	2.5 210:10 255:2	30-day 199:6
257:14 264:22	69:8 93:12,14	225:17	259:11	30th 93:9
265:15,21 274:2,9	100:16 102:16,21	10,000 222:21	2.7 261:5	31st 249:3
worked 37:6 55:4	112:13,14 113:14	100 15:3 44:4	20 37:19 115:18	350 224:15
83:2 85:9 111:18	113:21 114:4	10th 5:15	123:21 153:18	38.1202 182:6
274:8 275:16,16	182:17 190:11	11 225:14	20/20 207:18	<hr/> 4 <hr/>
worker 43:16 44:7	215:5,9,9 216:4	1141 95:6	2005 19:6	4 3:2 146:13,16
workforce 29:12	232:12 250:15,19	1143 143:13,19	2009 19:6	40 259:11
33:11 45:17 92:18	250:22 251:4,5	115 34:4	2010 276:17	45 251:10 275:1
152:4 243:14	252:6 256:9,10	12 33:8 51:22 52:4	2012 182:15	4H 86:17
working 14:20	257:1 259:18	111:18,22 116:14	2012-27 182:14	<hr/> 5 <hr/>
15:10 53:1 80:10	260:17 262:8,12	141:10 185:9,18	2013 182:18 193:6	5 3:3 135:21,21
84:2 94:12 101:4	272:4 273:5	186:1 187:10,17	249:4	207:11 244:13
116:21 124:13	year's 93:12	189:2,11,11,20	2014 1:8 3:3 5:15	5,310 186:18
125:11 141:8	year-and-a-half	12-month 111:16	30:3 77:1 249:4	5:00 1:9
153:22 154:4	273:18	111:19	249:16	5:22 4:2
159:5 164:16	year-end 259:21	120 97:4	2015 269:7	55 224:15 230:17
181:12 213:22	years 33:4,8 52:1,6	13 182:15	2020 225:13 232:7	57.5(b)(10) 276:17
226:21 227:2	84:14,20 86:22	14 53:2 258:10	206 3:7	58 3:5
229:16,17,19	185:10 217:11	260:9	210.1 168:13	<hr/> 6 <hr/>
239:4 276:5,8	226:2 231:4 235:5	15 24:15 152:8	210.2 167:8,13	6,000 222:17
works 224:22	273:19 275:1,4	185:9 188:19	2112.4 273:2	60 96:2 98:17
world 109:22	yesterday 209:2	194:5 223:9	212 171:18 172:1,6	138:21 152:3
world-renowned	yield 208:3 212:16	245:12,15 252:6	175:7	251:10
78:13	212:18 215:10	15,000 222:21	212.1 169:9 170:17	650 224:14
worry 84:22	220:17 222:22	15th 25:4 64:1	171:13,14 172:7	<hr/> 7 <hr/>
worrying 101:1	224:4 244:20	209:2	172:11 173:14,19	7 182:2 191:13
wouldn't 22:7 56:1	yielding 209:9	16 1:8 53:2,22	212.3 172:19	7,000 186:12 222:6
134:7,13 136:3	217:8	16th 77:1	175:13	7,500 190:8
write-off 259:22	yields 215:12	17 30:3 53:22 56:7	212.5 165:18	70 37:17 123:22
writing 121:1	youngsters 87:3	80:9 86:20,22	167:10,11,21	124:2 152:3
written 119:10	youth 86:20 87:9	87:3	28,000 52:20	<hr/> 3 <hr/>
120:4 142:7 172:8		17th 56:10 266:5	<hr/> 3 <hr/>	
wrong 66:10 195:8	<hr/> Z <hr/>			
	zero 146:17			

153:21
720.6 203:3
728.6 205:13
77 3:5
79 3:6

8

8 89:11 143:13,19
144:8,13 145:10
146:22
8:47 279:11
80 69:7 153:21
86 260:18,19
8B 79:20 81:11
88:22

9

C E R T I F I C A T E

This is to certify that the foregoing transcript

In the matter of: Board Meeting

Before: UDC

Date: 09-16-14

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

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