

1 **FLORIDA A&M UNIVERSITY BOARD OF TRUSTEES RETREAT DAY 2**

2

3

4

5

6

7

8 TRUSTEE MEMBERS: Kelvin Lawson, Chair
9 Kimberly Moore
 Justin Bruno
10 Matthew M. Carter, II
 Thomas Dortch, Jr.
11 Bettye A. Grable
 David Lawrence, Jr.
12 Belvin Perry, Jr.
 Nicole Washington
13 Robert L. Woody
 Craig Reed (telephonic)

14 DATE: Friday, August 18, 2017

15 TIME: Commenced at 8:30 A.M.
 Concluded at 11:11 A.M.

16

17 LOCATION: Hyatt Regency Jacksonville
 225 East Coastline Drive

18 Jacksonville, Florida 32202

19 REPORTED BY: Stephanie Shear, Court Reporter
20 First Coast Court Reporters
 2442 Atlantic Boulevard
21 Jacksonville, Florida 32207
 (904)390-1050

22

23

24

25

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

2 CHAIRMAN LAWSON: Good morning,
3 everybody. Welcome to the last third of our
4 retreat, so we're still in retreat format. So
5 there's no need to call the roll at this point.

6 But what I'd like to do is introduce
7 you-all to Dr. Jeff Kirschner. And
8 Dr. Kirschner is with RHR. And he is a partner
9 with them out of the New York Office. Jeff has
10 served the C-Suite as a coach, assessor, team
11 builder, and trainer for over 10 years. He
12 specializes in CEO succession, board
13 effectiveness, senior executive coaching,
14 assessment and executive team development.

15 Jeff has deep experience in financial
16 services and the pharmaceutical sector and has
17 also worked in technology, manufacturing, food,
18 consumer goods and retail organizations.

19 He has worked with entrepreneurial
20 startup and Fortune 500 companies both in the
21 U.S. and globally. Jeff earned a bachelor's
22 degree in psychology from Binghamton
23 University. He received his master's degree in
24 counseling and personnel administration and his
25 doctorate in counseling psychology from the

1 University of Maryland College Park.

2 As you all know, we solicited Jeff's
3 services to help us build out what we're
4 calling a presidential leadership profile. In
5 years past, I think the respective boards have,
6 you know, decided what they believe's important
7 in the form of the university president. And
8 sometimes I think that's been a good process,
9 sometimes potentially not.

10 But this time we thought it was really
11 important to take a step back and not only get
12 our individual Board's feedback, but also
13 feedback from key stakeholders such as alumni,
14 students, faculty and other supporters kind of
15 around the enterprise and put all that into one
16 package such that as we move forward and
17 whatever decisions we choose to make, we would
18 have a clear view of what we individually as
19 well as -- us individually as well as us
20 collectively, if that makes sense, really and
21 truly want or need in the next president.

22 So Jeff has an entire process he's going
23 to walk us through this morning in addition to
24 first sharing our feedback collectively with us
25 and then moving us through a process where we

1 actually spend a little time prioritizing as
2 we've seen what we all pointed to that's
3 important, really creating a bit of a priority
4 list on those kind of must-have criteria
5 characteristics of the person that we think
6 should be the next leader of Florida A&M
7 University.

8 So with that, Jeff.

9 DR. KIRSCHNER: Thanks. Hi. I'm Jeff
10 Kirschner. Nice to meet you-all. So I am a
11 psychologist by training, but I'm not a
12 therapist. I promise not to ask any of your
13 about your mothers.

14 So, today, really, we're here just to
15 create what we call a winning formula or role
16 profile for the president role. And it's
17 important that we keep our focus on the job
18 itself. So we're not passing judgment on the
19 president's past, future or present. We're
20 really just trying to say, what are the
21 criteria? What are the things that we all
22 agree on are the most important things for the
23 new president?

24 Once you create this document, it's
25 something you can use for all kinds of reasons.

1 So I'll show you that in a second. So today
2 we're going to -- I'm just going to introduce
3 the process. We're going to take a look at the
4 results of the entries. I spoke with all of
5 you in the room plus a bunch of other folks, so
6 I'll show that as well.

7 The results of that are up on the window.
8 We're going to get a chance to vote in terms of
9 which things are most important. My hope is
10 that -- I've got a couple hours here. My hope
11 is at the end of that, we'll leave you with a
12 document that everybody's comfortable with that
13 we all agree this is the -- and one of the
14 great benefits of having a document like this
15 is that it creates a common language. So
16 everybody is actually talking about the same
17 things in the same ways.

18 I work in a lot of organizations -- by
19 the way I've worked in -- I've been employed in
20 seven different universities and colleges. So
21 I have some experience in that. But, you know,
22 what one organization calls fire in the belly,
23 the other one calls drive for success and
24 people don't necessarily know that they're
25 talking about the same thing. So the purpose

1 here is that you get a common language and that
2 everybody is in agreement about what we're
3 looking for.

4 Okay. So the Winning Formula is the set
5 of critical expectations and behavioral
6 criteria. And that's really important because
7 you want something you can actually measure,
8 you know.

9 So I'll be working with you on that to
10 try and get some metrics in place because I
11 think it's hard to say -- if somebody says, Oh,
12 he's got drive. Well, you know, how do you
13 know? What's the metric associated with that
14 to the degree which you can sort of nail that
15 down to a number or behavior. That's really
16 helpful.

17 It's the blueprint for leading in this
18 role, in this organization, given the current
19 strategic imperatives, realities and demands of
20 the situation. Okay. Because what's
21 successful in one place is not necessarily the
22 same kind of leader you need for another place.
23 And you're a unique place, so you need a unique
24 leader that meets the needs and demands of the
25 particular role.

1 So one of the other things that I do for
2 organizations very often is I'll access
3 candidates for jobs, very often senior level --
4 CEO roles, president roles, division of head
5 roles. And I'll go in -- the other day I had a
6 flight to Bogotá. So I flew to Bogotá. I had
7 a meeting with somebody for four hours and then
8 I flew back to New York. You know, that's not
9 unusual for me.

10 Sometimes I never even leave the airport.
11 I'll go to the airport. I'll meet somebody in
12 the airport. I'll interview them, we do
13 psychological testing, you know, get a really
14 good sense about what they are, then I'll make
15 recommendations to the organization.

16 Now, the important thing about that is
17 that I make recommendations but I don't make
18 decisions. It's just another piece of data
19 that organizations use to -- and, again, we
20 were talking about this in football. You know,
21 you're going to go and hire a quarterback and
22 you're going to pay them \$150 million over the
23 next, you know, 10 years or whatever it is, you
24 better make sure you got the right quarterback,
25 right.

1 So they hire people like me to sort of
2 say, okay, what do we need in a quarterback?
3 And then we can take a look against somebody
4 against those criteria.

5 So we do a lot of assessment. It allows
6 you to say where is somebody going to be
7 successful. By the way, all the people that I
8 meet are successful by definition, right. They
9 don't get to the point where you're actually a
10 candidate to be a president unless you've been
11 pretty good at what you do. The question is
12 what's the fit between your particular
13 capabilities and the demands of the particular
14 situation?

15 So the same behavior that'll make you
16 successful in one institution will not make you
17 successful in another institution. So it's
18 about horses for courses. Then you can use it
19 for coaching. You can use it for performance
20 management. You can use it for succession
21 planning if you're thinking about people that
22 are coming up and giving them the right kinds
23 of experiences to fit into the role. Okay.

24 So there are two things that we have.
25 One thing is called role imperatives. That's,

1 what do people need to do to be able to deliver
2 on the strategy. So you guys put a lot of
3 effort and energy into a -- I thought a pretty
4 good strategy document. What does that person
5 need to do? What are the accountabilities?
6 And so we're going to talk about role
7 imperatives for the role. I came up with five,
8 I think, or six. But there may be things I
9 missed. So I want to make sure we have those
10 right. Okay.

11 And then given that that's what the
12 person has to deliver on, what are we looking
13 for in the individual? What are the behaviors
14 from the leadership, the essential leadership
15 behaviors to deliver on those role imperatives?
16 Okay. Everybody clear? Good.

17 So we did a whole bunch of stuff. We --
18 first, I read everything that I could about
19 FAMU including you have an interesting
20 newspaper in your town. So I got a chance to
21 read some of those articles. I was amazed --
22 because I've done this for a long time, but
23 never have I seen an article where -- I think
24 it's Reverend Holmes wrote an article on the
25 criteria for the president of the university.

1 I was like, what?

2 So I've gathered a whole bunch of
3 information. Then we gathered some suggestions
4 about who to interview. Everybody here was
5 interviewed. So we got information from all of
6 you. And then we kind of put all that data
7 together and I sat and kind of looked at it and
8 said what are the things that are common? What
9 are the most important?

10 And then finally, preparing a draft. And
11 that's where we are right now. Okay. My hope
12 is today we finalize that draft so you have a
13 document going forward. Any questions about
14 process? Makes sense? Okay.

15 This is just the interview guide. I
16 asked you guys all these questions, but it's
17 good that you have it so you have it in your
18 deck if you want it. This is who we
19 interviewed, so many of the people in the room,
20 some other people who are not in the room.
21 I've talked to the chancellor, I talked to
22 faculty members. It was an interesting group
23 of folks to just get a broad perspective from.
24 And this is plenty of people. I mean, I could
25 have talk to another 20 people, but the amount

1 of variance you add is not big once you start
2 to get past this many people.

3 So situation analysis -- and this is
4 stuff that I saw. So obviously it's things
5 that you know already. Okay. There's a real
6 challenge in the university right now because
7 the change is in the ways of the organization
8 -- that the university is going to be measured
9 in the future are different than they were in
10 the past, right. In the past it was how many
11 students. Now it's graduation rates, placement
12 rates, things like that that are really
13 changing the game.

14 And if you -- one of the places where I
15 see organizations get into trouble is something
16 changes and they keep doing the same thing that
17 they did before. Okay. So things that worked
18 for them before, all of a sudden don't work
19 anymore. That's true for individuals and for
20 organizations.

21 So what you don't want to be is you don't
22 want to be something where you're like the best
23 of 1950, right. You want to be the best going
24 forward. So some of the things that I saw were
25 decreasing enrollment. So I guess enrollment

1 was 12,000 at one point in time and it's now
2 down to about 8,000. Is that accurate?

3 CHAIRMAN LAWSON: 9600.

4 DR. KIRSCHNER: 9600. So that's a trend.

5 The graduation rate I thought was
6 abysmal, honestly, I mean, just looking at the
7 numbers. It was a real challenge.

8 Low-paid, long tenured faculty and staff.
9 So, Bettye, I guess you would have a
10 perspective on that, but I've certainly heard
11 that from the faculty, you know, felt like they
12 had really been underpaid. But I also kind of
13 heard going around a lot of these folks who've
14 been for a long, long time. And so that could
15 be an issue for an institution. And often it
16 is. You know, when people get tenure very
17 often, you know, they stop contributing at the
18 same level. Tenure is, you know, both a
19 blessing and a curse in some ways.

20 Politically charged climate, right.
21 Like, I mean, you know, now I'm dealing with
22 the governor's office and, you know, and the
23 newspapers. Like, there's a lot of attention
24 focused on the university. There's so many
25 different constituents. Managing that is

1 really an important issue.

2 Physical plant is aging. The academics
3 -- I've heard really good things about and some
4 of them I've heard were kind of challenged. So
5 I heard good things about, like, the pharmacy
6 school was pretty positive, you know, the
7 business school, some of the bio schools. But,
8 you know, overall, I heard that there is some
9 issues there.

10 You know, one of the problems I think is
11 that because you're working with a special
12 population, these folks are coming in from
13 underprivileged backgrounds to some extent,
14 maybe first time -- first generation in
15 college. They're also economically
16 disadvantaged. So they need additional
17 resources to make sure that they graduate on
18 time. And so that seems to be a challenge.

19 This performance -- I gave the chancellor
20 a piece of my mind about this, actually, about
21 the performance-based formula. Like, wow, you
22 know, this doesn't seem very fair, you know,
23 that you're taking a group of disadvantaged
24 students. That doesn't make any sense to me.
25 So, you know, we went back and forth about that

1 a little bit.

2 And then it doesn't seem like the funding
3 is there right now for the institution and so
4 as I had said to Kelvin the other day, a lot of
5 this, I think, is going to come down to money.
6 And so, you know, I don't want to be so
7 (inaudible) about it, but I believe in academic
8 institutions and their missions. But a lot of
9 what you're going to need from your next
10 president is to make sure there's sufficient
11 funding to make sure the institution goes
12 forward.

13 So let me just stop there before I go to
14 some of the strengths. Does that seem to
15 capture it? Did I miss anything big?

16 TRUSTEE CARTER: I think you captured it.

17 DR. KIRSCHNER: Okay. So on the strength
18 side, you know -- I mean, I think there's still
19 room in our society for HBCUs, you know. I
20 think it's really an important mission and
21 there's an incredible history that FAMU alumni
22 and students bring to the table. And so that's
23 a strength.

24 Again, you can't be beholden to that.
25 You can't let it sort of freeze you into

1 inactivity, but it is something you can
2 leverage and it's something that's important.

3 I think that there are many very
4 dedicated faculty and staff who are connected
5 to the institution and to the students because
6 in the end customer service is a very important
7 quality. And a lot of this just comes down to
8 teacher and student. And so there are a lot of
9 very dedicated faculty.

10 There is ability to access some special
11 funding sources from the federal government,
12 some grant sources that might not be available
13 to other institutions. So that's a strength.

14 The FAMU pride, I mean, you just hear it
15 in everybody that you talk to. Everybody just,
16 like, bleeds FAMU, you know. It's really very
17 touching, and I would imagine for you alumni,
18 you feel that. Some high-quality academic
19 problems -- and then someone told me that it
20 graduates the highest number of African
21 American students of any HBCU. Is that
22 accurate?

23 CHAIRMAN LAWSON: It was.

24 DR. KIRSCHNER: Not anymore? So who
25 does?

1 TRUSTEE GRABLE: Well, we know University
2 of Phoenix is one of the ones you'll see.

3 DR. KIRSCHNER: Yeah, but that's not an
4 HBCU. We're talking about HBCUs.

5 CHAIRMAN LAWSON: North Carolina A&T, I
6 believe.

7 DR. KIRSCHNER: A&T does, graduates more
8 people?

9 TRUSTEE WASHINGTON: Well, they have
10 more students.

11 TRUSTEE CARTER: They do now.

12 DR. KIRSCHNER: Graduates amongst the
13 highest number of African Americans. So
14 there's definitely some things to build upon;
15 there's definitely some strengths as well. I
16 mean, it's got a very proud heritage and, you
17 know, state funding and things like that that
18 will help sustain it. But I don't think
19 there's any guarantee here, and I really think
20 the university is in some trouble, you know. I
21 think it's something that needs to be
22 addressed. And it starts at the top level.

23 Justin?

24 TRUSTEE BRUNO: I did want to point out
25 one of the challenges that I see up there is

1 student morale.

2 DR. KIRSCHNER: Morale. That's a good
3 point. And what I saw I would say is probably
4 apathy. You know, people -- there's so much
5 drama around the president role and people
6 coming and people going that people just shut
7 down a little bit and were less engaged. And
8 you did raise that. So that's a good point.
9 Thank you, Justin.

10 So definitely some things to build on,
11 definitely some situations. But, you know,
12 we're looking -- this is not an easy job. You
13 know, I mean this is -- you need a real leader
14 in this institution that's going to take it
15 forward and not just be -- you know, not just
16 sort of have a status quo situation because
17 status quo's going to fall behind. It all
18 makes sense?

19 Okay. So next, then I created this
20 Winning Formula. This is all based on your
21 language. And the first part of it is the role
22 imperatives -- are the role imperatives. So
23 the role imperatives are what do you need this
24 person to deliver on?

25 So now I'm going to ask you to do some

1 work because there's a piece of this that I
2 couldn't really do which is try to create some
3 real metrics. So I'm going to ask you to
4 word-process it. So the first is, supports
5 expansion of student enrollment and ensures
6 academic excellence by growing the funding base
7 for the university. So what would be really
8 great is if we could hang a number on this.
9 Okay. So the endowment now is what?

10 CHAIRMAN LAWSON: 35.

11 DR. KIRSCHNER: Is there a number that
12 you have in your mind that you'd like to get to
13 within a certain period of time?

14 TRUSTEE CARTER: I guess five years, 250.

15 TRUSTEE LAWRENCE: Capital campaign is
16 not an endowment.

17 CHAIRMAN LAWSON: Yeah, because some of
18 that would be used immediately.

19 TRUSTEE CARTER: We definitely need to be
20 around at least 250, don't you think?

21 DR. KIRSCHNER: Okay. So growing the
22 endowment. You can just take notes and I can
23 word-process it later, but grow the endowment
24 to 250 -- no to 200 and to draw the capital
25 campaign to 250 -- 125 for the capital

1 campaign.

2 So when you have numbers like that it
3 really helps you then manage performance,
4 right. You can hang it on something.

5 Now, some of these things don't have
6 numbers. Manages multiple constituencies and
7 mediates between conflicting interests. That's
8 a very important job for the president, right?
9 You have the board saying this; you have the
10 students saying this; you have the faculty
11 saying something else. And you're the one
12 who's at the center of all that. And so you
13 have to be very good at mediation. But you
14 can't necessarily -- you can't necessarily hang
15 a number on this. That's not something you can
16 definitely do.

17 So I'm going to skip this one.
18 Establishes and communicates a compelling
19 vision and stewards a culture of accountability
20 to raise performance levels. So this is a
21 tough one because I don't know how performance
22 is measured. How is performance measured in
23 the university?

24 CHAIRMAN LAWSON: We look at our -- it
25 ties back to the performance metrics; again,

1 conversation with the chancellor which is, you
2 know, everything from graduation rate to job
3 placement to number of students graduating in
4 STEM. So I feel like we can measure the
5 performance based on the strategic plan.

6 DR. KIRSCHNER: Okay. So I'm going to go
7 back -- I will go back -- in the strategic plan
8 it has those metrics? Okay. So I will go back
9 to that and I will add that here.

10 Leads a fiscally responsible organization
11 that lives within its budget while making
12 trade-off decisions that enable exemplary
13 customer service. There's actually two things
14 in there. One is that you want to please the
15 students, of course, but the other one is that
16 you can't spend money you don't have. And you
17 need more money. So how do you grow the
18 capital campaign? At the same time you have to
19 manage that money accurately.

20 And so now, you know, the thing about
21 this one is that a lot of that responsibility
22 is delegated, right? You've got, you know, a
23 CFO; you've got, you know, chairs all who have
24 budgets. This is not something necessarily,
25 you know -- but the president has to make sure

1 that that happens, has to get the right CFO,
2 has to get the right chairs, the right people
3 on the bus, right?

4 And then the other one here is to create
5 a climate of innovation while honoring the
6 traditions and the mission of the university.
7 So that's a tough thing to do. You're walking
8 a narrow line there. You want to honor what's
9 been, but you can't be beholden to what's been.

10 Universities grow, they change, they add
11 programs, they take away programs. And I just
12 heard that you lost a law school in 1978 or
13 whenever it was. So those things happen, but
14 in that there needs to be a net growth. Like,
15 there needs to be something going forward.

16 So the idea that you innovate, that you
17 try to think about what can we do that's
18 different and that's new, that's another thing
19 that you really need. You don't want a status
20 quo president that's just going to sort of
21 reinforce what's there already. So how do you
22 drive innovation in the university? How do you
23 reinforce people when they come up with new
24 ideas? How do you fund those ideas? How do
25 you create a culture where that's accepted as

1 opposed to being viewed as a threat?

2 And then -- well, I'll look at these
3 numbers but drives top-quartile performance
4 among the metrics for academic excellence,
5 student recruitment and retention, graduation
6 rates, and employability. This is what you
7 were saying before, right? So I'll hang some
8 numbers on that and then return that to you.
9 Does that all make sense? Did I miss anything
10 here? Is there anything you think a president
11 needs to do? So if your president does these
12 things, is that enough?

13 TRUSTEE PERRY: Government relations.

14 TRUSTEE WOODY: You may be covering this
15 down the road, but what about the president
16 making sure that he has a competent team and
17 aggressive team?

18 DR. KIRSCHNER: And that is covered, but
19 if you could put that in there, so add another
20 one -- so just tab F for the last one and then
21 put in managing -- ensures -- what was your
22 language?

23 TRUSTEE WOODY: That the president has a
24 competent team, aggressive team to get the job
25 done.

1 DR. KIRSCHNER: Good. And then, Belvin,
2 you said something about government relations.

3 TRUSTEE PERRY: Government relations. We
4 have too many Board of Governors at the
5 governor's office and the Chancellor's Office.
6 We need a good working relationship.

7 DR. KIRSCHNER: So let's put that in here
8 under managing multiple constituencies, you
9 know, with some particular attention to
10 government. But I think that that's one of the
11 constituencies that I was talking about.

12 TRUSTEE WOODY: Would that be the same
13 thing as a leader being able to be aggressive
14 and have a relationship across the aisle while
15 also being the face of the institution
16 (inaudible)?

17 DR. KIRSCHNER: Right. You're going to
18 see that when we get into some of the
19 behaviors. But the end of that is that you're
20 trying to manage the legislature, right?
21 They're a very important constituency.

22 TRUSTEE WOODY: Very important.

23 TRUSTEE WASHINGTON: So in the fiscal
24 responsibility one, I think that there -- we
25 talked about adding money, but I think there

1 has to be some consideration around program mix
2 and potentially adding a rooming (phonetic)
3 program. So we've talked a little bit when
4 talking about strategic planning so deciding --
5 making decisions about what our size and mix
6 and where our key strengths are for the
7 institution that we should be innovating on.

8 DR. KIRSCHNER: Okay. So making
9 strategic decisions, is what I'm hearing, about
10 which programs to continue, which to add, and
11 which to initiate. So you may have a great
12 demand for -- do you have a nursing program?

13 CHAIRMAN LAWSON: Yes.

14 DR. KIRSCHNER: All right. Physical
15 therapy. Do you have one of those?

16 TRUSTEE WASHINGTON: Cybersecurity.

17 DR. KIRSCHNER: If there's a new one that
18 you don't have, cybersecurity or something like
19 that, you want to open a program in
20 cybersecurity but you're thinking, okay, well,
21 you know you have a limited pool of money so
22 what is it that we're not going to do? And a
23 lot of people say that about strategy --
24 strategy is much about what you're not going to
25 do as what you are going to do. So how do you

1 make that trade-off?

2 TRUSTEE MOORE: Could we also make a
3 point -- I know we talked about external
4 stakeholders but then I think about the
5 internal stakeholders and faculty with the
6 students as well, the importance of managing
7 these key relationships?

8 DR. KIRSCHNER: Yeah, and you will see
9 that up there. There's a lot of focus on
10 faculty and staff and getting the right people
11 in the right places in the behaviors. But now
12 we're just talking about the accountability.
13 Really, in the end, if they do this, you know,
14 then they're getting it done. But I think it's
15 covered.

16 TRUSTEE GRABLE: I had a comment on that
17 last one, drives top-quartile performance, et
18 cetera, and you're talking about student
19 recruitment, retention, graduation rates, and
20 employability. But I think it's important
21 there when I heard Trustee Bruno talk about
22 student morale and that we deal with the
23 student from a holistic because beyond the
24 graduation rates, beyond all of that, there are
25 other issues.

1 And I think this also goes back to
2 Trustee Moore's comments yesterday regarding,
3 are we looking at institutional goals that is
4 meeting the performance metrics, but we still
5 have to remember we're dealing more or less
6 with human beings, young minds.

7 So there's something I think should
8 relate to students -- the whole student, not
9 just part of the student -- because from what I
10 hear in the classroom -- and, Justin, you can
11 chime in if I'm right or wrong -- students see
12 offerings at other universities that we don't
13 have. I know for freshman because I teach the
14 freshman class, the research suggests that the
15 physical plant is critically important to
16 students having that great center which still
17 is kind of iffy is another issue. So -- and
18 this isn't just for FAMU. The research
19 suggests that the physical plant is very
20 important.

21 For example -- and we're in a retreat
22 mode -- we have a real issue with some of the
23 physical aspects which you've already talked
24 about: steps, students sliding down, falling.
25 We've had issues like that in our list of

1 litigation because of the physical plant. But
2 choices in the student cafeteria that they see
3 across the track. In our case, at FSU they
4 have certain facilities, food places that we
5 don't have. And they start making the
6 comparison. Their friends that are at FSU,
7 they tell them X, Y, Z.

8 We can go to the financial aid issue.
9 Why are they getting our financial aid on time
10 and we can't get ours on time? So I'm
11 referring to dealing with the holistic issues
12 related to students and not just the university
13 -- as Trustee Moore said yesterday regarding
14 the metrics -- not just the metrics for the
15 university's survival. There are things the
16 students need, and a lot of times they don't
17 feel they're being met.

18 TRUSTEE BRUNO: To add, there's a bunch
19 of those physical plant-related issues like
20 housing, like she's talking about making
21 comparisons. You can easily look at our
22 housing facilities and go across the tracks and
23 go to the next city and look at their housing
24 facilities and see that it just doesn't make
25 sense why ours are at a different level.

1 So I would say to that component and also
2 adding another component about making
3 aggressive decisions. Part of the aggressive
4 decision is to make sure that stuff like that
5 is addressed and that students know --

6 DR. KIRSCHNER: Hold on to your decision
7 piece because I think that's a behavior, but I
8 think what you're saying, to me, goes to
9 competitiveness.

10 So, you know, one of the questions I
11 asked everybody is why would the student choose
12 FAMU? You know -- and so it goes to that. If
13 you can go across town and you see the dorms at
14 FSU, and they look a lot nicer or the physical
15 plant looks a lot nicer than yours, then that
16 goes into your decision making.

17 TRUSTEE DORTCH: We as a board need to
18 understand that all of that doesn't fall into
19 the decision of our president. A lot of that
20 stuff starts right here with us. And, again,
21 as we discussed, we have a fiduciary
22 responsibility to make sure the resources are
23 there and we want to have (inaudible) and it
24 starts right here with us.

25 TRUSTEE CARTER: I think the students or

1 the whole prospect of customer service, what
2 Justin was saying, relates to -- in my mind,
3 the customer service. And the students are our
4 customers.

5 DR. KIRSCHNER: So it's here about fiscal
6 responsibility to some degree but what Bettye's
7 talking about is really about -- it's about
8 it's an academic institution. You know, in the
9 end, your mission is to educate students. So,
10 you know -- and you don't want to lose track of
11 that. This is not -- it's not a corporate
12 entity. It's an education entity. And so, you
13 know, that part of it is really -- you can't
14 lose that thread as you move through.

15 So let's put just another placeholder in
16 here, something about ensuring competitiveness
17 by treating the holistic nature of student
18 needs by addressing -- not treating, addressing
19 the holistic nature of students.

20 TRUSTEE GRABLE: That is perfect. That
21 word "holistic" is important.

22 DR. KIRSCHNER: Okay. Good. Anything
23 else?

24 TRUSTEE WASHINGTON: As we look at this
25 and we're talking about a president and at no

1 point did we actually address students. And I
2 think that's just very -- when we're looking
3 your major -- the role imperatives, you can't
4 leave out the student.

5 DR. KIRSCHNER: Don't want to forget the
6 students.

7 TRUSTEE WASHINGTON: That's what we're
8 here for.

9 DR. KIRSCHNER: And we'll get into it
10 actually as we get into behaviors because --
11 not just the students, but the faculty because
12 I think very often the faculty are the ones who
13 are in front of the students and the staff.

14 Okay. Great. So now I'm going to flip
15 the switch. I'm going to take a look at the
16 essential leadership behaviors. I'm just going
17 to take you through them. You can look at them
18 as well in your books.

19 So the first one is building the
20 university through managing multiple
21 constituencies. And I put a little rationale
22 in here. Again, you know, this person's really
23 at the hub. So a lot of what a president does
24 has to do with communication and managing
25 multiple conflicting constituents. And how do

1 you make those trade-offs and, like, help this
2 person. So you have to be fair. Okay.

3 All eyes are on you, so anything that you
4 do is really magnified. It's in the newspaper.
5 It's in -- you know, people are commenting on
6 what you're doing. So you have to operate from
7 a central part of having a central piece of
8 integrity and also like a value system, I
9 think, that governs all of your
10 decision-making.

11 So the president will need to uphold the
12 mission and honor the university and will not
13 be bound by politics or patronage, which is
14 really a tough thing to do. There's a lot of
15 powerful forces coming in. People want to get
16 jobs. People want to -- you know, they have a
17 pet project or a pet department that they want
18 to support.

19 The president has to be sort of, you know
20 the person -- they have to be Switzerland,
21 right. They have to be the one that doesn't
22 get involved but really helps to sort of
23 adjudicate some of those things. So that's
24 going underneath it.

25 And you'll see some things here:

1 Represents the university's interests to all
2 the different constituents. I listed all the
3 ones that I knew of, but there might be some
4 that I missed: but board, faculty,
5 administrative staff, students, alumni,
6 boosters, donors, government, businesses, media
7 and the larger community, so a lot of
8 constituents.

9 So has to be a good mediator, so someone
10 who listens well and then can sort of distill
11 and bring things together and then build
12 coalitions. You might have somebody who wants
13 something and somebody here who wants something
14 that's similar and how do you find the
15 confluence between those things and bring them
16 to decisions?

17 Make tough trade-off decisions to
18 consider multiple factors. A person has to be
19 smart. They have to be able to see the
20 situation, understand all the issues that are
21 involved and then mediate those conflicts.

22 I said before, operates with integrity
23 and transparency, so holds self -- this is
24 where ethics come in. Again, it's going to be
25 something that's -- that's actually just a

1 price of entry. That's not a differentiator.
2 Everybody you consider should have high ethics
3 and integrity.

4 Understands the educational needs of
5 traditionally underserved populations and
6 advocates for remediation and support because
7 it's a different student population. You have
8 to have an understanding of what that's about,
9 you know, focus and reality.

10 Partners with faculty and staff in their
11 common objective to raise the academic standing
12 of the university, but demonstrates an
13 appreciation and support for the teaching
14 mission of the institution. This is what I was
15 saying before. In the end, it's an educational
16 institution.

17 Engenders trust and confidence in
18 stakeholders. That's probably a little
19 redundant. But one of the things is -- I was
20 overly inclusive here, so I'm going to have to
21 pare this down a little bit, take some things
22 out. So I'll ask you to do that.

23 Serves the community within the
24 university operates. That was an interesting
25 one that happened late for me. I was talking

1 to Reverend Holmes. And, you know, he was
2 saying, Hey, you know, you're a part of the
3 city and this county is one of -- has the
4 highest crime rate in the state, he said,
5 something like that; I was amazed. I was
6 really surprised about that. And I said, okay,
7 you know, that's true. Town gown relations are
8 a really important part of being the president.
9 So how do you serve the community within which
10 you are a part of?

11 And then build strong relations; takes
12 time to know people; operates as a peer in the
13 eyes of board members. The president sits on
14 the board or does not sit on the board?

15 CHAIRMAN LAWSON: No.

16 DR. KIRSCHNER: Does not sit on the
17 board. Okay.

18 I'm going to give you a chance to vote on
19 these things in a minute, but that's just sort
20 of what that's about. I'd actually probably
21 rather wait to open that up for discussion.

22 So grows the endowment. So obviously you
23 guys are facing some financial challenges. So,
24 you know, you're going to have to -- this is
25 probably the most important thing that I've

1 heard about from a president -- what a
2 president can do that other people can't do.
3 So you have to think about that.

4 But the president has to have the right
5 person in the development office. But the
6 president themselves has to be able to go out
7 and get money. There's no way that this is
8 going to work without persons not able to
9 attract funds.

10 So, you know, that's a big job. You
11 know, going to the right dinners, knowing the
12 right people, lobbying the right governor, you
13 know, governor's office. You know, I don't
14 know but this is probably of the ones that I
15 have, probably the most important thing that's
16 unique to the president, right.

17 So primary -- and then manage that well,
18 right, not just get the money in but once you
19 have the money -- you know, some people would
20 argue that you have enough money but you're not
21 managing it well. I'm not one of those people,
22 but there are some people that I talk to that
23 would argue that point and say that the
24 institution is adequately funded but it hasn't
25 managed its money well.

1 There's a lot of lawsuits, there's lot of
2 waste, there's a lot of mismanagement. Okay.
3 So it's both ends, it's both sides of the
4 budget. It's the top line, but it's also what
5 you do with that money. How am I doing so far?

6 CHAIRMAN LAWSON: Good.

7 DR. KIRSCHNER: So primary contact point
8 for major funding sources. Brings strong
9 alliances with government and private sector
10 partners to bring new programs and grants to
11 the university.

12 One of the things I learned was when I
13 was in academic institutions was that it's not
14 enough to say we're overworked and underpaid
15 because everybody thinks they're overworked and
16 underpaid. Okay. What you have to say is, Oh,
17 here is this bright new shiny STEM program that
18 we're going to bring to the university if you
19 could only give us \$100 million, please. Okay.
20 If you're not able to sort of bring something
21 that's new and different, it's very hard to
22 attract funding.

23 TRUSTEE CARTER: Exactly.

24 DR. KIRSCHNER: What's that?

25 TRUSTEE CARTER: I said exactly.

1 DR. KIRSCHNER: Demonstrates strong
2 financial acumen and responsible money
3 management in budgeting and spending.

4 Drive efficiencies, good management
5 processes, over -- you know, oversight of
6 expenditures. This is about managing money
7 wisely. And again, this may not be -- the
8 president's not going to be sitting there
9 looking at your expense accounts, you know, but
10 they have to make sure that there's
11 accountability around that going forward.

12 Partners with the board on identifying
13 strategic priorities and making critical
14 decisions regarding investments, so that
15 partnership piece.

16 Takes a long-term data-driven approach to
17 financial decision-making, making responsible
18 choices and trade-offs based on the facts at
19 hand. So we can't be, oh, I think we should
20 really have Nirvana here. We should have some
21 beautiful thing here in the future. It's
22 really like, okay, how much is this going to
23 cost and what are we not going to do to be able
24 to pay for this thing?

25 And this -- humble and willing to be

1 influenced, yet is confident in their
2 convictions, is willing to offer a point of
3 view and tenaciously drive the FAMU agenda.
4 This is, I think, what one of your past
5 presidents was not so good about is the
6 humility part. So good leaders are humble.
7 Good leaders are in service to the people that
8 they lead. Okay. They see themselves as the
9 representative of the whole, not the boss who's
10 in charge. Okay. And in a real sense, those
11 folks don't work for them, they work for those
12 folks. So you have to kind of flip that
13 perspective.

14 The third is strategy and execution. So
15 very often you find people who are good at one
16 and not good at other one. Okay. Now, in this
17 case you have a strategy in place. So strategy
18 may be a little less important, but you want
19 somebody who can see the future and can think
20 strategically for sure.

21 So you've had a bunch of short-term
22 leaders. One of the most important things --
23 it's really kind of not on the model, I think,
24 is that people -- that you need a leader that's
25 going to stay. You cannot afford to have

1 another two-year leader in the institution.
2 The last decade has been abysmal in terms of
3 people's tenure, and it's suffered from a lack
4 of continuity and changing vision.

5 So you really need to have somebody who's
6 going to come and is going to be committed to
7 stay. Now, you can never guarantee that, but
8 that should be an expectation that, you know,
9 when you look at the early history of your
10 institution, the presidents stayed for 20
11 years, 30 years. You know, they're legendary,
12 you know. You look at the last decade, it's a
13 year, two years, 18 months, whatever it may be.
14 So it really has changed. And that's really
15 been a problem, I think.

16 Also, you think about it -- just think
17 continuity in terms of your connection to the
18 legislature. You know, if you're not going to
19 be here next year, you know, why do I have to
20 deal with you?

21 So big picture, a shared vision that's
22 sort of reflecting the thinking of other people
23 and then managing execution. So that's where I
24 usually find that leaders fall down. It's not
25 on the big picture. If it was just on the big

1 picture, we'd have McKenzie running the world,
2 right. You'd have all these strategies out
3 there making great decisions about the future
4 of the institution. Everybody loves to weigh
5 in. It's getting it done that really separates
6 the weak from the (inaudible) here.

7 So creates the shared vision that
8 reflects the views of key stakeholders or has a
9 clear strategy.

10 Forges alignment and buy-in against
11 stakeholders to the strategic vision and key
12 priorities.

13 Puts metrics and accountability systems
14 in place. Delegates authority for decision
15 making to the lowest level. Is driven to have
16 impact; gets things done; sets clear priorities
17 and holds people accountable.

18 And then this is the little thing that
19 you were saying before, Justin, so brings a
20 bias for action and demonstrates strong
21 business acumen needed to drive results across
22 the breadth of disciplines. This is somebody
23 who makes decisions and make things happen.

24 Okay. And then the next one is
25 communication because it's a -- you know,

1 you're the spokesperson in the institution.
2 You're representing FAMU in front of lots of
3 different places. You're the one who's on TV;
4 you're the one who's in the newspaper. So
5 you've got to have good public speaking
6 communication skills. And then also what I put
7 in here, the change agent things. So you can't
8 be a status quo leader. You're going to have
9 to be somebody who's going to drive change. So
10 you need an agenda for change and you need to
11 be able to articulate that.

12 Good leaders, they usually take fairly
13 simple messages and they repeat them a lot of
14 times. You know, we're going to be the X of
15 the future and then they're saying that same
16 phrase. You're going to hear it again and
17 again and again, you know.

18 The one that I always use an example is
19 JFK he stands up and he says, We're going to
20 put a man on the moon, you know, a very simple
21 mission, right, you know. Well, sure enough --
22 you know, I watched it on TV so I remember --
23 but it was such a compelling vision that got
24 achieved seven years after his death, right?
25 He died in '61 or '62 or something like that

1 and then it didn't happen till '69.

2 But that vision was really very
3 compelling. Why? Because it wasn't because it
4 was his thinking. He really was able to sort
5 of take the thinking of a lot of people.
6 Basically we were behind in the space race and
7 he set a bold vision that was really compelling
8 and aligned people's energy. Okay. That's
9 what you want. You want somebody who's going
10 to be able to step up there and be a
11 spokesperson and really create this vision
12 that's compelling.

13 So an inspirational public speaker who
14 wins hearts and minds of audiences by painting
15 a compelling feature; serves as the public face
16 in the university.

17 Listens carefully. So listening is a
18 really important part of that. You know, if
19 you think about Kennedy, what was going on in
20 1961 when he made that statement; you had the
21 space race. Many of you are my age, so you
22 remember.

23 We used to have shelter drills. Did you
24 have shelter drills in elementary school?
25 Justin, you'll be interested in this. They

1 would blow a whistle in class and everybody had
2 to climb under their desk and cover their head
3 like that was going save you from nuclear
4 annihilation. You know, but that was the level
5 of fear we had in our society at that time. I
6 always thought they'd like, you know, put your
7 head down, tuck your head and kiss your butt
8 goodbye.

9 So that's what you want, though. That
10 kind of fear was going on in our society and
11 Kennedy said, We're not going to be second in
12 the space race. We're not going to let Sputnik
13 go up before us. We're going to be first to
14 the moon. Okay.

15 So he listened well and understood and
16 then took that thinking and put it into a
17 shared vision.

18 Facilitates and creates the structures to
19 support information sharing, so communication
20 up and down. This person has to make sure that
21 he hears or she hears what is going on.

22 Aligns organizational activities and
23 ensures consistency of message, so involves the
24 message to stay relevant.

25 This is the -- understands the market.

1 Chief recruiter, right, chief recruiter for the
2 institution. So they're out there -- I've
3 heard stories about some of your past
4 presidents who were out meeting students on the
5 campus during recruitment and showing them and
6 welcoming them. That's an important
7 characteristic.

8 You know, all in this -- again, I don't
9 want to get too business-oriented about this,
10 but you have to keep in the mind that you are
11 in a market. You're there to serve a market
12 and there is a business aspect to this where
13 you have to be competitive. And so some of
14 that has to do with marketing and selling the
15 product and the services that you are offering.

16 Leads and manages change. And so a lot
17 of that is about communication; has good
18 interpersonal skills; good influencer.

19 Expands the footprint of the university
20 including new partnerships and constituent
21 groups. So who else can we bring in and what
22 other partnerships? Are there academic
23 programs that we can partner with and bring to
24 campus? Are there government institutions that
25 want to do research that would like a home?

1 Those kind of things are really important.

2 And then credibly and ably represents
3 FAMU in the public arena; makes a personal
4 impact and then can deal with the high
5 visibility and scrutiny when that happens.
6 Okay. I've got one more, and then we'll have a
7 little exercise here.

8 So this is about the talent side. So you
9 know, we were talking before about the team and
10 making sure you have the right people on the
11 bus. This is really important. So in the end
12 the president will only be as effective as the
13 team that he or she builds around them. This
14 requires strong talent management skills in
15 selecting the most qualified applicants,
16 setting challenging standards for achievement
17 and holding people accountable for performance.

18 So to be a top-flight learning
19 institution, FAMU must take responsibility for
20 their lifelong development -- that's the
21 holistic piece -- and the growth of its
22 faculty, staff, and students. This will
23 require the president to serve as the keeper of
24 the organizational culture. So what is this
25 person going to do? Setting the standard

1 through personal example.

2 So it gets the right people on the bus
3 and really has a good eye for talent. Builds
4 strong teams. I worked with a CEO once. This
5 guy was famous for golfing. This is what he
6 spent most of his time doing, but he was the
7 best CEO I ever worked with about selecting the
8 team. He had great people on his team, and
9 they ran the organization.

10 So manages performance through setting
11 high standards and demanding excellence; makes
12 the hard decision on underperformers. You
13 know, that's -- organizations tend to sink to
14 the lowest common denominator, so if somebody
15 sees somebody not working and not trying to
16 hard and still getting paid the same thing as
17 they do, then they would tend to not work as
18 hard.

19 So in scouts -- I was a Boy Scout, we
20 used to say the troop only moves as fast as the
21 slowest scout, right. And so the same thing is
22 true about teams. The teams only move as fast
23 as the people -- as the lowest common
24 denominator.

25 Builds and aligns an engaged

1 organization. This is actually -- probably
2 goes back communication to some extent. Builds
3 and protects the culture, creates an
4 environment in which people feel heard and
5 valued.

6 Demonstrates a personal willingness to
7 learn and evolve as the demands of the role
8 change over time.

9 Drives innovation by not accepting
10 good-enough efforts by pushing for more that
11 can be done, encourage people to try new
12 things.

13 And then aligning people around clear
14 priorities and then doing the management of the
15 performance metrics.

16 So that's the whole model. You know,
17 it's pretty comprehensive, right. I tried to
18 throw a lot of stuff in this. It's hard -- by
19 the way, nobody's going to meet all of these
20 criteria. They'd be stupid, right. But it
21 does give you sort of a grounding. So what I'd
22 like to do now is actually do an exercise.

23 CHAIRMAN LAWSON: Jeff, I just have one
24 question. And this was one of the
25 conversations we had on the phone. You hit on

1 it earlier when you were talking about -- and
2 maybe this isn't the right time. Maybe it
3 comes up later, like different types of people
4 for different situations.

5 DR. KIRSCHNER: Oh, yeah. Let me show
6 you that. I have that at the end. So that's a
7 good point. So Kelvin asked for other Winning
8 Formulas that we've done and showing how that's
9 different -- there are different people for
10 different jobs. So actually I started -- and
11 you'll see this sort of at the back of your
12 document -- but I actually found a Winning
13 Formula for a board member.

14 So I thought that would be relevant for
15 the folks sitting in the room. I didn't put
16 the whole thing in there, just part of it, but
17 you'll see. So what are the role imperatives
18 for a board member? Execute governance duties;
19 bring relevant expertise that help contribute
20 to the growth agenda for the core and
21 international; help measure, anticipate, and
22 proactively accelerate the systems and
23 capabilities to the scale.

24 Obviously, this is a corporate board.
25 Hold management accountable for acquiring and

1 building leadership capability and ensuring a
2 robust senior management succession plan which
3 is probably the most important thing that a
4 board does.

5 And then you'll see some behaviors like
6 personal commitment; spending the time and the
7 energy; someone who can listen and talk but
8 also get involved in the conversation. You
9 know, in any board that I've worked with, there
10 are some people that just kind of sit, you
11 know, and are kind of quiet; you know, somebody
12 who's going to really engage in the
13 conversation, can think and communicate; is
14 effective within the board boundaries, so
15 council and management, so on and so forth.

16 So this is our particular company. I'll
17 show you a couple CEO ones and show how they're
18 different, right. So one for a CEO -- this one
19 is one that's going to -- and you see how these
20 role imperatives have numbers associated with
21 them.

22 So this is one that's looking to be
23 pretty aggressive in growing, improving
24 margins, growing revenues, clarifying brand
25 positioning. And you'll see the first and most

1 important thing was culture change, growth
2 orientation, being decisive. This is somebody
3 -- you're looking for, you know, somebody who's
4 going to put the pedal to the metal and hold
5 people accountable and drive the number, this
6 particular organization.

7 And you'll see things like fearless
8 communicator, good influencer, team builder,
9 adaptable and openness. So this is probably a
10 real driven change agent organization. Okay.

11 And there are some people that are really
12 good at doing that. You'll see turnaround
13 experts who will come into places. They'll
14 take stock. They'll grow the company. They
15 take their value out of the stock in terms of
16 what they've done, right, and then they're on
17 to the next thing.

18 I've worked with people who are interim
19 CEOs. They just come in and they're like a
20 hired gun, you know, who'll just come in to
21 just change it, grow it, get rid of it. Okay.

22 So that's really -- might be very
23 different. This one is a little bit different.
24 You'll see that changes. And this one is
25 really around execution, innovation, risk

1 management. I want to show you the third one.
2 This one is much more sort of strategic, you
3 see, strategy, industry, global. You know,
4 very different flavor than the first one I was
5 showing you.

6 CHAIRMAN LAWSON: Well, where I was going
7 is what you were sharing with me is given where
8 the organization is, there may be different
9 profile that you're looking for based on where
10 you are as an organization. Like, if we were
11 in high growth and there was a lot of money
12 we'd be looking for a type of person. If we were
13 in low growth, limited money we may be looking
14 for a different type of person. If we were --
15 you described a company that was in turnaround
16 mode, they were looking for potentially a
17 different type of person.

18 DR. KIRSCHNER: That's right. And as I
19 was saying before, there are definitely horses
20 for courses. And so that's why we spent so
21 much time on the situation now since the
22 beginning because we want to make sure we have
23 the right president to lead this organization
24 at this point in time which might have been
25 different 20 years ago.

1 I did hear Humphries -- President
2 Humphries? I heard wonderful things about
3 President Humphries, you know. But I don't
4 know, President Humphries might not be the
5 right leader right today. It's possible not.
6 At that point in time clearly he was the right
7 leader because the institution grew under his
8 stewardship and people were happy and it was a
9 good situation. Who knows whether that person
10 has the negotiation -- I don't know President
11 Humphries at all, actually. I heard that he
12 was pretty good at negotiating money from the
13 legislature. But, you know, maybe that's the
14 person that you need right now might be a very
15 different kind of leader.

16 So you'll see -- and this one is a very
17 different one. This is one who's trying to be
18 the grand -- or be an attractive acquisition
19 target by an American company. This is a
20 Canadian company that wanted to be acquired.
21 So the whole strategy was about, okay, how do
22 you -- what's good for being acquired?

23 Well, a lot of things that people look --
24 who are acquiring from the board is good value,
25 so they're trying to take cost out of the

1 company. I've seen this a lot in private
2 equity companies where they're going to go in
3 and they're going to really shut down a lot of
4 things. A lot of it is just taking anything
5 that's not essential out of the company so that
6 they can prepare themselves for sale. That's a
7 very different kind of leader that somebody's
8 trying to grow a company.

9 In this case, you're looking for
10 whoever's trying to take some costs out. And
11 you'll see a lot of things here are going to be
12 around that. So a lot are on sales, maintain
13 low-cost model to ensure high cash flow,
14 prepare for investment exit. It's a whole
15 different leader that you need there. This one
16 might be a CFO who became a CEO to do this job.
17 So very different. Okay. So that's at the
18 back of your book.

19 So I want you to actually do an exercise.
20 Over there I put each of -- the leadership
21 behaviors are bulleted over here, you see?
22 This is what I just went through, the five,
23 okay. And what I need you to do is -- you've
24 got stickers, and I want you to do this -- and
25 I sent you this stuff ahead of time so

1 hopefully you have some clue -- but as you read
2 through it, just put a green next to the ones
3 that you think are the most important, a yellow
4 for the ones that are important. Okay. And
5 then a red for the ones that are less
6 important.

7 There's nothing that's not important or
8 else it wouldn't be on the model. But that's
9 really what I wanted to do. And then the last
10 one -- this is really important -- the blue is
11 for the most critical things that only the
12 president can do and it can't be delegated.

13 So, for example, someone had to serve as
14 a spokesperson for the institution. You really
15 can't delegate that. That comes with the
16 territory. These are the few and most
17 important. Okay.

18 So I'm going to give you about 15 minutes
19 to go ahead and do that. You may not have
20 enough room to put all the stickers. Don't
21 worry about it. I'm just trying to get a
22 frequency count here about that. So I'm going
23 to give you about 15 minutes to go ahead and do
24 that.

25 (Brief recess.)

1 DR. KIRSCHNER: All right. Folks, let's
2 get started. So we've got about 40 minutes
3 left, and what I want to do is really work on
4 each one of these things. I want to work on
5 each one of these things to get everybody's
6 input and discussion about prioritization and
7 also language. If there's any language you
8 don't like or you want to comment on, this is
9 your chance before we kind of get this to the
10 final position.

11 So let's start with building the
12 university community through managing multiple
13 constituencies. And as we see, we see that the
14 first bullet here by far of all the bullets,
15 except maybe that one, was the most important.
16 So represents the university's interests, the
17 board, all the different constituents. This
18 seems to be a critical capability.

19 So when you're assessing somebody for a
20 job when you're thinking about whether or not
21 they're a fit, this is the thing that you're
22 going to look for more than anything else. How
23 well do they communicate? How well do they
24 bring people together? Are they somebody who
25 sort of helps to join folks or are they

1 somebody who's more divisive? Okay.

2 And, you know, when we look at people
3 around these capabilities, some of these things
4 are really personality-based. Okay. It's
5 something more that's really caught more than
6 taught. Some people naturally have their dukes
7 up. For those of you who have more than one
8 child, you know what I'm talking about, right?
9 They grew up in the same family. They have the
10 same rules. They have the same teachers and
11 sometimes they turn out completely different,
12 right. Because somebody has -- so some of them
13 might have their dukes up and some of them
14 might be natural mediators and conciliatory
15 folks.

16 So some of what you're looking for is
17 going to be personality based. Some of what
18 you're looking for is learned. Okay. It's a
19 skill kind of thing. But I believe that more
20 is caught than taught so much more of what you
21 do has to do with just the kind of person that
22 you are.

23 I have twins, by the way. So I thought
24 it was a sign from God to give a psychologist
25 twins. So I treated one of them really nicely

1 -- no. But it's really, really interesting
2 because again, they're totally different.
3 One's a boy, one's a girl, but they have very
4 different, you know, ways of going through the
5 world, right.

6 And, you know, I could try and -- we have
7 a saying, You can teach a turkey to climb a
8 tree, but you're better off hiring a squirrel.

9 Okay. So in terms of this one, when you
10 look at it on your deck, is there any -- so we
11 know this is the most important. Is there any
12 language here that you think is -- should be
13 changed or added? And if you had to take one
14 or two of these things off of the table, which
15 ones might you delete? You know, I mean, we
16 can go with a very inclusive model like this
17 but, again, some of it's going to be
18 repetitive. So anything here just sort of in
19 terms of language that you'd like to change?

20 TRUSTEE CARTER: Which one is this?

21 DR. KIRSCHNER: This is the builds the
22 university community through managing multiple
23 constituencies.

24 TRUSTEE PERRY: Slide 12?

25 DR. KIRSCHNER: Slide 12.

1 TRUSTEE WOODY: Doctor, you're not just
2 talking about No. 1?

3 DR. KIRSCHNER: No, I'm talking about the
4 whole thing now. So I'm opening this up for
5 conversation. So this is a good thing to have
6 a little discussion amongst the board members
7 around how important is this? What's most
8 important about this? We know it's about
9 managing the multiple constituencies. What are
10 the -- maybe less important here?

11 TRUSTEE GRABLE: I just would have added
12 parents.

13 DR. KIRSCHNER: Oh, that's a good one.
14 Can you put that on there?

15 TRUSTEE GRABLE: On the first one.

16 DR. KIRSCHNER: On the first bullet, add
17 the word "parents."

18 TRUSTEE WOODY: With adding parents, I
19 would think that -- for me No. 1 would be No.
20 1. It's all inclusive.

21 DR. KIRSCHNER: If you had to order it,
22 this would still be the first one?

23 CHAIRMAN LAWSON: Oh, I'm sorry. So
24 you're saying Bullet Point No. 1 would
25 remain --

1 TRUSTEE WOODY: Take care of it.

2 TRUSTEE WASHINGTON: Yeah, I think a lot
3 of the ones underneath are in many ways
4 repetitive and fall under the sort of umbrella
5 of No. 1.

6 TRUSTEE WOODY: I say include the parent.

7 DR. KIRSCHNER: I suggested that, so
8 we're going to add parents. Did you type that
9 in?

10 So any other -- is there anything here
11 that you think is repetitive that maybe we can
12 pull out, like is the second bullet just
13 repetitive of the first bullet?

14 TRUSTEE CARTER: Yeah, the first one is
15 inclusive to enough to cover everything.

16 TRUSTEE PERRY: It covers everything.

17 DR. KIRSCHNER: So we can delete the
18 second one. Is that okay?

19 TRUSTEE CARTER: Pretty much. Yeah,
20 that's the most significant thing on there.

21 DR. KIRSCHNER: I think the third one, I
22 believe, I would keep because there's something
23 about conflict mediation that's not mentioned
24 in the first bullet because there are natural
25 conflicts that happen. So I think you need

1 somebody who's a good -- good balanced dude,
2 right.

3 TRUSTEE LAWRENCE: I would keep No. 4 as
4 well.

5 DR. KIRSCHNER: Yeah, I think that
6 actually should go without saying.

7 TRUSTEE LAWRENCE: But it needs to be
8 said.

9 DR. KIRSCHNER: But it needs to be said.

10 TRUSTEE MOORE: What about No. 5 with
11 maybe the inclusiveness of value because we
12 talk about tradition but then we also think
13 about the inclusiveness of other groups if we
14 want to diversify.

15 TRUSTEE WOODY: No. 5?

16 TRUSTEE WASHINGTON: On No. 5, where it
17 says understands the educational needs of
18 traditionally underserved populations, but if
19 we're an attractor and we're competitive and we
20 have great programs, aren't we willing to
21 attract other students? So the inclusion of
22 other groups that may not be underserved but
23 just want to come because we have a great
24 program.

25 DR. KIRSCHNER: So what's your point?

1 TRUSTEE MOORE: My point is when we look
2 at expanding --

3 Dr. KIRSCHNER: Delete it?

4 TRUSTEE MOORE: No, leave it but expand
5 it to include the inclusiveness of, you know,
6 valuing other groups that may not fall in the
7 underserved that the president, whomever, would
8 have an eye for also looking to attract
9 those --

10 TRUSTEE WASHINGTON: Basically
11 understanding the educational needs of all
12 students of our student population, including
13 the traditionally underserved populations.

14 TRUSTEE MOORE: Yeah. We wouldn't lose
15 sight of what we've always done but then how
16 could we open it up to others?

17 TRUSTEE WOODY: Good point.

18 DR. KIRSCHNER: So maybe at the end of
19 the statement we can say something like --
20 actually, put in a semicolon and then say open
21 up the university to new constituencies, to new
22 student populations.

23 TRUSTEE MOORE: Exactly.

24 DR. KIRSCHNER: So you got that? So
25 colon -- semicolon. I'm sorry. And then opens

1 up the university to new student populations.

2 Does that cover it?

3 TRUSTEE MOORE: Uh-huh (affirmative
4 response.)

5 TRUSTEE LAWRENCE: Seems to me I'm really
6 speaking before the semicolon that this item is
7 particularly important to this university which
8 has a special opportunity with underserved
9 population. We literally recruit these sorts
10 of people and want to.

11 DR. KIRSCHNER: So maybe we move this
12 bullet to be the second bullet?

13 TRUSTEE CARTER: No, I think it's okay
14 where it is.

15 DR. KIRSCHNER: It's okay where it is?
16 Okay. But we know this is really important.
17 Anything else in here that you think could be
18 eliminated? I think the raises -- partners
19 with the faculty and staff to raise the
20 academic standing of the university. That's
21 one I would not want to leave -- I think at the
22 core it still is about education.

23 TRUSTEE CARTER: The next one we can
24 probably eliminate -- we can probably eliminate
25 the one that says engenders trust and

1 confidence because it's encompassed within 1.
2 Obviously, if you're going to be able to --

3 DR. KIRSCHNER: That goes back to
4 integrity and transparency? Okay. So we can
5 eliminate this one, engenders trust and
6 confidence?

7 TRUSTEE BRUNO: I would say the portion
8 after the semicolon, takes responsibility for
9 outcomes and delivers on commitments.

10 DR. KIRSCHNER: You want to save that
11 one?

12 TRUSTEE BRUNO: Yes.

13 TRUSTEE WASHINGTON: Save what's after
14 the semicolon.

15 TRUSTEE WOODY: Which one are we talking
16 about?

17 TRUSTEE WASHINGTON: The same bullet. So
18 it says engenders trust and confidence and then
19 the second part is takes responsibility for
20 outcomes.

21 DR. KIRSCHNER: So delete the engenders
22 trust and confidence? I have a feeling that
23 we're going to be able to take that second
24 statement and put it in a different part under
25 maybe execution but it might be under here but

1 let's hold on to it. Good.

2 Serves the community within the
3 university operates.

4 TRUSTEE LAWRENCE: Tell me what that
5 means.

6 DR. KIRSCHNER: So that one really came
7 from a conversation with Reverend Holmes who
8 was saying, Hey, you're a part of this
9 community and this community is a challenge.
10 It's a high-crime community. And I -- we want
11 a president that is going to be connected to
12 the community. So you think we want take that
13 one out? Are you in agreement?

14 TRUSTEE LAWRENCE: The only thing I would
15 say in the spirit of what you said earlier
16 about a town and a gown, it's not just a matter
17 of high crime. FAMU ought to be seen as a
18 leader in the Tallahassee-Leon County
19 Community. That is an important role for a
20 university.

21 TRUSTEE WOODY: I think FAMU should be
22 inclusive with the local county, with Leon
23 County, but also statewide and national wide.

24 TRUSTEE CARTER: I think when you
25 consider the fact that a lot of people in

1 Tallahassee give a lot of money even though
2 they're not FAMU grads, a lot of people in
3 Tallahassee really support FAMU and so that
4 requires an engagement, at least an
5 appreciation. People in the community -- they
6 live there, they work there. They are part of
7 it. So it has to be a part of the community in
8 the real sense.

9 Folks like Reverend Holmes raised a lot
10 of money for FAMU. He's not a FAMU grad, but
11 there are other businesses in Tallahassee so we
12 need -- the other thing about it, if you're
13 going to make a substantial commitment you've
14 got to be strong where your base is first and
15 then you expand out. So I think that's very,
16 very important.

17 TRUSTEE WOODY: I agree with that. The
18 same example I've used for University of
19 Florida or Florida State, when it comes down to
20 impact for not only Tallahassee, but Leon
21 County, but the impact statewide. Look at the
22 different campuses they have all over the state
23 of Florida.

24 TRUSTEE GRABLE: And if we think about
25 it, this to me goes to the philosophy of

1 corporate responsibility. So corporations are
2 -- must be responsible in their community where
3 they live. And this is to me along the same
4 tracks is kind of synonymous with corporate
5 responsibility because we try to tie often
6 business tactics and methods to operating our
7 university to hopefully enhance its influence,
8 enhance the fundraiser. So I see it along
9 those lines.

10 TRUSTEE DORTCH: I would not use the
11 leader for revitalization. I would say as a
12 partner for enhancement and revitalization.

13 DR. KIRSCHNER: So change the word
14 "leader" to "partner" on that bullet?

15 TRUSTEE DORTCH: That would be partner
16 instead of leader because whatever we do to
17 enhance it, if we are looking at the
18 surrounding areas, it's going to help
19 revitalization, but it should not be for that
20 president coming in he's got to be or she's got
21 to be the one out there leading the charge, but
22 the university must be partners in whatever
23 happens. It's in our best benefit and safety
24 for everyone else.

25 TRUSTEE LAWRENCE: So let me say two

1 things: First of all, I absolutely agree with
2 Trustee Woody's comment about beyond Leon
3 County and the state. So for instance, FAMU
4 has a place in this state that USF doesn't have
5 which is four times as large. This is a -- in
6 its own unique, special way a statewide
7 university, historically and otherwise.

8 Second point, I live in a community with
9 a university -- state university that's 55,000
10 students, Florida International University.
11 Its president of the university is chair of the
12 Chamber of Commerce in Miami. I want -- that
13 isn't my standard, but understanding real
14 (inaudible) in town and gown I think is
15 critical to this university over time. When
16 we're gathering the two, three, four, five, six
17 people we really need to have to think about
18 how we do such and such in Tallahassee, got to
19 have the FAMU president here.

20 DR. KIRSCHNER: So this bullet stays. Is
21 the language okay? Do you want to -- the
22 community within the university operates, do
23 you want to think about statewide influence or
24 is it covered under the community? I didn't
25 mention the community. So we could argue that

1 it has to do with --

2 TRUSTEE CARTER: You can go after --
3 after community just do parens, local and
4 statewide.

5 DR. KIRSCHNER: Okay. That's good. So
6 in here, serves the community and then put a
7 parenthesis local and statewide. I'm not sure
8 about this last bullet, guys. Do you think we
9 need it?

10 TRUSTEE CARTER: Well, I think if you got
11 one -- if you do 1 right, you probably won't
12 need it.

13 DR. KIRSCHNER: So I would eliminate the
14 last bullet.

15 TRUSTEE GRABLE: The last bullet?

16 DR. KIRSCHNER: The last bullet; builds
17 strong relationships of trust and candor; takes
18 time to know individuals; operates as a peer in
19 the eyes of board members.

20 TRUSTEE LAWRENCE: The only thing I would
21 say is somebody who's worked a long time is
22 that the best bosses I've ever worked for, they
23 cared about me. I want a president of the
24 university who puts the university community in
25 its broader scope. My God, he or she cares

1 about me.

2 DR. KIRSCHNER: Okay.

3 TRUSTEE LAWRENCE: That to me is
4 important right there.

5 DR. KIRSCHNER: Okay. So how about we
6 leave that bullet and instead of using the
7 phrase, "Takes time to know individuals" -- and
8 I'm not sure of the language to use here, Dave.

9 TRUSTEE LAWRENCE: Demonstrates care for
10 all individuals.

11 DR. KIRSCHNER: That's good. So instead
12 -- so leave the bullet. Take out the takes
13 time to know individuals and put in -- I'm
14 sorry. The language again was?

15 TRUSTEE LAWRENCE: Demonstrates --

16 DR. KIRSCHNER: Demonstrates caring for
17 all individuals.

18 TRUSTEE LAWRENCE: Yeah.

19 DR. KIRSCHNER: Okay. Are we done with
20 this one?

21 TRUSTEE GRABLE: I wanted to go back up
22 to the fourth one from the bottom. And we
23 already agreed to keep it, but as I looked at
24 that, that really brings up the concept of
25 shared governance. And I just feel that it's

1 really critical and that shared governance with
2 faculty and staff and the campus community.
3 But this is a real important term and it
4 signals -- it's a signal. And I think we need
5 to add -- and I would add it where we say at
6 the end raise the academic standing and shared
7 governance within the university.

8 DR. KIRSCHNER: Okay. Raise the academic
9 standing and shared governance within the
10 university right here?

11 TRUSTEE GRABLE: Yes.

12 DR. KIRSCHNER: So it's the fourth from
13 the bottom.

14 TRUSTEE GRABLE: Yes.

15 DR. KIRSCHNER: To raise the academic
16 standing and shared governance and take out the
17 word "of" and put in the word "for."

18 TRUSTEE GRABLE: Within.

19 DR. KIRSCHNER: Okay.

20 TRUSTEE GRABLE: Okay.

21 DR. KIRSCHNER: We good with this one?
22 We got to move along because our time is going
23 to get tight. So let's do the next one.

24 Justin.

25 TRUSTEE BRUNO: I did have one I wanted

1 to add, possibly. We were talking about
2 integrity and transparency and also (inaudible)
3 all that stuff. We're clear that this
4 university endeavor presents a really
5 politically charged environment so we need
6 somebody who could refrain from politics, the
7 political climate to cloud their judgment on
8 matters and decisions that affect the
9 university. So there's always going to be,
10 like, political forces coming at you -- we need
11 you to do this, we need you to do that -- but
12 at the very, like, center of attention is
13 student body in the university.

14 DR. KIRSCHNER: You're talking about
15 rising above politics.

16 TRUSTEE BRUNO: Right.

17 DR. KIRSCHNER: Do things that are in the
18 best interest of the institution.

19 TRUSTEE BRUNO: Right.

20 DR. KIRSCHNER: I'm just seeing whether
21 or not we had it somewhere else. I think maybe
22 when we get to communication -- but hold on to
23 that because that's good.

24 Okay. Let's go on. So grows the
25 endowment through fundraising and fiscal

1 management. And when we look at this one, this
2 is obviously really important. Primary contact
3 point; builds strong alliances to government,
4 private sector partners; money management. So
5 anything that folks would want to add, change
6 or delete in this bucket?

7 TRUSTEE WOODY: Would it be too down in
8 the lead (phonetic) to say for a leader to hire
9 someone that's capable of assisting him or her
10 in raising X amount of funds?

11 DR. KIRSCHNER: I think that's under
12 talent management, getting the right people on
13 the bus so let's hold onto it, but yes. That
14 would be an important part.

15 I'm thinking the last bullet here could
16 maybe come out. I don't know, a bunch of
17 people read it as --

18 TRUSTEE CARTER: It's got a lot of blue
19 there.

20 DR. KIRSCHNER: Not a single red. Okay.
21 Anything on this? Are we leaving this the way
22 it is?

23 TRUSTEE CARTER: I think that's a pretty
24 good one there.

25 DR. KIRSCHNER: Any other input on this

1 or are we going to go to the next one? Okay.
2 Next one. Balances strategy -- strategic
3 thinking with execution. And this one actually
4 got a high number of votes, crafting a shared
5 vision and articulating a clear strategy. That
6 was good as did forges alignment by
7 prioritizing. It's got a lot of blue. And
8 then this one, too. This is Justin's comment
9 about gets stuff done.

10 TRUSTEE CARTER: Which one are you
11 talking about?

12 DR. KIRSCHNER: Forges alignment and
13 buy-in across all stakeholders to the strategic
14 vision. But the one I was just talking about
15 was Justin's point about driven to have impact,
16 gets things done, you know, makes choices, you
17 know, is a person of action.

18 TRUSTEE GRABLE: I really like that
19 shared vision because that's going to be an
20 issue when you talk about as far as the shared
21 vision, not individual.

22 DR. KIRSCHNER: We do have occasional
23 people like Steve Jobs who come forward with
24 their own vision and it's like wow, you know.
25 But I find that in general most leaders are not

1 that smart. They need the help of other people
2 to create the shared vision.

3 TRUSTEE WASHINGTON: Maybe that last
4 bullet is repetitive, bias for action because
5 we talked about driven to have impact and then
6 has clear priorities and outcomes, timelines
7 and checkpoints.

8 CHAIRMAN LAWSON: The very last bullet.

9 DR. KIRSCHNER: So we're thinking about
10 deleting that last bullet? Okay.

11 CHAIRMAN LAWSON: Maybe if you just took
12 that one phrase out and put it in the impact
13 statement, that will be fine.

14 DR. KIRSCHNER: Take what now?

15 CHAIRMAN LAWSON: The business acumen out
16 of the very last bullet --

17 DR. KIRSCHNER: Put it up here?

18 CHAIRMAN LAWSON: And just put where it
19 says is driven to have impact; knows how to get
20 things done, somewhere in that, just throw
21 business acumen in.

22 DR. KIRSCHNER: Okay. So under that
23 bullet after the -- put in the middle,
24 demonstrates strong business acumen? So this
25 is the fifth bullet and then delete the last

1 bullet. So is driven to have impact. See that
2 bullet? At the end of that put in a semicolon;
3 demonstrates strong business acumen and then
4 delete the last bullet in total. Anything
5 else?

6 Justin?

7 TRUSTEE BRUNO: Kind of clarify with the
8 one with the red.

9 DR. KIRSCHNER: Delegates authority for
10 decision-making to the lowest appropriate
11 level. So you want a leader that's not going
12 to take -- you don't want a micromanager. You
13 want somebody who's going to delegate, get the
14 right people on the bus but then they're going
15 to give them things to do, right. So maybe
16 that's under talent management.

17 TRUSTEE CARTER: Yeah, it could probably
18 be said a little more artfully.

19 DR. KIRSCHNER: Take that one and put it
20 in this bucket? Okay. So the second bullet --
21 I'm sorry, the fourth bullet, delegates
22 authority for decision-making to the lowest
23 appropriate level -- just cut it and then paste
24 it on the last one under gross organizational
25 capability.

1 DR. KIRSCHNER: Anything else about --
2 so back up to the -- anything else on this one,
3 guys?

4 TRUSTEE BRUNO: We got into a discussion
5 yesterday about metrics versus --

6 TRUSTEE GRABLE: Students.

7 TRUSTEE BRUNO: Students. So I think
8 that requires this person -- for this person to
9 be -- have a sense of discernment that allows
10 them to prioritize the constituents over, you
11 know, those standards and metrics and having a
12 good balance between the two.

13 DR. KIRSCHNER: So I'm thinking, like,
14 put metrics and accountability systems in place
15 to ensure the strategies are actually
16 successful without losing sight of student
17 welfare; is that good?

18 TRUSTEE GRABLE: That's good.

19 DR. KIRSCHNER: So at the end of that
20 sentence, without losing sight of student
21 welfare.

22 Anything else on this one, guys, or we
23 going to move forward?

24 CHAIRMAN LAWSON: That's good.

25 DR. KIRSCHNER: Okay. So communicates

1 effectively to enhance the public image of the
2 university.

3 TRUSTEE DORTCH: I would in that first
4 bullet change from inspirational public speaker
5 to inspirational communicator so it would be in
6 any audience.

7 DR. KIRSCHNER: Okay. That's good. So
8 take out public speaker but leave the word
9 "inspirational." So take out public speaker
10 and put in communicator. Good. This is a long
11 one, so it would be good if we can take a
12 couple of bullets out.

13 TRUSTEE LAWRENCE: Well, I would subsume
14 the second one under the first which is, is an
15 inspirational communicator in the public face
16 of the university who wins or something like
17 that.

18 TRUSTEE WASHINGTON: We've already said
19 that kind of in the first section. We said
20 that, kind of. Public face is the
21 representative --

22 DR. KIRSCHNER: There's going to be some
23 overlap, so you want to just delete the second
24 one? Delete the second bullet.

25 CHAIRMAN LAWSON: Bullet Point No. 3 is a

1 repeat.

2 DR. KIRSCHNER: Three being which one?

3 TRUSTEE WASHINGTON: Listens carefully.

4 DR. KIRSCHNER: No, I just -- I don't
5 want to lose the listening part of this. It's
6 such an important competency here.

7 TRUSTEE BRUNO: I was going to add to
8 that one actually because I think it's one
9 thing to listen; I think it's another to listen
10 to what they're saying and actually act on it;
11 that as a result of what they're saying and
12 then communicate with them about your actions
13 because sometimes we have these, like,
14 listening sessions and we'll listen to feedback
15 and we'll put it on a transcript, but we never
16 actually, like, read the words. Our
17 constituents have no access afterwards to
18 whatever action that we took or what they said.

19 TRUSTEE CARTER: How about listens and
20 provides feedback?

21 TRUSTEE BRUNO: Yeah.

22 DR. KIRSCHNER: Okay. So listens
23 carefully with all members of the university
24 and provides feedback that demonstrates an
25 appreciation. How's that? Is that good? So

1 listens carefully to all members of the
2 university community and provides feedback that
3 demonstrates. So listens carefully. The "and
4 provides feedback" goes after the word
5 "community." Listens carefully and -- after
6 the word "and"? I'm sorry.

7 TRUSTEE CARTER: And provides feedback.

8 DR. KIRSCHNER: And provides feedback.

9 TRUSTEE GRABLE: That demonstrates.

10 DR. KIRSCHNER: Great.

11 TRUSTEE WOODY: And the next one, just go
12 ahead and delete it entirely because we said
13 the same thing.

14 DR. KIRSCHNER: Delete the fourth bullet.
15 Aligns organizational activities and ensures
16 consistency. Okay. Any other comments?

17 TRUSTEE DORTCH: In that last bullet,
18 it's similar to the first. I would just take
19 the last part and put tolerates high visibility
20 and scrutiny at the end of Bullet 1 and take
21 out the first one.

22 DR. KIRSCHNER: Good. So take that out
23 and put it at the end of Bullet 1 and delete
24 the rest of the last bullet.

25 TRUSTEE MOORE: What do y'all think about

1 the bullet, leverages deep understanding of the
2 FAMU market to recruit? And I was thinking
3 retain new students and employees, the "and
4 retains."

5 DR. KIRSCHNER: Good. That's very good.
6 Recruit and retain before the word "new."

7 TRUSTEE BRUNO: Do we want to take out
8 new?

9 DR. KIRSCHNER: Take the word "new" out.

10 TRUSTEE LAWRENCE: You want somebody
11 meanwhile who does more than tolerates high
12 visibility and scrutiny. At the minimum, you
13 want somebody who accepts it and understands
14 it.

15 DR. KIRSCHNER: How about thrives?

16 TRUSTEE LAWRENCE: I think thrives would
17 be great. I just don't think you're putting up
18 with something.

19 DR. KIRSCHNER: Put in thrives under
20 condition of high visibility and scrutiny.
21 Thank you, Dave.

22 TRUSTEE CARTER: I think we can delete
23 the third one from the bottom. That's assumed
24 when you said inspirational communicator in
25 public places. In order to be an inspirational

1 communicator, you've got to have a person
2 that's savvy. That kind of goes with it.

3 DR. KIRSCHNER: So delete the
4 interpersonally savvy bullet? You guys okay
5 with that? Delete that bullet.

6 TRUSTEE WASHINGTON: The bullet above
7 that, effectively and intentionally leads -- I
8 would start -- because this is supposed to be
9 communications, I would start with the
10 communicates a compelling case for change and
11 assists others along the journey.

12 DR. KIRSCHNER: So you want to put that
13 bullet first?

14 TRUSTEE WASHINGTON: I would just put
15 that clause. I would start with the
16 communicates part.

17 DR. KIRSCHNER: Oh, okay, put that at the
18 beginning of the sentence? Okay. That goes
19 before "effectively."

20 TRUSTEE GRABLE: Very good command of the
21 English language, by the way. It is indeed a
22 clause. It's not a phrase.

23 DR. KIRSCHNER: Okay. Good. Anything on
24 this one? We'll do the last one. All right.
25 Last one.

1 Grows organizational capability through
2 strategic talent management.

3 TRUSTEE CARTER: We've definitely got to
4 keep the first one.

5 DR. KIRSCHNER: Get the right people on
6 the bus. And then team building, I think
7 that's one that needs to stay as well. And
8 then performance management -- even though it
9 didn't get a lot of blues, I think it's
10 critical because I think that's -- just
11 instills a culture of --

12 TRUSTEE CARTER: You've got to have that.

13 CHAIRMAN LAWSON: Builds an aligned and
14 engaged organization.

15 TRUSTEE CARTER: I think we've got it
16 encumbered in No. 2, don't you think?

17 CHAIRMAN LAWSON: Yeah, I think so.

18 TRUSTEE CARTER: So I think we can delete
19 4.

20 TRUSTEE LAWRENCE: Although 4 is in some
21 ways stronger than 2.

22 DR. KIRSCHNER: So take out 2 and keep 4?

23 TRUSTEE LAWRENCE: Yeah, I think so.

24 TRUSTEE CARTER: Keep 4 and take out 2.

25 DR. KIRSCHNER: Yeah, I want to push back

1 here just a little bit because I just think
2 that team -- like having -- what I was telling
3 you about that CEO before, having a great team
4 and then delegating authority to that team is
5 really what you want in a president. You don't
6 want somebody who's like -- and it's not an
7 organization. It's about his or her team.

8 TRUSTEE MOORE: So it's two different
9 groups. So it's --

10 TRUSTEE PERRY: You're talking about two
11 different groups.

12 TRUSTEE CARTER: I'm good. Let's keep
13 it.

14 TRUSTEE WASHINGTON: So should we put
15 management?

16 DR. KIRSCHNER: Okay. That's fine.
17 Builds a strong management team.

18 Any other comments about this? Anything
19 we need to take out that might be redundant?
20 Wasn't there something you wanted me to
21 remember from before?

22 TRUSTEE BRUNO: You put it in at the end.
23 But I think Trustee Carter made a comment that
24 we could word it a little more -- could we --
25 delegates authority for decision making.

1 TRUSTEE WASHINGTON: It creates an
2 environment in which people feel heard and
3 valued which kind of goes back to the caring
4 thing that Dave had added earlier about, having
5 a leader who you feel like cares. It was like
6 No. 5.

7 TRUSTEE GRABLE: No. 5.

8 TRUSTEE WASHINGTON: Number 5 is a repeat
9 from somewhere in No. 1 that we had.

10 DR. KIRSCHNER: So this is really about
11 being cultured. Do you think -- just delete
12 this?

13 TRUSTEE WASHINGTON: I think we have it.
14 We had it earlier.

15 TRUSTEE GRABLE: And I'd like deleting
16 that one again because, again, we're talking
17 about cultural shifting. So, you know, I see
18 build and protect, but protect the culture -- I
19 think that caring goes more to the point
20 because culture really should evolve.

21 DR. KIRSCHNER: Where is that?

22 TRUSTEE WASHINGTON: So we had added it,
23 I think, in the first section. It was in
24 addition to one of the ones in the first
25 section.

1 CHAIRMAN LAWSON: I have an interesting
2 point of view on this one. There are certain
3 parts about the culture that we don't want to
4 preserve, so protect the positive aspect or the
5 productive aspects of the culture.

6 TRUSTEE CARTER: How about protect and
7 improve the culture.

8 TRUSTEE WASHINGTON: I don't like
9 protect.

10 CHAIRMAN LAWSON: We talked about, you
11 know, some concerns we have around service and
12 how we deal with students, et cetera, so there
13 are some things we do want to change.

14 DR. KIRSCHNER: So we want to keep this
15 bullet, just the first part of it, actively
16 works to build and protect the positive aspects
17 of the culture.

18 TRUSTEE CARTER: Positive aspects.

19 TRUSTEE BRUNO: The only thing I would
20 add maybe is hold everyone that's part of the
21 organization accountable for operation and
22 confines of the culture. Sometimes we run into
23 an issue where, like, the culture is at the top
24 of the organization in one thing but you've got
25 people at the bottom who don't align.

1 TRUSTEE WASHINGTON: Creates a
2 consistent, positive culture -- something like
3 consistency.

4 DR. KIRSCHNER: So -- I mean, culture in
5 its definition is organization so -- but
6 there's something about actively works to build
7 and protect the positive aspects of the culture
8 and ensures alignment.

9 TRUSTEE WASHINGTON: Ensures consistency.

10 DR. KIRSCHNER: And ensures consistencies
11 across the institution. Good. No period. How
12 about this one, aligns around priorities,
13 monitors performance, pivots easily,
14 course-corrects quickly. I think this is kind
15 of covered in our performance management stuff
16 that we did that we had under execution. So we
17 have a lot of things here around metrics,
18 accountability systems. Do we also need
19 accountability systems here? So do we need
20 this bullet, or did we cover it before; aligns
21 individual and teams around clear priorities.
22 This seems to be misplaced. Are you okay with
23 deleting this one?

24 TRUSTEE WASHINGTON: It's also kind of
25 repeated in that third bullet.

1 TRUSTEE CARTER: We talked about building
2 a strong team.

3 DR. KIRSCHNER: Why don't we just delete
4 that one. Is that okay?

5 TRUSTEE LAWRENCE: The one portion in
6 here -- maybe it's covered --

7 DR. KIRSCHNER: Pivots easily?

8 TRUSTEE LAWRENCE -- is the pivots easily
9 to reflect new reality. That requires a very
10 special leader who has the courage to say, We
11 now need to focus on this over here.

12 DR. KIRSCHNER: Yeah, that's good.

13 TRUSTEE CARTER: So keep the last phrase?

14 DR. KIRSCHNER: I don't think it's under
15 talent management, maybe it's under this one.
16 Pivots -- so it doesn't get stuck, right. So
17 pivots quickly -- what was the rest of the
18 language you used, Dave?

19 TRUSTEE CARTER: You could use the rest
20 of that -- just start at pivots and use the
21 rest of that sentence.

22 TRUSTEE LAWRENCE: I think that
23 essentially able to pivot easily to reflect new
24 realities would do it.

25 DR. KIRSCHNER: Okay. Able to -- just

1 pivots. So pivots easily to reflect new
2 realities.

3 TRUSTEE BRUNO: Has the courage.

4 DR. KIRSCHNER: I like the word
5 "courage." Demonstrates the courage needed to
6 pivot easily. Demonstrates managerial courage
7 colon. So take the needs. So demonstrates
8 managerial courage. Take out the word there
9 and then colon -- semicolon. I'm sorry. And
10 then take the word "needed" out and just write
11 pivots easily to reflect new realities. Good.
12 Okay.

13 TRUSTEE CARTER: I still like the
14 course-corrects quickly. You've got to be
15 nimble.

16 DR. KIRSCHNER: Well, I think that's the
17 same thing as pivoting easily. I think it's
18 covered.

19 So let's go to page 19. This is the last
20 one. Anything else that you want to change?

21 TRUSTEE BRUNO: The one that I brought up
22 earlier on the very first one, I would just say
23 because the one that I was referencing was in
24 the rationale. I would suggest pulling that
25 out and making it --

1 DR. KIRSCHNER: So under which one?

2 TRUSTEE BRUNO: The first one about the
3 community. And -- because I brought up
4 something they said it was a rationale.

5 TRUSTEE MOORE: It's the one you're
6 looking at.

7 DR. KIRSCHNER: Not being done by
8 politics and patronage?

9 TRUSTEE BRUNO: Right. If we could just
10 make that a bullet point because -- and I'm not
11 sure if I'm paying too much attention to the
12 rationale.

13 DR. KIRSCHNER: I'm just trying to think
14 about where to put it. You think it needs its
15 own bullet?

16 TRUSTEE BRUNO: Yes.

17 DR. KIRSCHNER: I think we have something
18 about the mission don't we, somewhere?

19 TRUSTEE BRUNO: My main concern is not
20 being bound by politics.

21 DR. KIRSCHNER: Right. But I think it
22 would be good in the mission. So maybe under
23 the scouts strategic execution or maybe up
24 here. So where do you think this goes, guys?

25 TRUSTEE GRABLE: Say it again.

1 DR. KIRSCHNER: So he wants this piece,
2 this not being bound by politics and patronage
3 to be in a bullet, not in a rationale. So what
4 bullet do we put it in?

5 TRUSTEE MOORE: Would you put it under a
6 thinking one?

7 DR. KIRSCHNER: It's more of an acting
8 one than a thinking one.

9 TRUSTEE CARTER: Where are you?

10 DR. KIRSCHNER: Okay. So right now on
11 I'm on page 12. This last -- so this last
12 segment not being bound by politics or
13 patronage. Justin made the point that it would
14 be good to have that actually in one of the
15 bullets. So the question is which bullet and
16 it doesn't have to be on this page. So we're
17 thinking that maybe it's under balances
18 strategic thinking or communicates effectively.

19 TRUSTEE WOODY: I have a question.

20 DR. KIRSCHNER: Yes.

21 TRUSTEE WOODY: Should that be the
22 rationale or should it be a plus?

23 DR. KIRSCHNER: That's the question.

24 TRUSTEE BRUNO: I'm not seeing us paying
25 too much attention to any of the rationale.

1 TRUSTEE WASHINGTON: Because we're not
2 editing the rationale.

3 TRUSTEE WOODY: But the rationale is part
4 of the process; right?

5 TRUSTEE PERRY: The rationale to me
6 amplifies the bullets, the bullets of the
7 specific points under the rationale.

8 TRUSTEE WOODY: So it should be a bullet,
9 then; that's what you're saying?

10 TRUSTEE GRABLE: Is it our call; is that
11 what you're suggesting, Justin?

12 TRUSTEE DORTCH: On Bullet 4 on page 16?

13 TRUSTEE WASHINGTON: It would fit under
14 that third --

15 TRUSTEE DORTCH: Where it says, "Builds
16 an aligned and engaged organization; inspires
17 and builds trust; helps people see their roles
18 in delivering on a collected vision."

19 DR. KIRSCHNER: How about inspires and
20 builds trust without being bound by patronage
21 for -- by politics or patronage?

22 TRUSTEE WASHINGTON: Or makes -- what is
23 your point -- do you want -- is your goal to
24 make sure that the person is making decisions
25 without being bound? So maybe we put it back

1 on page 12, makes tough decisions through
2 careful consideration of multiple factors,
3 immediate conflicts between key constituents
4 while not being bound by politics.

5 DR. KIRSCHNER: I think you're right.
6 Makes tough decisions.

7 TRUSTEE CARTER: That's a wrap.

8 DR. KIRSCHNER: Without being bound by
9 politics. Are we good? Does anybody have any
10 last comments?

11 Now am I correct -- are you a judge? Can
12 you do me a favor and say, Speak now or forever
13 hold your peace?

14 TRUSTEE PERRY: All right. Speak now or
15 forever hold your peace.

16 DR. KIRSCHNER: All right. Thank you
17 all. I really appreciate your time today.

18 CHAIRMAN LAWSON: Thank you.

19 DR. KIRSCHNER: And you have my name and
20 number on the front page of your booklets if
21 you have questions, concerns.

22 CHAIRMAN LAWSON: Talk about what our
23 next steps could be.

24 DR. KIRSCHNER: Okay. So we're going to
25 finalize this. This is going to be, you know,

1 you guys sign off on it. I'll make the edits
2 and I'll send it back to everybody.

3 This then becomes the document that
4 you've used to select your new president.
5 Okay. So how do you select the president?
6 Well, you know, you could do a big search. You
7 can go with what you have. These are
8 discussions that you guys need to have.

9 But whatever you do, this is what you
10 want to hold people up to, right. So my
11 suggestion is that, you know, whenever you
12 decide, when you get to the last couple of
13 people, let me assess them. So I'll come in,
14 do psychological testing, usually a three- or
15 four-hour interview, okay, and then a report
16 back to you. That's the only thing. The
17 confidential report goes back to you and it
18 helps -- you know, I'll measure whoever you see
19 against these criteria and provide a report to
20 you.

21 So that usually has high value for
22 organizations because let's face it, you make
23 the wrong choice, it's a high cost, right? So
24 you've had experience of having made the wrong
25 choice.

1 So if you put a process like this in
2 place, it helps you to have the right choice
3 because you're measuring against the common
4 criteria. You can also use this for
5 performance management.

6 So as you think down a year, down two
7 years, you want to communicate this to your
8 president, whoever you select, okay, and say,
9 This is what we're holding you accountable for.
10 Okay. This is what we want to see. And at the
11 end of the year, we're going to revisit this
12 and see how well you've done. So it's just
13 putting that sort of accountability structure
14 around what we're trying to accomplish.

15 TRUSTEE WASHINGTON: Just as we're
16 thinking through, we've given ourselves, I
17 don't know, probably close to 40 bullets of
18 things that we expect to see in a leader,
19 right? It's probably too many. Of those, what
20 percentage is a good threshold for choosing?

21 DR. KIRSCHNER: Nobody gets all of them,
22 right? So you build this model in a way that
23 people are going to hit some and not the
24 others. At the end you have a discussion.
25 Usually it comes down to a list of real

1 outstanding strengths. This person's a great
2 communicator, sets a compelling vision, you
3 know, faculty loved them; and weaknesses,
4 hasn't raised a dime. You know, the governor
5 hates him, you know, whatever it may be.

6 And then you say, okay. When you look at
7 those trends and you look at those
8 opportunities, is this somebody that can work
9 on those things and overcome them? Is this
10 something maybe we can surround that person
11 with, other people that could do some of those
12 things if they have poor financial acumen.
13 Okay. Let's get a great CFO in to surround
14 them with.

15 So it's really about -- really, we all
16 have the strengths and the weaknesses except
17 for the consultants, of course. We all have
18 strengths. But everybody else has strengths
19 and weaknesses.

20 So it's really about what the profile
21 looks like relative to what you want to get
22 done and then you make your choice, you know,
23 based on that. But you do want your eyes wide
24 open, right. Now you're saying, I know what we
25 have as opposed to getting blindsided.

1 TRUSTEE CARTER: You were saying CFO. We
2 only hire the president. The president hires
3 everybody else. So we've got to have somebody
4 that can basically walk on water because that
5 person's going to be hiring everyone else.

6 DR. KIRSCHNER: Well, you know what?
7 Part of that is about putting these kind of
8 disciplines in place when you're hiring them
9 and making sure that you're not hiring somebody
10 because you play golf with his brother, but
11 you're hiring somebody because you have a role
12 you know has to be filled and you know that
13 person can get you that job.

14 So that's really what you want in
15 organizations. That's how you hold people
16 accountable. You start with the job. See, the
17 problem in a lot of institutions is they start
18 with the person. They don't start with the
19 job. Let's start with the job, then we can
20 look it up as any number of people. So -- and
21 I'll stop in a second.

22 You're better off putting your resources
23 before you hire somebody because after you hire
24 them, it's very difficult to change their
25 behaviors. Before you hire them, there's an

1 infinite number of people you could hire. So
2 the variance is large.

3 So anybody who says marry the man today
4 and change his ways tomorrow didn't know what
5 they were talking about, right; very difficult
6 to change people's behaviors once you've got
7 them. So put your efforts before you got them
8 and make sure you get the right person in the
9 right job. Anybody who's married knows that.

10 TRUSTEE DORTCH: All right. So after
11 you've done your assessment, you give a report
12 back. Let's say if we were in this search
13 mode, then after your report comes back, rather
14 than the Board as a whole, then I would assume
15 that there's another level of interviews would
16 be done by a subgroup or a small group that the
17 chairmen have. And then it comes to the Board
18 as opposed to just living and dying by what the
19 consultant says; the Board's got to have
20 that --

21 DR. KIRSCHNER: This is just a piece you
22 use to make a decision. So one of the things
23 you can do when you're interviewing candidates,
24 for instance, is say, you know, You focus on
25 grows the endowment. And, Kimberly, you focus

1 on communication and Justin so that you are --
2 as opposed to everybody asking the same
3 questions.

4 And then the other thing you can do is
5 you can use this to onboard the report; then it
6 can be shared with the successful candidate and
7 used to onboard them and say, Hey, when we
8 looked at you, we think this is an area you
9 really need to focus on. I'm an executive
10 coach, so I do this. I actually work with
11 people after they're hired to help improve
12 their performance.

13 All right. How did we do?

14 CHAIRMAN LAWSON: Good, Jeff. Thank you.

15 TRUSTEE PERRY: Are we going to get this
16 next week?

17 CHAIRMAN LAWSON: Yeah, I should be able
18 to turn this around within a week, absolutely.
19 I'm pretty much done.

20 CHAIRMAN LAWSON: Let's take 10 and start
21 a little early with the actual board meeting
22 itself. So this concludes our retreat format.

23 Again, thanks, everybody, for their
24 participation. Jeff, thank you. Good
25 discussion this morning, good job on the

1 results. You've giving us a lot to think
2 about. And -- you know, so a lot of good
3 information in the last day and almost a third
4 here. So let's take 10, come back, go straight
5 into the --

6 ATTORNEY BARGE-MILES: Come back at
7 10:55?

8 CHAIRMAN LAWSON: Yes, and go straight
9 into the board meeting. And we'll try to make
10 sure the other remote members are on when we
11 get started.

12 (Brief recess.)

13 CHAIRMAN LAWSON: Good morning and
14 welcome to the August 18th, 2017, meeting of
15 the Florida A&M University Board of Trustees.
16 I'd like to call this meeting to order.
17 Attorney Barge-Miles, would you please call the
18 roll.

19 ATTORNEY BARGE-MILES: Trustee Bruno.

20 (No response.)

21 ATTORNEY BARGE-MILES: Trustee Carter.

22 TRUSTEE CARTER: Here.

23 ATTORNEY BARGE-MILES: Trustee Dortch.

24 TRUSTEE DORTCH: Here.

25 ATTORNEY BARGE-MILES: Trustee Grable.

1 TRUSTEE GRABLE: Here.

2 ATTORNEY BARGE-MILES: Trustee Lawrence.

3 TRUSTEE LAWRENCE: Here.

4 ATTORNEY BARGE-MILES: Trustee Lawson.

5 CHAIRMAN LAWSON: Here.

6 ATTORNEY BARGE-MILES: Trustee McCoy --

7 oh, I'm sorry.

8 Trustee Mills.

9 (No response.)

10 ATTORNEY BARGE-MILES: Trustee Moore.

11 TRUSTEE MOORE: Here.

12 ATTORNEY BARGE-MILES: Trustee Perry.

13 TRUSTEE PERRY: Here.

14 ATTORNEY BARGE-MILES: Trustee Reed.

15 TRUSTEE REED: Here.

16 ATTORNEY BARGE-MILES: Trustee

17 Washington.

18 TRUSTEE WASHINGTON: Here.

19 ATTORNEY BARGE-MILES: And Trustee Woody.

20 TRUSTEE WOODY: Here.

21 ATTORNEY BARGE-MILES: Mr. Chair, you

22 have the quorum.

23 CHAIRMAN LAWSON: Thank you. Attorney

24 Barge-Miles, did anyone sign up for public

25 comment today?

1 ATTORNEY BARGE-MILES: Yes, Hattie
2 Alexander.

3 CHAIRMAN LAWSON: Okay.

4 MS. ALEXANDER: I did, but I'll take a
5 pass.

6 CHAIRMAN LAWSON: You're going to pass,
7 Ms. Alexander?

8 MS. ALEXANDER: Yes, sir.

9 CHAIRMAN LAWSON: That's a first.

10 All right. Before we get into the action
11 items that I've printed, I had one item that I
12 wanted to bring up and ask for your
13 consideration. And I felt this was the right
14 time to bring it up because we're now in a
15 quorum where we could actually take a motion
16 and vote if the body so agrees.

17 As you-all know, we are nearing the end
18 of Dr. Robinson's interim contract. I think
19 you-all have your own individual feelings about
20 how it's gone -- positive, negative. We just
21 went through a piece of our process with the
22 presidential leadership profile. And I think
23 it was really productive to get our heads
24 wrapped around what we individually, what the
25 body collectively wants to see in the next

1 president.

2 The one thing I've tried to make sure we
3 do throughout the whole process is keep all of
4 our options open, options open meaning if we
5 chose to do a search, we could pursue that
6 option. If for whatever reason we chose not to
7 do a search, we could pursue -- we would want
8 to pursue that option; however, as you all
9 know, there is an existing Board of Governors
10 regulation that requires for a search.

11 What I'd love for us to have some
12 discussion around and consider is should we,
13 could we ask the Board of Governors for relief
14 on that requirement, simply asking for relief
15 that would allow us to have option A, conduct a
16 a search; or option B, if we so choose at a
17 later date to not conduct the search. So I'd
18 love to open the floor for either discussion or
19 a motion on that issue.

20 Dave?

21 TRUSTEE LAWRENCE: I'd like to make a
22 motion to accept that process of asking the
23 Board of Governors for either acting the --
24 lead to our having a search or deciding we
25 don't need a search.

1 TRUSTEE PERRY: Second.

2 CHAIRMAN LAWSON: The motion has been
3 made and properly seconded. Are there any
4 questions?

5 TRUSTEE DORTCH: Mr. Chairman, I would
6 just like to make sure for the record that
7 those who are listening in and who would be
8 here understand this is strictly a motion to
9 give this board options. It is in no way a
10 selection of bypassing the process that we told
11 the general public that we were going to
12 follow. So for the record, we don't want
13 anyone to go out and say the Board voted to
14 take some action on selecting a president.

15 CHAIRMAN LAWSON: For clarity, as I
16 understand the motion, the motion is simply to
17 ask for a waiver of the existing state
18 stature/requirement. That's all we're asking
19 for motioning on today. So are there any other
20 questions or additional clarifications on the
21 motion?

22 TRUSTEE WASHINGTON: Just a quick
23 question.

24 CHAIRMAN LAWSON: Yes. Absolutely.

25 TRUSTEE WASHINGTON: Is it the case that

1 if we require a waiver that the Board of
2 Governors is going to require additional
3 information as to what -- that -- it's my
4 understanding from the General Counsel that if
5 we -- it was if we choose not to do a search,
6 we required a waiver which made it sound like
7 we would have to then have some justification
8 for that waiver. In this posture, since we
9 have not come to that decision what does that
10 justification look like?

11 TRUSTEE PERRY: I've extensively reviewed
12 the reg -- 1.002 and one of the things we must
13 be mindful of is one, that the other
14 universities will be watching to see if they
15 grant an exception. We would have to carve out
16 certain things that would distinguish us that
17 would make us different because they're not
18 going to want to grant it because it will open
19 the door.

20 And I've looked at some things that would
21 put us in good stay to justify the granting of
22 an exception. Dr. Robinson -- if we choose to
23 do that -- if we get to that process -- has
24 served us on at least three prior occasions, I
25 believe this being the fourth occasion.

1 During each of those occasions, he's
2 faced many challenges that he's had to overcome
3 and he has led us through turbulent times on
4 four different occasions. He has done that
5 with distinction. He's been very successful.

6 One of the distinguishing points is that
7 his leadership would bring stability back to
8 the university. He has been a stabilizing
9 force on at least four different occasions.
10 You know, we've had public quorum where we've
11 gotten input from faculty. We've gotten input
12 from students. We've gotten input from the
13 alumni, we've gotten input from basically the
14 general family that constitutes FAMU.

15 One thing he also brings besides his
16 experience is his talent. And there are a
17 number of other factors we would need to list
18 in a document requesting the exception because
19 if we just simply ask for an exception, we're
20 not going to get it. We have to outline why
21 this situation is unique. And once we do that
22 -- and we also need to get our liaison on board
23 from the Board of Governors.

24 And one of the things that we would
25 probably have to do because there is also

1 (inaudible) which calls for what they call a
2 background check. We can also go ahead and do
3 that and include all of that information in our
4 request plus what we've gone through here, show
5 how Dr. Robinson -- if we choose to go that
6 route -- fits within the criteria that we have
7 set up.

8 So as Mr. Dortch has said, if we choose
9 that route we're just keeping all our options
10 open, but if we want to be successful in that
11 option, that's what I think we need to do.

12 TRUSTEE MOORE: I agree.

13 TRUSTEE WASHINGTON: Just a quick
14 followup.

15 CHAIRMAN LAWSON: Sure.

16 TRUSTEE WASHINGTON: As a supplemental
17 material, I think it behooves us as a board to
18 consider an evaluation. We haven't performed
19 one this cycle in the previous three years. We
20 have annually done evaluations of our leader.
21 I think that is key to supplemental materials.

22 TRUSTEE DORTCH: One more thing I think
23 is important and one of the reasons for asking
24 for the exception and be clear -- and I'm clear
25 that this board still would need to vote on

1 whatever it decided to do. This is one that
2 gives an option, one the Board of Governors
3 meets next month.

4 CHAIRMAN LAWSON: Later this month.

5 TRUSTEE DORTCH: Later this month.

6 Dr. Robinson's contract ends in November, the
7 current contract that we have. And in
8 consideration that there are at least 14 HBCUs,
9 not to mention others that have vacancies, I
10 would think we'd want to at least be in the
11 position one, ensuring after what we've been
12 through that Dr. Robinson or anybody would have
13 to go through this evaluation process that we
14 just went through also.

15 In addition to what would be our annual
16 evaluation, Mr. Chair, I think that
17 Dr. Robinson would have to go through an
18 assessment against what we just did as measures
19 just as we were acquiring anybody else. But
20 what this does is gives us a flexibility one,
21 to ensure come November if we aren't doing
22 something we haven't measured up and we decided
23 so he would not go looking into these other 14
24 positions. I think we want to be in position
25 that if the Board -- based on what I -- the

1 constituents have said or stakeholders have
2 said if he meets that then the Board has the
3 flexibility to make a decision there.

4 And the other side of it, again, is it
5 being -- it's being prepared not -- you know,
6 so that you can have these options to our
7 advantage. And that would be my main reason
8 for supporting this motion.

9 CHAIRMAN LAWSON: And just to add -- and
10 I know the motion is on the floor, but I want
11 to add just a couple things that maybe --
12 thoughts of consideration as well.

13 For me, I wanted to keep -- my goal is to
14 keep all of our options open. So this is not a
15 surprise to anyone, I did alert the Governor's
16 Office that we may consider this option. I did
17 alert the chancellor that we may consider this
18 option. And I also alerted the chairman of the
19 Board of Governors that we may consider this
20 option, so if this motion moves forward, there
21 are no surprises to anyone that this has been
22 something that at least I've been
23 contemplating. But I wanted to see where the
24 full board stood on it.

25 TRUSTEE BRUNO: So to be clear, the

1 motion that we're doing is to consider waiving
2 their requirement so that at some point later
3 on, we'll focus on whether or not we want these
4 metrics?

5 CHAIRMAN LAWSON: Yes. Seeing as there
6 -- are any other questions? Call the question
7 -- all those -- well, let's do a roll call
8 vote, Attorney Barge-Miles, just to make sure
9 we --

10 ATTORNEY BARGE-MILES: Trustee Bruno.

11 TRUSTEE BRUNO: I -- yes.

12 ATTORNEY BARGE-MILES: Trustee Carter.

13 TRUSTEE CARTER: Yes.

14 ATTORNEY BARGE-MILES: Trustee Dortch.

15 TRUSTEE DORTCH: Yes.

16 ATTORNEY BARGE-MILES: Trustee Grable.

17 TRUSTEE GRABLE: Yes.

18 ATTORNEY BARGE-MILES: Trustee Lawrence.

19 CHAIRMAN LAWSON: Yes.

20 ATTORNEY BARGE-MILES: Trustee Lawson.

21 CHAIRMAN LAWSON: Yes.

22 ATTORNEY BARGE-MILES: Trustee Moore.

23 TRUSTEE MOORE: Yes.

24 ATTORNEY BARGE-MILES: Trustee Perry.

25 TRUSTEE PERRY: Yes.

1 ATTORNEY BARGE-MILES: Trustee Reed.

2 TRUSTEE REED: Yes.

3 ATTORNEY BARGE-MILES: Trustee

4 Washington.

5 TRUSTEE WASHINGTON: Yes.

6 ATTORNEY BARGE-MILES: Trusty Woody.

7 TRUSTEE WOODY: Yes.

8 ATTORNEY BARGE-MILLS: Trustee Mills,
9 have you joined the call?

10 (No response.)

11 CHAIRMAN LAWSON: You have to note that
12 Trustee Mills was absent.

13 CHAIRMAN LAWSON: What's the count?

14 ATTORNEY BARGE-MILES: Eleven.

15 CHAIRMAN LAWSON: Eleven? Motion
16 carries. Thank you.

17 Next order of business. We'd like to now
18 move into the approval of the minutes; the
19 June 8th and June 30th minutes were posted on
20 the Board's website by Trustee (inaudible) if
21 you need to review them. Are there any
22 corrections?

23 TRUSTEE DORTCH: So moved.

24 CHAIRMAN LAWSON: Motion moved. Second?

25 TRUSTEE WOODY: Second.

1 CHAIRMAN LAWSON: All those in favor,
2 please say I.

3 (Affirmative indications.)

4 CHAIRMAN LAWSON: Motion carries. The
5 next item is our Choice Metric. And now, I'd
6 like to recognize Dr. Maurice Edington from --
7 who is the vice president of strategic
8 planning, analysis, and institutional
9 effectiveness to discuss the university's
10 Choice Metric. Dr. Edington, you are
11 recognized.

12 DR. ROBINSON: Mr. Chairman, this is
13 Dr. Robinson. Before Dr. Edington's time, I
14 would like to correct a couple of items in that
15 last discussion, if you don't mind.

16 CHAIRMAN LAWSON: Sure.

17 DR. EDINGTON: I really appreciate the
18 lofty comment from Judge Perry; however, this
19 is only my third time serving in this capacity.
20 It may seem like four times, but it's just
21 three. And also unless I'm terribly mistaken
22 -- I don't carry it around in my back pocket,
23 but I believe my current contract ends on
24 September the 15th.

25 CHAIRMAN LAWSON: We just need to

1 double-check. Attorney Thomas is here. We
2 just need to double-check. And we'll add that
3 to the record for clarity or amend the record
4 for clarity so that we are accurate there.

5 So, Dr. Robinson, were those your only
6 comments?

7 DR. ROBINSON: Yes, sir. Thank you very
8 much.

9 CHAIRMAN LAWSON: All right. Thank you.
10 Is Dr. Edington there?

11 DR. EDINGTON: Yes. Good morning, sir.

12 CHAIRMAN LAWSON: Yes, good morning,
13 Dr. Edington. The Florida Board of Governors
14 is requiring each University Board of Trustees
15 to approve three metrics for BOG consideration
16 as replacement for the existing BOT Choice
17 Metric, Metric No. 10. Each Board of Trustees
18 should propose benchmarks for excellence and
19 improvement for each of the three metrics. The
20 three approved metrics should be submitted to
21 the BOG no later than September 1, 2017. The
22 university will have an opportunity to discuss
23 this proposed metric at the BOG workshop in
24 October.

25 The university administration is

1 recommending that the Board of Trustees approve
2 the following three metrics as ranked along
3 with their corresponding benchmarks for
4 excellence and improvement. Metric 1 would be
5 total degrees awarded; second rank metric would
6 be four-year graduation rates for transfers
7 with AA degrees from the Florida college
8 system; and the third rank system would be
9 number of FTS transfers with number of AA
10 degrees head count enrollment.

11 CHAIRMAN LAWSON: Are there any questions
12 on the recommendation from Dr. Edington?

13 TRUSTEE DORTCH: I move an approval.

14 TRUSTEE CARTER: Second.

15 CHAIRMAN LAWSON: The motion has been
16 made and properly seconded. Are there any
17 questions? All those in favor, please say I.

18 (Affirmative indications.)

19 CHAIRMAN LAWSON: Motion carries.

20 Thank you, Dr. Edington.

21 All right. Next item on the agenda is a
22 finalization of our budget. Vice President
23 Ford, you are recognized to present the final
24 2017, '18 budget.

25 VICE PRESIDENT WANDA FORD: Thank you.

1 Good morning, trustees. Approval of the '17,
2 '18 final operating budget is in accordance
3 with the BOG Regulation 9.007 that imparts as a
4 final operating budget must be approved by the
5 University Board of Trustees prior to
6 submission to the Board of Governors.

7 This year the final operating budget is
8 due to the BOG on August 21st. The document
9 and materials is the '17, '18 operating budget
10 Schedule 1. This final budget has undergone
11 reconciliation and necessary adjustment.

12 In comparing the preliminary and final
13 budget, you will see that changes included
14 reclassification, the inclusion of the
15 receivable amounts of contracts and grants and
16 an increase in the beginning sum balance which
17 is relative from less expenditures than
18 originally projected.

19 The university is projecting an overall
20 ending fund balance of 76 million for fiscal
21 year '17, '18. This amount includes all funds
22 and comprises of restricted and/or committed
23 reserve amount. I'd to point out for general
24 revenue the projected carry-forward is 34
25 million. Of this total, 8.5 million is the

1 mandatory reserve amount imposed by the Board
2 of Governors, and 8.5 million is the mandated
3 reserve amount for the Board of Trustees. The
4 remaining 17 million will be committed to help
5 address issues such as deferred maintenance,
6 campus security and initiatives related to
7 student services, enrollment and retention.

8 Mr. Chair, this concludes my presentation
9 of this item.

10 CHAIRMAN LAWSON: Are there any questions
11 for Dr. Ford?

12 TRUSTEE WOODY: Mr. Chairman?

13 CHAIRMAN LAWSON: Yes.

14 TRUSTEE WOODY: I would like to make a
15 recommendation to approve the final budget.

16 TRUSTEE DORSEY: Second.

17 CHAIRMAN LAWSON: The motion has been
18 made and properly seconded. All those in
19 favor, please say I.

20 (Affirmative indications.)

21 CHAIRMAN LAWSON: Motion carries. At
22 this point, seeing as there's no further
23 business to come before the Board, this meeting
24 is officially adjourned.

25 (Whereupon, the meeting was adjourned.)

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25

CERTIFICATE OF REPORTER

STATE OF FLORIDA)
COUNTY OF DUVAL)

I, Stephanie Shear, Court Reporter and Notary Public, duly qualified in and for the state of Florida, do hereby certify that I was authorized to and did stenographically report the foregoing proceedings; and that the transcript is a true record of the testimony given by the witness.

I further certify that I am not a relative, employee, attorney or counsel of any of the parties, nor am I a relative or employee of any of the parties' attorney or counsel connected with the action, nor am I financially interested in the action.

Dated this 13th day of September 2017.

\$	3	absolutely [3] - 67:1, 98:18, 103:24	40:21, 74:15, 74:21, 74:24, 75:3, 95:12	agrees [1] - 101:16
\$100 [1] - 36:19	3 [1] - 77:25	abysmal [2] - 12:6, 39:2	adaptable [1] - 50:9	ahead [5] - 53:25, 54:19, 54:23, 79:12, 106:2
\$150 [1] - 7:22	30 [1] - 39:11	academic [12] - 14:7, 15:18, 18:6, 22:4, 29:8, 33:11, 36:13, 44:22, 62:20, 70:6, 70:8, 70:15	add [17] - 11:1, 20:9, 21:10, 22:19, 24:10, 27:18, 58:16, 59:8, 70:5, 71:1, 72:5, 78:7, 85:20, 108:9, 108:11, 112:2	aid [2] - 27:8, 27:9
'	30th [1] - 110:19	academics [1] - 13:2	added [4] - 57:13, 58:11, 84:4, 84:22	airport [3] - 7:10, 7:11, 7:12
'17 [3] - 114:1, 114:9, 114:21	32202 [1] - 1:18	accelerate [1] - 48:22	adding [4] - 23:25, 24:2, 28:2, 58:18	aisle [1] - 23:14
'18 [4] - 113:24, 114:2, 114:9, 114:21	32207 [1] - 1:20	accept [1] - 102:22	addition [3] - 3:23, 84:24, 107:15	alert [2] - 108:15, 108:17
'61 [1] - 41:25	34 [1] - 114:24	accepted [1] - 21:25	additional [3] - 13:16, 103:20, 104:2	alerted [1] - 108:18
'62 [1] - 41:25	35 [1] - 18:10	accepting [1] - 47:9	address [2] - 30:1, 115:5	Alexander [2] - 101:2, 101:7
'69 [1] - 42:1	4	access [3] - 7:2, 15:10, 78:17	addressed [2] - 16:22, 28:5	ALEXANDER [2] - 101:4, 101:8
1	4 [6] - 60:3, 82:19, 82:20, 82:22, 82:24, 91:12	accessibilities [1] - 9:5	addressing [2] - 29:18	align [1] - 85:25
1 [13] - 58:2, 58:19, 58:20, 58:24, 59:5, 63:1, 68:11, 79:20, 79:23, 84:9, 112:21, 113:4, 114:10	40 [2] - 55:2, 94:17	accountabilities [1] - 9:5	adequately [1] - 35:24	aligned [3] - 42:8, 82:13, 91:16
1.002 [1] - 104:12	5	accountability [8] - 19:19, 25:12, 37:11, 40:13, 76:14, 86:18, 86:19, 94:13	adjoined [2] - 115:24, 115:25	aligning [1] - 47:13
10 [5] - 2:11, 7:23, 98:20, 99:4, 112:17	5 [6] - 60:10, 60:15, 60:16, 84:6, 84:7, 84:8	accordance [1] - 114:2	adjudicate [1] - 31:23	alignment [4] - 40:10, 73:6, 73:12, 86:8
10:54 [1] - 1:15	500 [1] - 2:20	accountant [7] - 40:17, 45:17, 48:25, 50:5, 85:21, 94:9, 96:16	adjustment [1] - 114:11	aligns [5] - 43:22, 46:25, 79:15, 86:12, 86:20
10:55 [1] - 99:7	55,000 [1] - 67:9	accounts [1] - 37:9	administration [2] - 2:24, 112:25	alliances [2] - 36:9, 72:3
12 [4] - 57:24, 57:25, 90:11, 92:1	7	accurate [3] - 12:2, 15:22, 112:4	administrative [1] - 32:5	allow [1] - 102:15
12,000 [1] - 12:1	76 [1] - 114:20	accurately [1] - 20:19	advantage [1] - 108:7	allows [2] - 8:5, 76:9
125 [1] - 18:25	8	achieved [1] - 41:24	advocates [1] - 33:6	almost [1] - 99:3
13th [1] - 116:17	8,000 [1] - 12:2	achievement [1] - 45:16	affect [1] - 71:8	alumni [5] - 3:13, 14:21, 15:17, 32:5, 105:13
14 [2] - 107:8, 107:23	8.5 [2] - 114:25, 115:2	acquired [2] - 52:20, 52:22	afford [1] - 38:25	amazed [2] - 9:21, 34:5
15 [2] - 54:18, 54:23	8:30 [1] - 1:15	acquiring [3] - 48:25, 52:24, 107:19	African [2] - 15:20, 16:13	amend [1] - 112:3
15th [1] - 111:24	8th [1] - 110:19	acquisition [1] - 52:18	afterwards [1] - 78:17	American [2] - 15:21, 52:19
16 [1] - 91:12	9	act [1] - 78:10	age [1] - 42:21	Americans [1] - 16:13
17 [1] - 115:4	9.007 [1] - 114:3	acting [2] - 90:7, 102:23	agenda [4] - 38:3, 41:10, 48:20, 113:21	amount [6] - 10:25, 72:10, 114:21, 114:23, 115:1, 115:3
18 [2] - 1:14, 39:13	904)390-1050 [1] - 1:21	action [8] - 40:20, 73:17, 74:4, 78:18, 101:10, 103:14, 116:15, 116:16	agent [2] - 41:7, 50:10	amounts [1] - 114:15
18th [1] - 99:14	9600 [2] - 12:3, 12:4	actions [1] - 78:12	aggressive [6] - 22:17, 22:24, 23:13, 28:3, 49:23	amplifies [1] - 91:6
19 [1] - 88:19	A	actively [2] - 85:15, 86:6	aging [1] - 13:2	analysis [2] - 11:3, 111:8
1950 [1] - 11:23	A&M [3] - 1:1, 4:6, 99:15	activities [2] - 43:22, 79:15	ago [1] - 51:25	annihilation [1] - 43:4
1961 [1] - 42:20	A&T [2] - 16:5, 16:7	actual [1] - 98:21	agree [5] - 4:22, 5:13, 65:17, 67:1, 106:12	annual [1] - 107:15
1978 [1] - 21:12	A.M [2] - 1:15, 1:15	acumen [7] - 37:2, 40:21, 74:15, 74:21, 74:24, 75:3, 95:12	agreed [1] - 69:23	annually [1] - 106:20
2	AA [2] - 113:7, 113:9		agreement [2] - 6:2, 64:13	anticipate [1] - 48:21
2 [5] - 1:1, 82:16, 82:21, 82:22, 82:24	ability [1] - 15:10			apathy [1] - 17:4
20 [3] - 10:25, 39:10, 51:25	able [15] - 9:1, 23:13, 32:19, 35:6, 35:8, 36:20, 37:23, 41:11, 42:4, 42:10, 63:2, 63:23, 87:23, 87:25, 98:17			applicants [1] - 45:15
200 [1] - 18:24	ably [1] - 45:2			appreciate [2] - 92:17, 111:17
2017 [5] - 1:14, 99:14, 112:21, 113:24, 116:17	absent [1] - 110:12			appreciation [3] - 33:13, 65:5, 78:25
21st [1] - 114:8				approach [1] - 37:16
225 [1] - 1:17				
2442 [1] - 1:20				
250 [4] - 18:14, 18:20, 18:24, 18:25				

appropriate [2] - 75:10, 75:23
approval [3] - 110:18, 113:13, 114:1
approve [3] - 112:15, 113:1, 115:15
approved [2] - 112:20, 114:4
area [1] - 98:8
areas [1] - 66:18
arena [1] - 45:3
argue [3] - 35:20, 35:23, 67:25
artfully [1] - 75:18
article [2] - 9:23, 9:24
articles [1] - 9:21
articulate [1] - 41:11
articulating [1] - 73:5
aspect [2] - 44:12, 85:4
aspects [5] - 26:23, 85:5, 85:16, 85:18, 86:7
assess [1] - 93:13
assessing [1] - 55:19
assessment [4] - 2:14, 8:5, 97:11, 107:18
assessor [1] - 2:10
assisting [1] - 72:9
assists [1] - 81:11
associated [2] - 6:13, 49:20
assume [1] - 97:14
assumed [1] - 80:23
Atlantic [1] - 1:20
attention [5] - 12:23, 23:9, 71:12, 89:11, 90:25
Attorney [1] - 109:8
ATTORNEY [28] - 99:6, 99:19, 99:21, 99:23, 99:25, 100:2, 100:4, 100:6, 100:10, 100:12, 100:14, 100:16, 100:19, 100:21, 101:1, 109:10, 109:12, 109:14, 109:16, 109:18, 109:20, 109:22, 109:24, 110:1, 110:3, 110:6, 110:8, 110:14
attorney [5] - 99:17, 100:23, 112:1, 116:12, 116:14
attract [4] - 35:9,

36:22, 60:21, 61:8
attractive [1] - 52:18
attractor [1] - 60:19
audience [1] - 77:6
audiences [1] - 42:14
August [3] - 1:14, 99:14, 114:8
authority [5] - 40:14, 75:9, 75:22, 83:4, 83:25
authorized [1] - 116:7
available [1] - 15:12
awarded [1] - 113:5

B

bachelor's [1] - 2:21
background [1] - 106:2
backgrounds [1] - 13:13
balance [3] - 76:12, 114:16, 114:20
balanced [1] - 60:1
balances [2] - 73:2, 90:17
BARGE [28] - 99:6, 99:19, 99:21, 99:23, 99:25, 100:2, 100:4, 100:6, 100:10, 100:12, 100:14, 100:16, 100:19, 100:21, 101:1, 109:10, 109:12, 109:14, 109:16, 109:18, 109:20, 109:22, 109:24, 110:1, 110:3, 110:6, 110:8, 110:14
Barge [3] - 99:17, 100:24, 109:8
BARGE-MILES [27] - 99:6, 99:19, 99:21, 99:23, 99:25, 100:2, 100:4, 100:6, 100:10, 100:12, 100:14, 100:16, 100:19, 100:21, 101:1, 109:10, 109:12, 109:14, 109:16, 109:18, 109:20, 109:22, 109:24, 110:1, 110:3, 110:6, 110:14
Barge-Miles [3] - 99:17, 100:24, 109:8
BARGE-MILLS [1] - 110:8

base [2] - 18:6, 65:14
based [9] - 13:21, 17:20, 20:5, 37:18, 51:9, 56:4, 56:17, 95:23, 107:25
beautiful [1] - 37:21
became [1] - 53:16
becomes [1] - 93:3
beginning [3] - 51:22, 81:18, 114:16
behavior [3] - 6:15, 8:15, 28:7
behavioral [1] - 6:5
behaviors [10] - 9:13, 9:15, 23:19, 25:11, 30:10, 30:16, 49:5, 53:21, 96:25, 97:6
behind [2] - 17:17, 42:6
beholden [2] - 14:24, 21:9
behooves [1] - 106:17
beliefs [1] - 26:6
believe's [1] - 3:6
belly [1] - 5:22
Belvin [2] - 1:11, 23:1
benchmarks [2] - 112:18, 113:3
benefit [1] - 66:23
benefits [1] - 5:14
best [6] - 11:22, 11:23, 46:7, 66:23, 68:22, 71:18
better [3] - 7:24, 57:8, 96:22
Bettye [2] - 1:10, 12:9
Bettye's [1] - 29:6
between [5] - 8:12, 19:7, 32:15, 76:12, 92:3
beyond [3] - 25:23, 25:24, 67:2
bias [2] - 40:20, 74:4
big [7] - 11:1, 14:15, 35:10, 39:21, 39:25, 93:6
Binghamton [1] - 2:22
bio [1] - 13:7
bit [7] - 4:3, 14:1, 17:7, 24:3, 33:21, 50:23, 83:1
bleeds [1] - 15:16
blessing [1] - 12:19
blindsided [1] - 95:25

blow [1] - 43:1
blue [3] - 54:10, 72:18, 73:7
blueprint [1] - 6:17
blues [1] - 82:9
BOARD [1] - 1:1
board [26] - 2:12, 19:9, 28:17, 32:4, 34:13, 34:14, 34:17, 37:12, 48:13, 48:18, 48:24, 49:4, 49:9, 49:14, 52:24, 55:17, 58:6, 68:19, 98:21, 99:9, 103:9, 105:22, 106:17, 106:25, 108:24
Board [23] - 23:4, 97:14, 97:17, 99:15, 102:9, 102:13, 102:23, 103:13, 104:1, 105:23, 107:2, 107:25, 108:2, 108:19, 112:13, 112:14, 112:17, 113:1, 114:5, 114:6, 115:1, 115:3, 115:23
Board's [3] - 3:12, 97:19, 110:20
boards [1] - 3:5
body [3] - 71:13, 101:16, 101:25
BOG [5] - 112:15, 112:21, 112:23, 114:3, 114:8
Bogotá [2] - 7:6
bold [1] - 42:7
book [1] - 53:18
booklets [1] - 92:20
books [1] - 30:18
boosters [1] - 32:6
boss [1] - 38:9
bosses [1] - 68:22
BOT [1] - 112:16
bottom [4] - 69:22, 70:13, 80:23, 85:25
Boulevard [1] - 1:20
bound [8] - 31:13, 89:20, 90:2, 90:12, 91:20, 91:25, 92:4, 92:8
boundaries [1] - 49:14
boy [1] - 57:3
Boy [1] - 46:19
brand [1] - 49:24
breadth [1] - 40:22
brief [2] - 54:25, 99:12
bright [1] - 36:17
bring [13] - 14:22,

32:11, 32:15, 36:10, 36:18, 36:20, 44:21, 44:23, 48:19, 55:24, 101:12, 101:14, 105:7
brings [4] - 36:8, 40:19, 69:24, 105:15
broad [1] - 10:23
broader [1] - 68:25
brother [1] - 96:10
brought [2] - 88:21, 89:3
Bruno [4] - 1:9, 25:21, 99:19, 109:10
BRUNO [24] - 16:24, 27:18, 63:7, 63:12, 70:25, 71:16, 71:19, 75:7, 76:4, 76:7, 78:7, 78:21, 80:7, 83:22, 85:19, 88:3, 88:21, 89:2, 89:9, 89:16, 89:19, 90:24, 108:25, 109:11
bucket [2] - 72:6, 75:20
budget [11] - 20:11, 36:4, 113:22, 113:24, 114:2, 114:4, 114:7, 114:9, 114:10, 114:13, 115:15
budgeting [1] - 37:3
budgets [1] - 20:24
build [9] - 3:3, 16:14, 17:10, 32:11, 34:11, 84:18, 85:16, 86:6, 94:22
builder [2] - 2:11, 50:8
building [5] - 30:19, 49:1, 55:11, 82:6, 87:1
builds [11] - 45:13, 46:3, 46:25, 47:2, 57:21, 68:16, 72:3, 82:13, 83:17, 91:17, 91:20
Builds [1] - 91:15
bullet [48] - 55:14, 58:16, 59:12, 59:13, 59:24, 62:12, 63:17, 66:14, 67:20, 68:8, 68:14, 68:15, 68:16, 69:6, 69:12, 72:15, 74:4, 74:8, 74:10, 74:16, 74:23, 74:25, 75:1, 75:2, 75:4, 75:20, 75:21, 77:4, 77:24, 77:25, 79:14, 79:17, 79:24, 80:1, 81:4, 81:5, 81:6, 81:13, 85:15, 86:20,

86:25, 89:10, 89:15,
90:3, 90:4, 90:15,
91:8
Bullet [4] - 58:24,
79:20, 79:23, 91:12
bulleted [1] - 53:21
bullets [6] - 55:14,
77:12, 90:15, 91:6,
94:17
bunch [6] - 5:5, 9:17,
10:2, 27:18, 38:21,
72:16
bus [6] - 21:3, 45:11,
46:2, 72:13, 75:14,
82:6
business [11] - 13:7,
40:21, 44:9, 44:12,
66:6, 74:15, 74:21,
74:24, 75:3, 110:17,
115:23
business-oriented
[1] - 44:9
businesses [2] -
32:6, 65:11
butt [1] - 43:7
buy [2] - 40:10,
73:13
buy-in [2] - 40:10,
73:13
BY [1] - 1:19
bypassing [1] -
103:10

C

C-Suite [1] - 2:10
cafeteria [1] - 27:2
campaign [4] -
18:15, 18:25, 19:1,
20:18
campus [4] - 44:5,
44:24, 70:2, 115:6
campuses [1] -
65:22
Canadian [1] - 52:20
candidate [2] - 8:10,
98:6
candidates [2] - 7:3,
97:23
candor [1] - 68:17
cannot [1] - 38:25
capabilities [3] -
8:13, 48:23, 56:3
capability [4] - 49:1,
55:18, 75:25, 82:1
capable [1] - 72:9
capacity [1] - 111:19
capital [4] - 18:15,
18:24, 18:25, 20:18
capture [1] - 14:15

captured [1] - 14:16
care [2] - 59:1, 69:9
cared [1] - 68:23
careful [1] - 92:2
carefully [6] - 42:17,
78:3, 78:23, 79:1,
79:3, 79:5
cares [2] - 68:25,
84:5
caring [3] - 69:16,
84:3, 84:19
Carolina [1] - 16:5
carries [4] - 110:16,
111:4, 113:19, 115:21
carry [2] - 111:22,
114:24
carry-forward [1] -
114:24
Carter [4] - 1:9,
83:23, 99:21, 109:12
CARTER [40] -
14:16, 16:11, 18:14,
18:19, 28:25, 36:23,
36:25, 57:20, 59:14,
59:19, 62:13, 62:23,
64:24, 68:2, 68:10,
72:18, 72:23, 73:10,
75:17, 78:19, 79:7,
80:22, 82:3, 82:12,
82:15, 82:18, 82:24,
83:12, 85:6, 85:18,
87:1, 87:13, 87:19,
88:13, 90:9, 92:7,
96:1, 99:22, 109:13,
113:14
carve [1] - 104:15
case [5] - 27:3,
38:17, 53:9, 81:10,
103:25
cash [1] - 53:13
caught [2] - 56:5,
56:20
center [3] - 19:12,
26:16, 71:12
central [2] - 31:7
CEO [8] - 2:12, 7:4,
46:4, 46:7, 49:17,
49:18, 53:16, 83:3
CEOs [1] - 50:19
certain [4] - 18:13,
27:4, 85:2, 104:16
certainly [1] - 12:10
CERTIFICATE [1] -
116:1
certify [2] - 116:7,
116:11
cetera [2] - 25:18,
85:12
CFO [5] - 20:23,
21:1, 53:16, 95:13,

96:1
Chair [1] - 1:8
chair [4] - 67:11,
100:21, 107:16, 115:8
CHAIRMAN [61] -
2:2, 12:3, 15:23, 16:5,
18:10, 18:17, 19:24,
24:13, 34:15, 36:6,
47:23, 51:6, 58:23,
74:8, 74:11, 74:15,
74:18, 76:24, 77:25,
82:13, 82:17, 85:1,
85:10, 92:18, 92:22,
98:14, 98:17, 98:20,
99:8, 99:13, 100:5,
100:23, 101:3, 101:6,
101:9, 103:2, 103:15,
103:24, 106:15,
107:4, 108:9, 109:5,
109:19, 109:21,
110:11, 110:13,
110:15, 110:24,
111:1, 111:4, 111:16,
111:25, 112:9,
112:12, 113:11,
113:15, 113:19,
115:10, 115:13,
115:17, 115:21
chairman [4] - 103:5,
108:18, 111:12,
115:12
chairmen [1] - 97:17
chairs [2] - 20:23,
21:2
challenge [4] - 11:6,
12:7, 13:18, 64:9
challenged [1] - 13:4
challenges [3] -
16:25, 34:23, 105:2
challenging [1] -
45:16
Chamber [1] - 67:12
chance [4] - 5:8,
9:20, 34:18, 55:9
chancellor [4] -
10:21, 13:19, 20:1,
108:17
Chancellor's [1] -
23:5
change [20] - 11:7,
21:10, 41:7, 41:9,
41:10, 44:16, 47:8,
50:1, 50:10, 50:21,
57:19, 66:13, 72:5,
77:4, 81:10, 85:13,
88:20, 96:24, 97:4,
97:6
changed [2] - 39:14,
57:13
changes [3] - 11:16,

50:24, 114:13
changing [2] - 11:13,
39:4
characteristic [1] -
44:7
characteristics [1] -
4:5
charge [2] - 38:10,
66:21
charged [2] - 12:20,
71:5
check [3] - 106:2,
112:1, 112:2
checkpoints [1] -
74:7
chief [2] - 44:1
child [1] - 56:8
chime [1] - 26:11
Choice [3] - 111:5,
111:10, 112:16
choice [4] - 93:23,
93:25, 94:2, 95:22
choices [3] - 27:2,
37:18, 73:16
choose [7] - 3:17,
28:11, 102:16, 104:5,
104:22, 106:5, 106:8
choosing [1] - 94:20
chose [2] - 102:5,
102:6
city [2] - 27:23, 34:3
clarifications [1] -
103:20
clarify [1] - 75:7
clarifying [1] - 49:24
clarity [3] - 103:15,
112:3, 112:4
class [2] - 26:14,
43:1
classroom [1] -
26:10
clause [2] - 81:15,
81:22
clear [12] - 3:18,
9:16, 40:9, 40:16,
47:13, 71:3, 73:5,
74:6, 86:21, 106:24,
108:25
clearly [1] - 52:6
climate [3] - 12:20,
21:5, 71:7
climb [2] - 43:2, 57:7
close [1] - 94:17
cloud [1] - 71:7
clue [1] - 54:1
coach [2] - 2:10,
98:10
coaching [2] - 2:13,
8:19
coalitions [1] - 32:12

Coast [1] - 1:19
Coastline [1] - 1:17
collected [1] - 91:18
collectively [3] -
3:20, 3:24, 101:25
college [2] - 13:15,
113:7
College [1] - 3:1
colleges [1] - 5:20
colon [3] - 61:25,
88:7, 88:9
comfortable [1] -
5:12
coming [6] - 8:22,
13:12, 17:6, 31:15,
66:20, 71:10
command [1] - 81:20
commenced [1] -
1:15
comment [7] - 25:16,
55:8, 67:2, 73:8,
83:23, 100:25, 111:18
commenting [1] -
31:5
comments [5] - 26:2,
79:16, 83:18, 92:10,
112:6
Commerce [1] -
67:12
commitment [2] -
49:6, 65:13
commitments [1] -
63:9
committed [3] - 39:6,
114:22, 115:4
common [7] - 5:15,
6:1, 10:8, 33:11,
46:14, 46:23, 94:3
communicate [4] -
49:13, 55:23, 78:12,
94:7
communicates [5] -
19:18, 76:25, 81:10,
81:16, 90:18
communication [8] -
30:24, 40:25, 41:6,
43:19, 44:17, 47:2,
71:22, 98:1
communications [1]
- 81:9
communicator [7] -
50:8, 77:5, 77:10,
77:15, 80:24, 81:1,
95:2
Community [1] -
64:19
community [24] -
32:7, 33:23, 34:9,
55:12, 57:22, 64:2,
64:9, 64:10, 64:12,

- 65:5, 65:7, 66:2, 67:8, 67:22, 67:24, 67:25, 68:3, 68:6, 68:24, 70:2, 79:2, 79:5, 89:3
- companies** [2] - 2:20, 53:2
- company** [8] - 49:16, 50:14, 51:15, 52:19, 52:20, 53:1, 53:5, 53:8
- comparing** [1] - 114:12
- comparison** [1] - 27:6
- comparisons** [1] - 27:21
- compelling** [8] - 19:18, 41:23, 42:3, 42:7, 42:12, 42:15, 81:10, 95:2
- competency** [1] - 78:6
- competent** [2] - 22:16, 22:24
- competitive** [2] - 44:13, 60:19
- competitiveness** [2] - 28:9, 29:16
- completely** [1] - 56:11
- component** [2] - 28:1, 28:2
- comprehensive** [1] - 47:17
- comprises** [1] - 114:22
- concept** [1] - 69:24
- concern** [1] - 89:19
- concerns** [2] - 85:11, 92:21
- conciliatory** [1] - 56:14
- concluded** [1] - 1:15
- concludes** [2] - 98:22, 115:8
- condition** [1] - 80:20
- conduct** [2] - 102:15, 102:17
- confidence** [5] - 33:17, 63:1, 63:6, 63:18, 63:22
- confident** [1] - 38:1
- confidential** [1] - 93:17
- confines** [1] - 85:22
- conflict** [1] - 59:23
- conflicting** [2] - 19:7, 30:25
- conflicts** [3] - 32:21, 59:25, 92:3
- confluence** [1] - 32:15
- connected** [3] - 15:4, 64:11, 116:14
- connection** [1] - 39:17
- consider** [9] - 32:18, 33:2, 64:25, 102:12, 106:18, 108:16, 108:17, 108:19, 109:1
- consideration** [6] - 24:1, 92:2, 101:13, 107:8, 108:12, 112:15
- consistencies** [1] - 86:10
- consistency** [4] - 43:23, 79:16, 86:3, 86:9
- consistent** [1] - 86:2
- constituencies** [8] - 19:6, 23:8, 23:11, 30:21, 55:13, 57:23, 58:9, 61:21
- constituency** [1] - 23:21
- constituent** [1] - 44:20
- constituents** [9] - 12:25, 30:25, 32:2, 32:8, 55:17, 76:10, 78:17, 92:3, 108:1
- constitutes** [1] - 105:14
- consultant** [1] - 97:19
- consultants** [1] - 95:17
- consumer** [1] - 2:18
- contact** [2] - 36:7, 72:2
- contemplating** [1] - 108:23
- continue** [1] - 24:10
- continuity** [2] - 39:4, 39:17
- contract** [4] - 101:18, 107:6, 107:7, 111:23
- contracts** [1] - 114:15
- contribute** [1] - 48:19
- contributing** [1] - 12:17
- conversation** [5] - 20:1, 49:8, 49:13, 58:5, 64:7
- conversations** [1] - 47:25
- convictions** [1] - 38:2
- core** [2] - 48:20, 62:22
- corporate** [4] - 29:11, 48:24, 66:1, 66:4
- corporations** [1] - 66:1
- correct** [2] - 92:11, 111:14
- corrections** [1] - 110:22
- corrects** [2] - 86:14, 88:14
- corresponding** [1] - 113:3
- cost** [4] - 37:23, 52:25, 53:13, 93:23
- costs** [1] - 53:10
- council** [1] - 49:15
- Counsel** [1] - 104:4
- counsel** [2] - 116:12, 116:14
- counseling** [2] - 2:24, 2:25
- count** [3] - 54:22, 110:13, 113:10
- County** [4] - 64:18, 64:23, 65:21, 67:3
- COUNTY** [1] - 116:3
- county** [2] - 34:3, 64:22
- couple** [6] - 5:10, 49:17, 77:12, 93:12, 108:11, 111:14
- courage** [6] - 87:10, 88:3, 88:5, 88:6, 88:8
- course** [4] - 20:15, 86:14, 88:14, 95:17
- course-corrects** [2] - 86:14, 88:14
- courses** [2] - 8:18, 51:20
- Court** [3] - 1:19, 1:19, 116:5
- cover** [4] - 43:2, 59:15, 62:2, 86:20
- covered** [6] - 22:18, 25:15, 67:24, 86:15, 87:6, 88:18
- covering** [1] - 22:14
- covers** [1] - 59:16
- crafting** [1] - 73:4
- Craig** [1] - 1:13
- create** [7] - 4:15, 4:24, 18:2, 21:4, 21:25, 42:11, 74:2
- created** [1] - 17:19
- creates** [6] - 5:15, 40:7, 43:18, 47:3, 84:1, 86:1
- creating** [1] - 4:3
- credibly** [1] - 45:2
- crime** [3] - 34:4, 64:10, 64:17
- criteria** [9] - 4:4, 4:21, 6:6, 8:4, 9:25, 47:20, 93:19, 94:4, 106:6
- critical** [7] - 6:5, 37:13, 54:11, 55:18, 67:15, 70:1, 82:10
- critically** [1] - 26:15
- cultural** [1] - 84:17
- culture** [17] - 19:19, 21:25, 45:24, 47:3, 50:1, 82:11, 84:18, 84:20, 85:3, 85:5, 85:7, 85:17, 85:22, 85:23, 86:2, 86:4, 86:7
- cultured** [1] - 84:11
- current** [3] - 6:18, 107:7, 111:23
- curse** [1] - 12:19
- customer** [4] - 15:6, 20:13, 29:1, 29:3
- customers** [1] - 29:4
- cut** [1] - 75:23
- cybersecurity** [3] - 24:16, 24:18, 24:20
- cycle** [1] - 106:19
-
- D**
-
- data** [3] - 7:18, 10:6, 37:16
- data-driven** [1] - 37:16
- date** [1] - 102:17
- DATE** [1] - 1:14
- Dated** [1] - 116:17
- Dave** [3] - 69:8, 84:4, 87:18
- dave** [2] - 80:21, 102:20
- David** [1] - 1:11
- DAY** [1] - 1:1
- deal** [4] - 25:22, 39:20, 45:4, 85:12
- dealing** [3] - 12:21, 26:5, 27:11
- death** [1] - 41:24
- decade** [2] - 39:2, 39:12
- decide** [1] - 93:12
- decided** [3] - 3:6, 107:1, 107:22
- deciding** [2] - 24:4, 102:24
- decision** [14] - 28:4, 28:6, 28:16, 28:19, 31:10, 37:17, 40:14, 46:12, 75:10, 75:22, 83:25, 97:22, 104:9, 108:3
- decision-making** [4] - 31:10, 37:17, 75:10, 75:22
- decisions** [15] - 3:17, 7:18, 20:12, 24:5, 24:9, 28:3, 32:16, 32:17, 37:14, 40:3, 40:23, 71:8, 91:24, 92:1, 92:6
- decisive** [1] - 50:2
- deck** [2] - 10:18, 57:10
- decreasing** [1] - 11:25
- dedicated** [2] - 15:4, 15:9
- deep** [2] - 2:15, 80:1
- deferred** [1] - 115:5
- definitely** [8] - 16:14, 16:15, 17:10, 17:11, 18:19, 19:16, 51:19, 82:3
- definition** [2] - 8:8, 86:5
- degree** [4] - 2:22, 2:23, 6:14, 29:6
- degrees** [3] - 113:5, 113:7, 113:10
- delegate** [2] - 54:15, 75:13
- delegated** [2] - 20:22, 54:12
- delegates** [4] - 40:14, 75:9, 75:21, 83:25
- delegating** [1] - 83:4
- delete** [18] - 57:15, 59:17, 61:3, 63:21, 72:6, 74:25, 75:4, 77:23, 77:24, 79:12, 79:14, 79:23, 80:22, 81:3, 81:5, 82:18, 84:11, 87:3
- deleting** [3] - 74:10, 84:15, 86:23
- deliver** [4] - 9:1, 9:12, 9:15, 17:24
- delivering** [1] - 91:18
- delivers** [1] - 63:9
- demand** [1] - 24:12
- demanding** [1] - 46:11
- demands** [4] - 6:19, 6:24, 8:13, 47:7
- demonstrates** [15] -

- 33:12, 37:1, 40:20,
47:6, 69:9, 69:15,
69:16, 74:24, 75:3,
78:24, 79:3, 79:9,
88:5, 88:6, 88:7
denominator [2] -
46:14, 46:24
department [1] -
31:17
described [1] - 51:15
desk [1] - 43:2
development [3] -
2:14, 35:5, 45:20
died [1] - 41:25
different [38] - 5:20,
11:9, 12:25, 21:18,
27:25, 32:2, 33:7,
36:21, 41:3, 48:3,
48:4, 48:9, 48:10,
49:18, 50:23, 51:4,
51:8, 51:14, 51:17,
51:25, 52:15, 52:17,
53:7, 53:15, 53:17,
55:17, 56:11, 57:2,
57:4, 63:24, 65:22,
83:8, 83:11, 104:17,
105:4, 105:9
differentiator [1] -
33:1
difficult [2] - 96:24,
97:5
dime [1] - 95:4
dinners [1] - 35:11
disadvantaged [2] -
13:16, 13:23
discernment [1] -
76:9
disciplines [2] -
40:22, 96:8
discuss [2] - 111:9,
112:22
discussed [1] -
28:21
discussion [9] -
34:21, 55:6, 58:6,
76:4, 94:24, 98:25,
102:12, 102:18,
111:15
discussions [1] -
93:8
distill [1] - 32:10
distinction [1] -
105:5
distinguish [1] -
104:16
distinguishing [1] -
105:6
diversify [1] - 60:14
division [1] - 7:4
divisive [1] - 56:1
- doctor** [1] - 58:1
doctorate [1] - 2:25
document [9] - 4:24,
5:12, 5:14, 9:4, 10:13,
48:12, 93:3, 105:18,
114:8
done [21] - 9:22,
22:25, 25:14, 40:5,
40:16, 47:11, 48:8,
50:16, 61:15, 69:19,
73:9, 73:16, 74:20,
89:7, 94:12, 95:22,
97:11, 97:16, 98:19,
105:4, 106:20
donors [1] - 32:6
door [1] - 104:19
dorms [1] - 28:13
DORSEY [1] - 115:16
DORTCH [15] -
28:17, 66:10, 66:15,
77:3, 79:17, 91:12,
91:15, 97:10, 99:24,
103:5, 106:22, 107:5,
109:15, 110:23,
113:13
Dortch [4] - 1:10,
99:23, 106:8, 109:14
double [2] - 112:1,
112:2
double-check [2] -
112:1, 112:2
down [17] - 6:15,
12:2, 14:5, 15:7, 17:7,
22:15, 26:24, 33:21,
39:24, 43:7, 43:20,
53:3, 65:19, 72:7,
94:6, 94:25
DR [140] - 4:9, 12:4,
14:17, 15:24, 16:3,
16:7, 16:12, 17:2,
18:11, 18:21, 20:6,
22:18, 23:1, 23:7,
23:17, 24:8, 24:14,
24:17, 25:8, 28:6,
29:5, 29:22, 30:5,
30:9, 34:16, 36:7,
36:24, 37:1, 48:5,
51:18, 55:1, 57:21,
57:25, 58:3, 58:13,
58:16, 58:21, 59:7,
59:17, 59:21, 60:5,
60:9, 60:25, 61:18,
61:24, 62:11, 62:15,
63:3, 63:10, 63:21,
64:6, 66:13, 67:20,
68:5, 68:13, 68:16,
69:2, 69:5, 69:11,
69:16, 69:19, 70:8,
70:12, 70:15, 70:19,
70:21, 71:14, 71:17,
71:20, 72:11, 72:20,
72:25, 73:12, 73:22,
74:9, 74:14, 74:17,
74:22, 75:9, 75:19,
76:1, 76:13, 76:19,
76:25, 77:7, 77:22,
78:2, 78:4, 78:22,
79:8, 79:10, 79:14,
79:22, 80:5, 80:9,
80:15, 80:19, 81:3,
81:12, 81:17, 81:23,
82:5, 82:22, 82:25,
83:16, 84:10, 84:21,
85:14, 86:4, 86:10,
87:3, 87:7, 87:12,
87:14, 87:25, 88:4,
88:16, 89:1, 89:7,
89:13, 89:17, 89:21,
90:1, 90:7, 90:10,
90:20, 90:23, 91:19,
92:5, 92:8, 92:16,
92:19, 92:24, 94:21,
96:6, 97:21, 111:12,
111:17, 112:7, 112:11
Dr [18] - 2:7, 2:8,
101:18, 104:22,
106:5, 107:6, 107:12,
107:17, 111:6,
111:10, 111:13,
112:5, 112:10,
112:13, 113:12,
113:20, 115:11
dr [1] - 61:3
draft [2] - 10:10,
10:12
drama [1] - 17:5
draw [1] - 18:24
drills [2] - 42:23,
42:24
drive [8] - 5:23, 6:12,
21:22, 37:4, 38:3,
40:21, 41:9, 50:5
Drive [1] - 1:17
driven [7] - 37:16,
40:15, 50:10, 73:15,
74:5, 74:19, 75:1
drives [3] - 22:3,
25:17, 47:9
dude [1] - 60:1
due [1] - 114:8
dukes [2] - 56:6,
56:13
duly [1] - 116:6
during [2] - 44:5,
105:1
duties [1] - 48:18
DUVAL [1] - 116:3
dying [1] - 97:18
- E**
- early** [2] - 39:9, 98:21
earned [1] - 2:21
easily [9] - 27:21,
86:13, 87:7, 87:8,
87:23, 88:1, 88:6,
88:11, 88:17
East [1] - 1:17
easy [1] - 17:12
economically [1] -
13:15
Edington [5] - 111:6,
111:10, 112:10,
112:13, 113:20
edington [1] - 113:12
EDINGTON [2] -
111:17, 112:11
Edington's [1] -
111:13
editing [1] - 91:2
edits [1] - 93:1
educate [1] - 29:9
education [2] -
29:12, 62:22
educational [4] -
33:4, 33:15, 60:17,
61:11
effective [2] - 45:12,
49:14
effectively [4] - 77:1,
81:7, 81:19, 90:18
effectiveness [2] -
2:13, 111:9
efficiencies [1] -
37:4
effort [1] - 9:3
efforts [2] - 47:10,
97:7
either [2] - 102:18,
102:23
elementary [1] -
42:24
eleven [2] - 110:14,
110:15
eliminate [4] - 62:24,
63:5, 68:13
eliminated [1] -
62:18
employability [2] -
22:6, 25:20
employed [1] - 5:19
employee [2] -
116:12, 116:13
employees [1] - 80:3
enable [1] - 20:12
encompassed [1] -
63:1
encourage [1] -
47:11
- encumbered** [1] -
82:16
end [18] - 5:11, 15:6,
23:19, 25:13, 29:9,
33:15, 45:11, 48:6,
61:18, 70:6, 75:2,
76:19, 79:20, 79:23,
83:22, 94:11, 94:24,
101:17
endeavor [1] - 71:4
ending [1] - 114:20
endowment [7] -
18:9, 18:16, 18:22,
18:23, 34:22, 71:25,
97:25
ends [3] - 36:3,
107:6, 111:23
energy [3] - 9:3,
42:8, 49:7
engage [1] - 49:12
engaged [4] - 17:7,
46:25, 82:14, 91:16
engagement [1] -
65:4
engenders [5] -
33:17, 62:25, 63:5,
63:18, 63:21
English [1] - 81:21
enhance [4] - 66:7,
66:8, 66:17, 77:1
enhancement [1] -
66:12
enrollment [5] -
11:25, 18:5, 113:10,
115:7
ensure [3] - 53:13,
76:15, 107:21
ensures [7] - 18:5,
22:21, 43:23, 79:15,
86:8, 86:9, 86:10
ensuring [3] - 29:16,
49:1, 107:11
enterprise [1] - 3:15
entire [1] - 3:22
entirely [1] - 79:12
entity [2] - 29:12
entrepreneurial [1] -
2:19
entries [1] - 5:4
entry [1] - 33:1
environment [3] -
47:4, 71:5, 84:2
equity [1] - 53:2
essential [3] - 9:14,
30:16, 53:5
essentially [1] -
87:23
establishes [1] -
19:18
et [2] - 25:17, 85:12

ethics [2] - 32:24, 33:2
evaluation [3] - 106:18, 107:13, 107:16
evaluations [1] - 106:20
evolve [2] - 47:7, 84:20
exactly [3] - 36:23, 36:25, 61:23
example [5] - 26:21, 41:18, 46:1, 54:13, 65:18
excellence [5] - 18:6, 22:4, 46:11, 112:18, 113:4
except [2] - 55:15, 95:16
exception [5] - 104:15, 104:22, 105:18, 105:19, 106:24
execute [1] - 48:18
execution [7] - 38:14, 39:23, 50:25, 63:25, 73:3, 86:16, 89:23
executive [3] - 2:13, 2:14, 98:9
exemplary [1] - 20:12
exercise [3] - 45:7, 47:22, 53:19
existing [3] - 102:9, 103:17, 112:16
exit [1] - 53:14
expand [2] - 61:4, 65:15
expanding [1] - 61:2
expands [1] - 44:19
expansion [1] - 18:5
expect [1] - 94:18
expectation [1] - 39:8
expectations [1] - 6:5
expenditures [2] - 37:6, 114:17
expense [1] - 37:9
experience [4] - 2:15, 5:21, 93:24, 105:16
experiences [1] - 8:23
expertise [1] - 48:19
experts [1] - 50:13
extensively [1] - 104:11
extent [2] - 13:13,

47:2
external [1] - 25:3
eye [2] - 46:3, 61:8
eyes [4] - 31:3, 34:13, 68:19, 95:23

F

face [5] - 23:15, 42:15, 77:15, 77:20, 93:22
faced [1] - 105:2
facilitates [1] - 43:18
facilities [3] - 27:4, 27:22, 27:24
facings [1] - 34:23
fact [1] - 64:25
factors [3] - 32:18, 92:2, 105:17
facts [1] - 37:18
faculty [18] - 3:14, 10:22, 12:8, 12:11, 15:4, 15:9, 19:10, 25:5, 25:10, 30:11, 30:12, 32:4, 33:10, 45:22, 62:19, 70:2, 95:3, 105:11
fair [2] - 13:22, 31:2
fairly [1] - 41:12
fall [5] - 17:17, 28:18, 39:24, 59:4, 61:6
falling [1] - 26:24
family [2] - 56:9, 105:14
famous [1] - 46:5
FAMU [20] - 9:19, 14:21, 15:14, 15:16, 26:18, 28:12, 38:3, 41:2, 45:3, 45:19, 64:17, 64:21, 65:2, 65:3, 65:10, 67:3, 67:19, 80:2, 105:14
far [3] - 36:5, 55:14, 73:20
fast [2] - 46:20, 46:22
favor [4] - 92:12, 111:1, 113:17, 115:19
fear [2] - 43:5, 43:10
fearless [1] - 50:7
feature [1] - 42:15
federal [1] - 15:11
feedback [10] - 3:12, 3:13, 3:24, 78:14, 78:20, 78:24, 79:2, 79:4, 79:7, 79:8
feelings [1] - 101:19
felt [2] - 12:11, 101:13
few [1] - 54:16

fiduciary [1] - 28:21
fifth [1] - 74:25
filled [1] - 96:12
final [8] - 55:10, 113:23, 114:2, 114:4, 114:7, 114:10, 114:12, 115:15
finalization [1] - 113:22
finalize [2] - 10:12, 92:25
finally [1] - 10:10
financial [7] - 2:15, 27:8, 27:9, 34:23, 37:2, 37:17, 95:12
financially [1] - 116:15
fine [2] - 74:13, 83:16
fire [1] - 5:22
first [32] - 3:24, 9:18, 13:14, 17:21, 18:4, 30:19, 43:13, 49:25, 51:4, 55:14, 58:15, 58:16, 58:22, 59:13, 59:14, 59:24, 65:14, 67:1, 77:3, 77:14, 77:19, 79:18, 79:21, 81:13, 82:4, 84:23, 84:24, 85:15, 88:22, 89:2, 101:9
First [1] - 1:19
fiscal [4] - 23:23, 29:5, 71:25, 114:20
fiscally [1] - 20:10
fit [4] - 8:12, 8:23, 55:21, 91:13
fits [1] - 106:6
five [4] - 9:7, 18:14, 53:22, 67:16
flavor [1] - 51:4
flew [2] - 7:6, 7:8
flexibility [2] - 107:20, 108:3
flight [2] - 7:6, 45:18
flip [2] - 30:14, 38:12
floor [2] - 102:18, 108:10
FLORIDA [2] - 1:1, 116:2
Florida [11] - 1:18, 1:20, 4:6, 65:19, 65:23, 67:10, 99:15, 112:13, 113:7, 116:7
flow [1] - 53:13
focus [8] - 4:17, 25:9, 33:9, 87:11, 97:24, 97:25, 98:9, 109:3
focused [1] - 12:24

folks [12] - 5:5, 10:23, 12:13, 13:12, 38:11, 38:12, 48:15, 55:1, 55:25, 56:15, 65:9, 72:5
follow [1] - 103:12
following [1] - 113:2
followup [1] - 106:14
food [2] - 2:17, 27:4
football [1] - 7:20
footprint [1] - 44:19
force [1] - 105:9
forces [2] - 31:15, 71:10
Ford [2] - 113:23, 115:11
FORD [1] - 113:25
foregoing [1] - 116:8
forever [2] - 92:12, 92:15
forges [3] - 40:10, 73:6, 73:12
forget [1] - 30:5
form [1] - 3:7
format [2] - 2:4, 98:22
formula [2] - 4:15, 13:21
Formula [3] - 6:4, 17:20, 48:13
Formulas [1] - 48:8
forth [2] - 13:25, 49:15
Fortune [1] - 2:20
forward [11] - 3:16, 10:13, 11:24, 14:12, 17:15, 21:15, 37:11, 73:23, 76:23, 108:20, 114:24
four [8] - 7:7, 67:5, 67:16, 93:15, 105:4, 105:9, 111:20, 113:6
four-hour [1] - 93:15
four-year [1] - 113:6
fourth [5] - 69:22, 70:12, 75:21, 79:14, 104:25
freeze [1] - 14:25
frequency [1] - 54:22
freshman [2] - 26:13, 26:14
Friday [1] - 1:14
friends [1] - 27:6
front [3] - 30:13, 41:2, 92:20
FSU [3] - 27:3, 27:6, 28:14
FTS [1] - 113:9
full [1] - 108:24
fund [2] - 21:24,

114:20
funded [1] - 35:24
funding [7] - 14:2, 14:11, 15:11, 16:17, 18:6, 36:8, 36:22
fundraiser [1] - 66:8
fundraising [1] - 71:25
funds [3] - 35:9, 72:10, 114:21
future [6] - 4:19, 11:9, 37:21, 38:19, 40:3, 41:15

G

game [1] - 11:13
gathered [2] - 10:2, 10:3
gathering [1] - 67:16
General [1] - 104:4
general [4] - 73:25, 103:11, 105:14, 114:23
generation [1] - 13:14
girl [1] - 57:3
given [5] - 6:18, 9:11, 51:7, 94:16, 116:10
global [1] - 51:3
globally [1] - 2:21
goal [2] - 91:23, 108:13
goals [1] - 26:3
God [2] - 56:24, 68:25
golf [1] - 96:10
golfing [1] - 46:5
good-enough [1] - 47:10
goodbye [1] - 43:8
goods [1] - 2:18
governance [6] - 48:18, 69:25, 70:1, 70:7, 70:9, 70:16
government [9] - 15:11, 22:13, 23:2, 23:3, 23:10, 32:6, 36:9, 44:24, 72:3
governor [2] - 35:12, 95:4
Governor's [1] - 108:15
governor's [3] - 12:22, 23:5, 35:13
Governors [11] - 23:4, 102:9, 102:13, 102:23, 104:2, 105:23, 107:2,

108:19, 112:13,
114:6, 115:2
governs [1] - 31:9
gown [3] - 34:7,
64:16, 67:14
Grable [3] - 1:10,
99:25, 109:16
GRABLE [23] - 16:1,
25:16, 29:20, 58:11,
58:15, 65:24, 68:15,
69:21, 70:11, 70:14,
70:18, 70:20, 73:18,
76:6, 76:18, 79:9,
81:20, 84:7, 84:15,
89:25, 91:10, 100:1,
109:17
grad [1] - 65:10
grads [1] - 65:2
graduate [1] - 13:17
graduates [2] -
15:20, 16:7
Graduates [1] -
16:12
graduating [1] - 20:3
graduation [7] -
11:11, 12:5, 20:2,
22:5, 25:19, 25:24,
113:6
grand [1] - 52:18
grant [3] - 15:12,
104:15, 104:18
granting [1] - 104:21
grants [2] - 36:10,
114:15
great [14] - 5:14,
18:8, 24:11, 26:16,
30:14, 40:3, 46:8,
60:20, 60:23, 79:10,
80:17, 83:3, 95:1,
95:13
green [1] - 54:2
grew [2] - 52:7, 56:9
gross [1] - 75:24
grounding [1] -
47:21
group [3] - 10:22,
13:23, 97:16
groups [6] - 44:21,
60:13, 60:22, 61:6,
83:9, 83:11
grow [6] - 18:23,
20:17, 21:10, 50:14,
50:21, 53:8
growing [4] - 18:6,
18:21, 49:23, 49:24
grows [4] - 34:22,
71:24, 82:1, 97:25
growth [6] - 21:14,
45:21, 48:20, 50:1,
51:11, 51:13

guarantee [2] -
16:19, 39:7
guess [3] - 11:25,
12:9, 18:14
guide [1] - 10:15
gun [1] - 50:20
guy [1] - 46:5
guys [10] - 9:2,
10:16, 34:23, 68:8,
76:3, 76:22, 81:4,
89:24, 93:1, 93:8

H

hand [1] - 37:19
hang [4] - 18:8, 19:4,
19:14, 22:7
happy [1] - 52:8
hard [6] - 6:11,
36:21, 46:12, 46:16,
46:18, 47:18
hates [1] - 95:5
Hattie [1] - 101:1
HBCU [2] - 15:21,
16:4
HBCUs [3] - 14:19,
16:4, 107:8
head [5] - 7:4, 43:2,
43:7, 113:10
heads [1] - 101:23
hear [4] - 15:14,
26:10, 41:16, 52:1
heard [14] - 12:10,
12:13, 13:3, 13:4,
13:5, 13:8, 21:12,
25:21, 35:1, 44:3,
47:4, 52:2, 52:11,
84:2
hearing [1] - 24:9
hears [2] - 43:21
hearts [1] - 42:14
help [9] - 3:3, 16:18,
31:1, 48:19, 48:21,
66:18, 74:1, 98:11,
115:4
helpful [1] - 6:16
helps [6] - 19:3,
31:22, 55:25, 91:17,
93:18, 94:2
hereby [1] - 116:7
heritage [1] - 16:16
hi [1] - 4:9
high [14] - 15:18,
33:2, 45:4, 46:11,
51:11, 53:13, 64:10,
64:17, 73:4, 79:19,
80:11, 80:20, 93:21,
93:23
high-crime [1] -
64:10

high-quality [1] -
15:18
highest [3] - 15:20,
16:13, 34:4
hire [8] - 7:21, 8:1,
72:8, 96:2, 96:23,
96:25, 97:1
hired [2] - 50:20,
98:11
hires [1] - 96:2
hiring [5] - 57:8,
96:5, 96:8, 96:9,
96:11
historically [1] - 67:7
history [2] - 14:21,
39:9
hit [2] - 47:25, 94:23
hold [11] - 28:6,
48:25, 50:4, 64:1,
71:22, 72:13, 85:20,
92:13, 92:15, 93:10,
96:15
holding [2] - 45:17,
94:9
holds [2] - 32:23,
40:17
holistic [6] - 25:23,
27:11, 29:17, 29:19,
29:21, 45:21
Holmes [4] - 9:24,
34:1, 64:7, 65:9
home [1] - 44:25
honestly [1] - 12:6
honor [2] - 21:8,
31:12
honoring [1] - 21:5
hope [3] - 5:9, 5:10,
10:11
hopefully [2] - 54:1,
66:7
horses [2] - 8:18,
51:19
hour [1] - 93:15
hours [3] - 5:10, 7:7
housing [3] - 27:20,
27:22, 27:23
hub [1] - 30:23
human [1] - 26:6
humble [2] - 37:25,
38:6
humility [1] - 38:6
Humphries [5] -
52:1, 52:2, 52:3, 52:4,
52:11
Hyatt [1] - 1:16

I

idea [1] - 21:16
ideas [2] - 21:24

identifying [1] -
37:12
iffy [1] - 26:17
II [1] - 1:9
image [1] - 77:1
imagine [1] - 15:17
immediate [1] - 92:3
immediately [1] -
18:18
impact [9] - 40:16,
45:4, 65:20, 65:21,
73:15, 74:5, 74:12,
74:19, 75:1
imparts [1] - 114:3
imperatives [10] -
6:19, 8:25, 9:7, 9:15,
17:22, 17:23, 30:3,
48:17, 49:20
importance [1] -
25:6
important [52] - 3:6,
3:11, 4:3, 4:17, 4:22,
5:9, 6:6, 7:16, 10:9,
13:1, 14:20, 15:2,
15:6, 19:8, 23:21,
23:22, 25:20, 26:15,
26:20, 29:21, 34:8,
34:25, 35:15, 38:18,
38:22, 42:18, 44:6,
45:1, 45:11, 49:3,
50:1, 54:3, 54:4, 54:6,
54:7, 54:10, 54:17,
55:15, 57:11, 58:7,
58:8, 58:10, 62:7,
62:16, 64:19, 65:16,
69:4, 70:3, 72:2,
72:14, 78:6, 106:23
imposed [1] - 115:1
improve [2] - 85:7,
98:11
improvement [2] -
112:19, 113:4
improving [1] -
49:23
inactivity [1] - 15:1
inaudible [8] - 14:7,
23:16, 28:23, 40:6,
67:14, 71:2, 106:1,
110:20
include [3] - 59:6,
61:5, 106:3
included [1] - 114:13
includes [1] - 114:21
including [3] - 9:19,
44:20, 61:12
inclusion [2] - 60:21,
114:14
inclusive [5] - 33:20,
57:16, 58:20, 59:15,
64:22

inclusiveness [3] -
60:11, 60:13, 61:5
increase [1] - 114:16
incredible [1] - 14:21
indeed [1] - 81:21
indications [3] -
111:3, 113:18, 115:20
individual [5] - 3:12,
9:13, 73:21, 86:21,
101:19
individually [3] -
3:18, 3:19, 101:24
individuals [6] -
11:19, 68:18, 69:7,
69:10, 69:13, 69:17
industry [1] - 51:3
infinite [1] - 97:1
influence [2] - 66:7,
67:23
influenced [1] - 38:1
influencer [2] -
44:18, 50:8
information [6] -
10:3, 10:5, 43:19,
99:3, 104:3, 106:3
initiate [1] - 24:11
initiatives [1] - 115:6
innovate [1] - 21:16
innovating [1] - 24:7
innovation [4] - 21:5,
21:22, 47:9, 50:25
input [6] - 55:6,
72:25, 105:11,
105:12, 105:13
inspirational [7] -
42:13, 77:4, 77:5,
77:9, 77:15, 80:24,
80:25
inspires [2] - 91:16,
91:19
instance [2] - 67:3,
97:24
instead [3] - 66:16,
69:6, 69:11
instills [1] - 82:11
institution [23] -
8:16, 8:17, 12:15,
14:3, 14:11, 15:5,
17:14, 23:15, 24:7,
29:8, 33:14, 33:16,
35:24, 39:1, 39:10,
40:4, 41:1, 44:2,
45:19, 52:7, 54:14,
71:18, 86:11
institutional [2] -
26:3, 111:8
institutions [5] -
14:8, 15:13, 36:13,
44:24, 96:17
integrity [5] - 31:8,

32:22, 33:3, 63:4,
71:2
intentionally [1] -
81:7
interest [1] - 71:18
interested [2] -
42:25, 116:15
interesting [5] -
9:19, 10:22, 33:24,
57:1, 85:1
interests [3] - 19:7,
32:1, 55:16
interim [2] - 50:18,
101:18
internal [1] - 25:5
international [1] -
48:21
International [1] -
67:10
interpersonal [1] -
44:18
interpersonally [1] -
81:4
interview [4] - 7:12,
10:4, 10:15, 93:15
interviewed [2] -
10:5, 10:19
interviewing [1] -
97:23
interviews [1] -
97:15
introduce [2] - 2:6,
5:2
investment [1] -
53:14
investments [1] -
37:14
involved [3] - 31:22,
32:21, 49:8
involves [1] - 43:23
issue [8] - 12:15,
13:1, 26:17, 26:22,
27:8, 73:20, 85:23,
102:19
issues [7] - 13:9,
25:25, 26:25, 27:11,
27:19, 32:20, 115:5
item [5] - 62:6,
101:11, 111:5,
113:21, 115:9
items [2] - 101:11,
111:14
itself [2] - 4:18,
98:22

J

Jacksonville [3] -
1:16, 1:18, 1:20
Jeff [9] - 2:7, 2:9,

2:15, 2:21, 3:22, 4:8,
4:9, 98:14, 98:24
jeff [1] - 47:23
Jeff's [1] - 3:2
JFK [1] - 41:19
job [14] - 4:17, 17:12,
19:8, 20:2, 22:24,
35:10, 53:16, 55:20,
96:13, 96:16, 96:19,
97:9, 98:25
Jobs [1] - 73:23
jobs [3] - 7:3, 31:16,
48:10
join [1] - 55:25
joined [1] - 110:9
journey [1] - 81:11
Jr [3] - 1:10, 1:11,
1:11
Judge [1] - 111:18
judge [1] - 92:11
judgment [2] - 4:18,
71:7
June [2] - 110:19
justification [2] -
104:7, 104:10
justify [1] - 104:21
Justin [9] - 1:9, 17:9,
26:10, 29:2, 40:19,
42:25, 90:13, 91:11,
98:1
justin [3] - 16:23,
70:24, 75:6
Justin's [2] - 73:8,
73:15

K

keep [15] - 4:17,
11:16, 44:10, 59:22,
60:3, 69:23, 82:4,
82:22, 82:24, 83:12,
85:14, 87:13, 102:3,
108:13, 108:14
keeper [1] - 45:23
keeping [1] - 106:9
Kelvin [3] - 1:8, 14:4,
48:7
Kennedy [2] - 42:19,
43:11
key [7] - 3:13, 24:6,
25:7, 40:8, 40:11,
92:3, 106:21
Kimberly [2] - 1:8,
97:25
kind [28] - 3:14, 4:4,
6:22, 10:6, 10:7,
12:12, 13:4, 26:17,
38:12, 38:23, 43:10,
45:1, 49:10, 49:11,
52:15, 53:7, 55:9,

56:19, 56:21, 66:4,
75:7, 77:19, 77:20,
81:2, 84:3, 86:14,
86:24, 96:7
kinds [2] - 4:25, 8:22
KIRSCHNER [1] -
61:3
KIRSCHNER [136] -
4:9, 12:4, 14:17,
15:24, 16:3, 16:7,
16:12, 17:2, 18:11,
18:21, 20:6, 22:18,
23:1, 23:7, 23:17,
24:8, 24:14, 24:17,
25:8, 28:6, 29:5,
29:22, 30:5, 30:9,
34:16, 36:7, 36:24,
37:1, 48:5, 51:18,
55:1, 57:21, 57:25,
58:3, 58:13, 58:16,
58:21, 59:7, 59:17,
59:21, 60:5, 60:9,
60:25, 61:18, 61:24,
62:11, 62:15, 63:3,
63:10, 63:21, 64:6,
66:13, 67:20, 68:5,
68:13, 68:16, 69:2,
69:5, 69:11, 69:16,
69:19, 70:8, 70:12,
70:15, 70:19, 70:21,
71:14, 71:17, 71:20,
72:11, 72:20, 72:25,
73:12, 73:22, 74:9,
74:14, 74:17, 74:22,
75:9, 75:19, 76:1,
76:13, 76:19, 76:25,
77:7, 77:22, 78:2,
78:4, 78:22, 79:8,
79:10, 79:14, 79:22,
80:5, 80:9, 80:15,
80:19, 81:3, 81:12,
81:17, 81:23, 82:5,
82:22, 82:25, 83:16,
84:10, 84:21, 85:14,
86:4, 86:10, 87:3,
87:7, 87:12, 87:14,
87:25, 88:4, 88:16,
89:1, 89:7, 89:13,
89:17, 89:21, 90:1,
90:7, 90:10, 90:20,
90:23, 91:19, 92:5,
92:8, 92:16, 92:19,
92:24, 94:21, 96:6,
97:21
Kirschner [3] - 2:7,
2:8, 4:10
kiss [1] - 43:7
knowing [1] - 35:11
knows [3] - 52:9,
74:19, 97:9

L

lack [1] - 39:3
language [13] - 5:15,
6:1, 17:21, 22:22,
55:7, 57:12, 57:19,
67:21, 69:8, 69:14,
81:21, 87:18
large [2] - 67:5, 97:2
larger [1] - 32:7
last [31] - 2:3, 22:20,
25:17, 39:2, 39:12,
54:9, 68:8, 68:14,
68:15, 68:16, 72:15,
74:3, 74:8, 74:10,
74:16, 74:25, 75:4,
75:24, 79:17, 79:19,
79:24, 81:24, 81:25,
87:13, 88:19, 90:11,
92:10, 93:12, 99:3,
111:15
late [1] - 33:25
law [1] - 21:12
LAWRENCE [22] -
18:15, 60:3, 60:7,
62:5, 64:4, 64:14,
66:25, 68:20, 69:3,
69:9, 69:15, 69:18,
77:13, 80:10, 80:16,
82:20, 82:23, 87:5,
87:8, 87:22, 100:3,
102:21
Lawrence [3] - 1:11,
100:2, 109:18
LAWSON [61] - 2:2,
12:3, 15:23, 16:5,
18:10, 18:17, 19:24,
24:13, 34:15, 36:6,
47:23, 51:6, 58:23,
74:8, 74:11, 74:15,
74:18, 76:24, 77:25,
82:13, 82:17, 85:1,
85:10, 92:18, 92:22,
98:14, 98:17, 98:20,
99:8, 99:13, 100:5,
100:23, 101:3, 101:6,
101:9, 103:2, 103:15,
103:24, 106:15,
107:4, 108:9, 109:5,
109:19, 109:21,
110:11, 110:13,
110:15, 110:24,
111:1, 111:4, 111:16,
111:25, 112:9,
112:12, 113:11,
113:15, 113:19,
115:10, 115:13,
115:17, 115:21
Lawson [3] - 1:8,
100:4, 109:20

lawsuits [1] - 36:1
lead [4] - 38:8, 51:23,
72:8, 102:24
leader [23] - 4:6,
6:22, 6:24, 17:13,
23:13, 38:24, 39:1,
41:8, 52:5, 52:7,
52:15, 53:7, 53:15,
64:18, 66:11, 66:14,
66:16, 72:8, 75:11,
84:5, 87:10, 94:18,
106:20
leaders [6] - 38:6,
38:7, 38:22, 39:24,
41:12, 73:25
leadership [8] - 3:4,
9:14, 30:16, 49:1,
53:20, 101:22, 105:7
leading [2] - 6:17,
66:21
leads [3] - 20:10,
44:16, 81:7
learn [1] - 47:7
learned [2] - 36:12,
56:18
learning [1] - 45:18
least [7] - 18:20,
65:4, 104:24, 105:9,
107:8, 107:10, 108:22
leave [8] - 5:11, 7:10,
30:4, 61:4, 62:21,
69:6, 69:12, 77:8
leaving [1] - 72:21
led [1] - 105:3
left [1] - 55:3
legendary [1] - 39:11
legislature [3] -
23:20, 39:18, 52:13
Leon [4] - 64:18,
64:22, 65:20, 67:2
less [6] - 17:7, 26:5,
38:18, 54:5, 58:10,
114:17
level [9] - 7:3, 12:18,
16:22, 27:25, 40:15,
43:4, 75:11, 75:23,
97:15
levels [1] - 19:20
leverage [1] - 15:2
leverages [1] - 80:1
liaison [1] - 105:22
lifelong [1] - 45:20
limited [2] - 24:21,
51:13
line [2] - 21:8, 36:4
lines [1] - 66:9
list [4] - 4:4, 26:25,
94:25, 105:17
listed [1] - 32:2
listen [4] - 49:7,

- 78:9, 78:14
listened [1] - 43:15
listening [4] - 42:17,
78:5, 78:14, 103:7
listens [8] - 32:10,
42:17, 78:3, 78:19,
78:22, 79:1, 79:3,
79:5
literally [1] - 62:9
litigation [1] - 27:1
live [3] - 65:6, 66:3,
67:8
lives [1] - 20:11
living [1] - 97:18
lobbying [1] - 35:12
local [3] - 64:22,
68:3, 68:7
LOCATION [1] - 1:16
lofty [1] - 111:18
long-term [1] - 37:16
look [23] - 5:3, 8:3,
19:24, 22:2, 27:21,
27:23, 28:14, 29:24,
30:15, 30:17, 39:9,
39:12, 52:23, 55:22,
56:2, 57:10, 61:1,
65:21, 72:1, 95:6,
95:7, 96:20, 104:10
looked [4] - 10:7,
69:23, 98:8, 104:20
looking [20] - 6:3,
9:12, 12:6, 17:12,
26:3, 30:2, 37:9,
49:22, 50:3, 51:9,
51:12, 51:13, 51:16,
53:9, 56:16, 56:18,
61:8, 66:17, 89:6,
107:23
looks [2] - 28:15,
95:21
lose [4] - 29:10,
29:14, 61:14, 78:5
losing [2] - 76:16,
76:20
lost [1] - 21:12
love [2] - 102:11,
102:18
loved [1] - 95:3
loves [1] - 40:4
low [3] - 12:8, 51:13,
53:13
low-cost [1] - 53:13
low-paid [1] - 12:8
lowest [5] - 40:15,
46:14, 46:23, 75:10,
75:22
-
- M**
-
- magnified** [1] - 31:4
- main** [2] - 89:19,
108:7
maintain [1] - 53:12
maintenance [1] -
115:5
major [2] - 30:3, 36:8
man [2] - 41:20, 97:3
manage [4] - 19:3,
20:19, 23:20, 35:17
managed [1] - 35:25
management [20] -
8:20, 37:3, 37:4,
45:14, 47:14, 48:25,
49:2, 49:15, 51:1,
72:1, 72:4, 72:12,
75:16, 82:2, 82:8,
83:15, 83:17, 86:15,
87:15, 94:5
managerial [2] -
88:6, 88:8
manages [3] - 19:6,
44:16, 46:10
managing [12] -
12:25, 22:21, 23:8,
25:6, 30:20, 30:24,
35:21, 37:6, 39:23,
55:12, 57:22, 58:9
mandated [1] - 115:2
mandatory [1] -
115:1
manufacturing [1] -
2:17
margins [1] - 49:24
market [4] - 43:25,
44:11, 80:2
marketing [1] - 44:14
married [1] - 97:9
marry [1] - 97:3
Maryland [1] - 3:1
master's [1] - 2:23
material [1] - 106:17
materials [2] -
106:21, 114:9
matter [1] - 64:16
matters [1] - 71:8
Matthew [1] - 1:9
Maurice [1] - 111:6
McCoy [1] - 100:6
McKenzie [1] - 40:1
mean [9] - 10:24,
12:6, 12:21, 14:18,
15:14, 16:16, 17:13,
57:15, 86:4
meaning [1] - 102:4
means [1] - 64:5
meanwhile [1] -
80:11
measure [4] - 6:7,
20:4, 48:21, 93:18
measured [4] - 11:8,
19:22, 107:22
measures [1] -
107:18
measuring [1] - 94:3
media [1] - 32:6
mediate [1] - 32:21
mediates [1] - 19:7
mediation [2] -
19:13, 59:23
mediator [1] - 32:9
mediators [1] - 56:14
meet [4] - 4:10, 7:11,
8:8, 47:19
meeting [9] - 7:7,
26:4, 44:4, 98:21,
99:9, 99:14, 99:16,
115:23, 115:25
meets [3] - 6:24,
107:3, 108:2
member [2] - 48:13,
48:18
MEMBERS [1] - 1:8
members [7] - 10:22,
34:13, 58:6, 68:19,
78:23, 79:1, 99:10
mention [2] - 67:25,
107:9
mentioned [1] -
59:23
message [2] - 43:23,
43:24
messages [1] -
41:13
met [1] - 27:17
metal [1] - 50:4
methods [1] - 66:6
Metric [4] - 111:5,
111:10, 112:17
metric [4] - 6:13,
112:23, 113:4, 113:5
metrics [19] - 6:10,
18:3, 19:25, 20:8,
22:4, 26:4, 27:14,
40:13, 47:15, 76:5,
76:11, 76:14, 86:17,
109:4, 112:15,
112:19, 112:20, 113:2
Miami [1] - 67:12
micromanager [1] -
75:12
middle [1] - 74:23
might [13] - 15:12,
32:3, 32:12, 50:22,
51:24, 52:4, 52:14,
53:16, 56:13, 56:14,
57:15, 63:25, 83:19
MILES [27] - 99:6,
99:19, 99:21, 99:23,
99:25, 100:2, 100:4,
100:6, 100:10,
100:12, 100:14,
100:16, 100:19,
100:21, 101:1,
109:10, 109:12,
109:14, 109:16,
109:18, 109:20,
109:22, 109:24,
110:1, 110:3, 110:6,
110:14
Miles [3] - 99:17,
100:24, 109:8
million [7] - 7:22,
36:19, 114:20,
114:25, 115:2, 115:4
MILLS [1] - 110:8
Mills [3] - 100:8,
110:8, 110:12
mind [5] - 13:20,
18:12, 29:2, 44:10,
111:15
mindful [1] - 104:13
minds [2] - 26:6,
42:14
minimum [1] - 80:12
minute [1] - 34:19
minutes [5] - 54:18,
54:23, 55:2, 110:18,
110:19
mismanagement [1]
- 36:2
misplaced [1] -
86:22
miss [2] - 14:15, 22:9
missed [2] - 9:9,
32:4
mission [8] - 14:20,
21:6, 29:9, 31:12,
33:14, 41:21, 89:18,
89:22
missions [1] - 14:8
mistaken [1] -
111:21
mix [2] - 24:1, 24:5
mode [3] - 26:22,
51:16, 97:13
model [6] - 38:23,
47:16, 53:13, 54:8,
57:16, 94:22
money [20] - 14:5,
20:16, 20:17, 20:19,
23:25, 24:21, 35:7,
35:18, 35:19, 35:20,
35:25, 36:5, 37:2,
37:6, 51:11, 51:13,
52:12, 65:1, 65:10,
72:4
monitors [1] - 86:13
month [3] - 107:3,
107:4, 107:5
months [1] - 39:13
- moon** [2] - 41:20,
43:14
MOORE [14] - 25:2,
60:10, 61:1, 61:4,
61:14, 61:23, 62:3,
79:25, 83:8, 89:5,
90:5, 100:11, 106:12,
109:23
Moore [4] - 1:8,
27:13, 100:10, 109:22
Moore's [1] - 26:2
morale [3] - 17:1,
17:2, 25:22
morning [7] - 2:2,
3:23, 98:25, 99:13,
112:11, 112:12, 114:1
most [18] - 4:22, 5:9,
10:9, 34:25, 35:15,
38:22, 45:15, 46:6,
49:3, 49:25, 54:3,
54:11, 54:16, 55:15,
57:11, 58:7, 59:20,
73:25
mothers [1] - 4:13
motion [19] - 101:15,
102:19, 102:22,
103:2, 103:8, 103:16,
103:21, 108:8,
108:10, 108:20,
109:1, 110:15,
110:24, 111:4,
113:15, 113:19,
115:17, 115:21
motioning [1] -
103:19
move [8] - 3:16,
29:14, 46:22, 62:11,
70:22, 76:23, 110:18,
113:13
moved [2] - 110:23,
110:24
moves [2] - 46:20,
108:20
moving [1] - 3:25
MS [2] - 101:4, 101:8
multiple [9] - 19:6,
23:8, 30:20, 30:25,
32:18, 55:12, 57:22,
58:9, 92:2
must [6] - 4:4, 45:19,
66:2, 66:22, 104:12,
114:4
must-have [1] - 4:4
-
- N**
-
- naïl** [1] - 6:14
name [1] - 92:19
narrow [1] - 21:8
national [1] - 64:23

natural [2] - 56:14, 59:24
naturally [1] - 56:6
nature [2] - 29:17, 29:19
nearing [1] - 101:17
necessarily [5] - 5:24, 6:21, 19:14, 20:24
necessary [1] - 114:11
need [49] - 2:5, 3:21, 6:22, 6:23, 8:2, 9:1, 9:5, 13:16, 14:9, 17:13, 17:23, 18:19, 20:17, 21:19, 23:6, 27:16, 28:17, 31:11, 38:24, 39:5, 41:10, 52:14, 53:15, 53:23, 59:25, 65:12, 67:17, 68:9, 68:12, 70:4, 71:5, 71:10, 71:11, 74:1, 83:19, 86:18, 86:19, 87:11, 93:8, 98:9, 102:25, 105:17, 105:22, 106:11, 106:25, 110:21, 111:25, 112:2
needed [3] - 40:21, 88:5, 88:10
needs [14] - 6:24, 16:21, 21:14, 21:15, 22:11, 29:18, 33:4, 60:7, 60:9, 60:17, 61:11, 82:7, 88:7, 89:14
negative [1] - 101:20
negotiating [1] - 52:12
negotiation [1] - 52:10
net [1] - 21:14
never [4] - 7:10, 9:23, 39:7, 78:15
New [2] - 2:9, 7:8
new [21] - 4:23, 21:18, 21:23, 24:17, 36:10, 36:17, 36:21, 44:20, 47:11, 61:21, 62:1, 80:3, 80:6, 80:8, 80:9, 87:9, 87:23, 88:1, 88:11, 93:4
newspaper [3] - 9:20, 31:4, 41:4
newspapers [1] - 12:23
Next [1] - 110:17
next [21] - 3:21, 4:6, 7:23, 14:9, 17:19, 27:23, 39:19, 40:24,

50:17, 54:2, 62:23, 70:23, 73:1, 73:2, 79:11, 92:23, 98:16, 101:25, 107:3, 111:5, 113:21
Nice [1] - 4:10
nicely [1] - 56:25
nicer [2] - 28:14, 28:15
Nicole [1] - 1:12
nimble [1] - 88:15
Nirvana [1] - 37:20
nobody [1] - 94:21
nobody's [1] - 47:19
north [1] - 16:5
Notary [1] - 116:5
note [1] - 110:11
notes [1] - 18:22
nothing [1] - 54:7
November [2] - 107:6, 107:21
nuclear [1] - 43:3
number [16] - 6:15, 15:20, 16:13, 18:8, 18:11, 19:15, 20:3, 50:5, 73:4, 84:8, 92:20, 96:20, 97:1, 105:17, 113:9
numbers [6] - 12:7, 19:2, 19:6, 22:3, 22:8, 49:20
nursing [1] - 24:12

O

objective [1] - 33:11
obviously [5] - 11:4, 34:22, 48:24, 63:2, 72:2
occasion [1] - 104:25
occasional [1] - 73:22
occasions [4] - 104:24, 105:1, 105:4, 105:9
October [1] - 112:24
OF [4] - 1:1, 116:1, 116:2, 116:3
offer [1] - 38:2
offering [1] - 44:15
offerings [1] - 26:12
office [4] - 12:22, 23:5, 35:5, 35:13
Office [3] - 2:9, 23:5, 108:16
officially [1] - 115:24
offs [2] - 31:1, 37:18
often [7] - 7:2, 7:3, 12:15, 12:17, 30:12,

38:15, 66:5
onboard [2] - 98:5, 98:7
once [6] - 4:24, 11:1, 35:18, 46:4, 97:6, 105:21
one [152] - 3:15, 5:13, 5:22, 5:23, 6:21, 7:1, 8:16, 8:25, 11:14, 12:1, 13:10, 16:2, 16:25, 19:11, 19:17, 19:21, 20:14, 20:15, 20:21, 21:4, 22:20, 23:10, 23:24, 24:15, 24:17, 25:17, 28:10, 30:19, 31:21, 33:19, 33:25, 34:3, 35:21, 36:12, 38:4, 38:15, 38:16, 38:22, 40:24, 41:3, 41:4, 41:18, 45:6, 47:23, 47:24, 49:18, 49:19, 49:22, 50:23, 50:24, 51:1, 51:2, 51:4, 52:16, 52:17, 53:15, 54:10, 55:4, 55:5, 55:15, 56:7, 56:25, 57:9, 57:13, 57:20, 58:13, 58:15, 58:22, 59:14, 59:18, 59:21, 62:21, 62:23, 62:25, 63:5, 63:11, 63:15, 64:6, 64:13, 66:21, 68:11, 69:20, 69:22, 70:21, 70:23, 70:25, 72:1, 72:24, 73:1, 73:2, 73:3, 73:8, 73:10, 73:14, 74:12, 75:8, 75:19, 75:24, 76:2, 76:22, 77:11, 77:14, 77:24, 78:2, 78:8, 79:11, 79:21, 80:23, 81:24, 81:25, 82:4, 82:7, 84:16, 84:24, 85:2, 85:24, 86:12, 86:23, 87:4, 87:5, 87:15, 88:20, 88:21, 88:22, 88:23, 89:1, 89:2, 89:5, 90:6, 90:8, 90:14, 97:22, 101:11, 102:2, 104:12, 104:13, 105:6, 105:15, 105:24, 106:19, 106:22, 106:23, 107:1, 107:2, 107:11, 107:20
one's [2] - 57:3
ones [11] - 16:2, 30:12, 32:3, 35:14, 49:17, 54:2, 54:4,

54:5, 57:15, 59:3, 84:24
open [11] - 24:19, 34:21, 61:16, 61:20, 95:24, 102:4, 102:18, 104:18, 106:10, 108:14
opening [1] - 58:4
openness [1] - 50:9
opens [1] - 61:25
operate [1] - 31:6
operates [6] - 32:22, 33:24, 34:12, 64:3, 67:22, 68:18
operating [5] - 66:6, 114:2, 114:4, 114:7, 114:9
operation [1] - 85:21
opportunities [1] - 95:8
opportunity [2] - 62:8, 112:22
opposed [4] - 22:1, 95:25, 97:18, 98:2
option [9] - 102:6, 102:8, 102:15, 102:16, 106:11, 107:2, 108:16, 108:18, 108:20
options [6] - 102:4, 103:9, 106:9, 108:6, 108:14
order [4] - 58:21, 80:25, 99:16, 110:17
organization [18] - 5:22, 6:18, 7:15, 11:7, 20:10, 46:9, 47:1, 50:6, 50:10, 51:8, 51:10, 51:23, 82:14, 83:7, 85:21, 85:24, 86:5, 91:16
organizational [5] - 43:22, 45:24, 75:24, 79:15, 82:1
organizations [9] - 2:18, 5:18, 7:2, 7:19, 11:15, 11:20, 46:13, 93:22, 96:15
orientation [1] - 50:2
oriented [1] - 44:9
originally [1] - 114:18
otherwise [1] - 67:7
ought [1] - 64:17
ourselves [1] - 94:16
outcomes [3] - 63:9, 63:20, 74:6
outline [1] - 105:20
outstanding [1] - 95:1

overall [2] - 13:8, 114:19
overcome [2] - 95:9, 105:2
overlap [1] - 77:23
overly [1] - 33:20
oversight [1] - 37:5
overworked [2] - 36:14, 36:15
own [4] - 67:6, 73:24, 89:15, 101:19

P

package [1] - 3:16
page [6] - 88:19, 90:11, 90:16, 91:12, 92:1, 92:20
paid [2] - 12:8, 46:16
painting [1] - 42:14
pare [1] - 33:21
parens [1] - 68:3
parent [1] - 59:6
parenthesis [1] - 68:7
parents [4] - 58:12, 58:17, 58:18, 59:8
Park [1] - 3:1
part [24] - 17:21, 26:9, 28:3, 29:13, 31:7, 34:2, 34:8, 34:10, 38:6, 42:18, 48:16, 63:19, 63:24, 64:8, 65:6, 65:7, 72:14, 78:5, 79:19, 81:16, 85:15, 85:20, 91:3, 96:7
participation [1] - 98:24
particular [6] - 6:25, 8:12, 8:13, 23:9, 49:16, 50:6
particularly [1] - 62:7
parties [1] - 116:12
parties' [1] - 116:14
partner [5] - 2:8, 44:23, 66:12, 66:14, 66:15
partners [6] - 33:10, 36:10, 37:12, 62:18, 66:22, 72:4
partnership [1] - 37:15
partnerships [2] - 44:20, 44:22
parts [1] - 85:3
pass [2] - 101:5, 101:6
passing [1] - 4:18

- past** [7] - 3:5, 4:19, 11:2, 11:10, 38:4, 44:3
- paste** [1] - 75:23
- patronage** [6] - 31:13, 89:8, 90:2, 90:13, 91:20, 91:21
- pay** [2] - 7:22, 37:24
- paying** [2] - 89:11, 90:24
- peace** [2] - 92:13, 92:15
- pedal** [1] - 50:4
- peer** [2] - 34:12, 68:18
- people** [76] - 5:24, 8:1, 8:7, 8:21, 9:1, 10:19, 10:20, 10:24, 10:25, 11:2, 12:16, 16:8, 17:4, 17:5, 17:6, 21:2, 21:23, 24:23, 25:10, 31:5, 31:15, 31:16, 34:12, 35:2, 35:12, 35:19, 35:21, 35:22, 38:7, 38:15, 38:24, 39:22, 40:17, 42:5, 45:10, 45:17, 46:2, 46:8, 46:23, 47:4, 47:11, 47:13, 48:3, 48:9, 49:10, 50:5, 50:11, 50:18, 52:8, 52:23, 55:24, 56:2, 56:6, 62:10, 64:25, 65:2, 65:5, 67:17, 72:12, 72:17, 73:23, 74:1, 75:14, 82:5, 84:2, 85:25, 91:17, 93:10, 93:13, 94:23, 95:11, 96:15, 96:20, 97:1, 98:11
- people's** [3] - 39:3, 42:8, 97:6
- percentage** [1] - 94:20
- perfect** [1] - 29:20
- performance** [20] - 8:19, 13:19, 13:21, 19:3, 19:20, 19:21, 19:22, 19:25, 20:5, 22:3, 25:17, 26:4, 45:17, 46:10, 47:15, 82:8, 86:13, 86:15, 94:5, 98:12
- performance-based** [1] - 13:21
- performed** [1] - 106:18
- period** [2] - 18:13, 86:11
- PERRY** [12] - 22:13, 23:3, 57:24, 59:16, 83:10, 91:5, 92:14, 98:15, 100:13, 103:1, 104:11, 109:25
- Perry** [4] - 1:11, 100:12, 109:24, 111:18
- person** [25] - 4:5, 9:4, 9:12, 17:24, 31:2, 31:20, 32:18, 35:5, 43:20, 45:25, 51:12, 51:14, 51:17, 52:9, 52:14, 56:21, 73:17, 76:8, 81:1, 91:24, 95:10, 96:13, 96:18, 97:8
- person's** [3] - 30:22, 95:1, 96:5
- personal** [4] - 45:3, 46:1, 47:6, 49:6
- personality** [2] - 56:4, 56:17
- personality-based** [1] - 56:4
- personnel** [1] - 2:24
- persons** [1] - 35:8
- perspective** [3] - 10:23, 12:10, 38:13
- pet** [2] - 31:17
- pharmaceutical** [1] - 2:16
- pharmacy** [1] - 13:5
- philosophy** [1] - 65:25
- Phoenix** [1] - 16:2
- phone** [1] - 47:25
- phonetic** [2] - 24:2, 72:8
- phrase** [5] - 41:16, 69:7, 74:12, 81:22, 87:13
- physical** [8] - 13:2, 24:14, 26:15, 26:19, 26:23, 27:1, 27:19, 28:14
- picture** [3] - 39:21, 39:25, 40:1
- piece** [10] - 7:18, 13:20, 18:1, 28:7, 31:7, 37:15, 45:21, 90:1, 97:21, 101:21
- pivot** [2] - 87:23, 88:6
- pivoting** [1] - 88:17
- pivots** [9] - 86:13, 87:7, 87:8, 87:16, 87:17, 87:20, 88:1, 88:11
- place** [10] - 6:10, 6:21, 6:22, 6:23, 38:17, 40:14, 67:4, 76:14, 94:2, 96:8
- placeholder** [1] - 29:15
- placement** [2] - 11:11, 20:3
- places** [6] - 11:14, 25:11, 27:4, 41:3, 50:13, 80:25
- plan** [3] - 20:5, 20:7, 49:2
- planning** [3] - 8:21, 24:4, 111:8
- plant** [6] - 13:2, 26:15, 26:19, 27:1, 27:19, 28:15
- plant-related** [1] - 27:19
- play** [1] - 96:10
- plenty** [1] - 10:24
- plus** [3] - 5:5, 90:22, 106:4
- pocket** [1] - 111:22
- Point** [2] - 58:24, 77:25
- point** [28] - 2:5, 8:9, 12:1, 16:24, 17:3, 17:8, 25:3, 30:1, 35:23, 36:7, 38:2, 48:7, 51:24, 52:6, 60:25, 61:1, 61:17, 67:8, 72:3, 73:15, 84:19, 85:2, 89:10, 90:13, 91:23, 109:2, 114:23, 115:22
- pointed** [1] - 4:2
- points** [2] - 91:7, 105:6
- political** [2] - 71:7, 71:10
- politically** [2] - 12:20, 71:5
- politics** [10] - 31:13, 71:6, 71:15, 89:8, 89:20, 90:2, 90:12, 91:21, 92:4, 92:9
- pool** [1] - 24:21
- poor** [1] - 95:12
- population** [4] - 13:12, 33:7, 61:12, 62:9
- populations** [5] - 33:5, 60:18, 61:13, 61:22, 62:1
- portion** [2] - 63:7, 87:5
- position** [3] - 55:10, 107:11, 107:24
- positioning** [1] - 49:25
- positions** [1] - 107:24
- positive** [7] - 13:6, 85:4, 85:16, 85:18, 86:2, 86:7, 101:20
- possible** [1] - 52:5
- possibly** [1] - 71:1
- posted** [1] - 110:19
- posture** [1] - 104:8
- potentially** [3] - 3:9, 24:2, 51:16
- powerful** [1] - 31:15
- preliminary** [1] - 114:12
- prepare** [2] - 53:6, 53:14
- prepared** [1] - 108:5
- preparing** [1] - 10:10
- present** [2] - 4:19, 113:23
- presentation** [1] - 115:8
- presents** [1] - 71:4
- preserve** [1] - 85:4
- president** [47] - 3:7, 3:21, 4:16, 4:23, 7:4, 8:10, 9:25, 14:10, 17:5, 19:8, 20:25, 21:20, 22:10, 22:11, 22:15, 22:23, 28:19, 29:25, 30:23, 31:11, 31:19, 34:8, 34:13, 35:1, 35:2, 35:4, 35:6, 35:16, 45:12, 45:23, 51:23, 54:12, 61:7, 64:11, 66:20, 67:11, 67:19, 68:23, 83:5, 93:4, 93:5, 94:8, 96:2, 102:1, 103:14, 111:7
- PRESIDENT** [1] - 113:25
- President** [5] - 52:1, 52:3, 52:4, 52:10, 113:22
- president's** [2] - 4:19, 37:8
- presidential** [2] - 3:4, 101:22
- presidents** [3] - 38:5, 39:10, 44:4
- pretty** [9] - 8:11, 9:3, 13:6, 47:17, 49:23, 52:12, 59:19, 72:23, 98:19
- previous** [1] - 106:19
- price** [1] - 33:1
- pride** [1] - 15:14
- primary** [3] - 35:17, 36:7, 72:2
- printed** [1] - 101:11
- priorities** [7] - 37:13, 40:12, 40:16, 47:14, 74:6, 86:12, 86:21
- prioritization** [1] - 55:6
- prioritize** [1] - 76:10
- prioritizing** [2] - 4:1, 73:7
- priority** [1] - 4:3
- private** [3] - 36:9, 53:1, 72:4
- proactively** [1] - 48:22
- problem** [2] - 39:15, 96:17
- problems** [2] - 13:10, 15:19
- proceedings** [1] - 116:9
- process** [15] - 3:8, 3:22, 3:25, 5:3, 10:14, 18:4, 18:23, 91:4, 94:1, 101:21, 102:3, 102:22, 103:10, 104:23, 107:13
- processes** [1] - 37:5
- product** [1] - 44:15
- productive** [2] - 85:5, 101:23
- profile** [5] - 3:4, 4:16, 51:9, 95:20, 101:22
- program** [6] - 24:1, 24:3, 24:12, 24:19, 36:17, 60:24
- programs** [6] - 21:11, 24:10, 36:10, 44:23, 60:20
- project** [1] - 31:17
- projected** [2] - 114:18, 114:24
- projecting** [1] - 114:19
- promise** [1] - 4:12
- properly** [3] - 103:3, 113:16, 115:18
- propose** [1] - 112:18
- proposed** [1] - 112:23
- prospect** [1] - 29:1
- protect** [7] - 84:18, 85:4, 85:6, 85:9, 85:16, 86:7
- protects** [1] - 47:3
- proud** [1] - 16:16
- provide** [1] - 93:19
- provides** [6] - 78:20, 78:24, 79:2, 79:4, 79:7, 79:8
- psychological** [2] - 7:13, 93:14

psychologist [2] - 4:11, 56:24
psychology [2] - 2:22, 2:25
public [14] - 41:5, 42:13, 42:15, 45:3, 77:1, 77:4, 77:8, 77:9, 77:15, 77:20, 80:25, 100:24, 103:11, 105:10

Public [1] - 116:6
pull [1] - 59:12
pulling [1] - 88:24
purpose [1] - 5:25
pursue [3] - 102:5, 102:7, 102:8
push [1] - 82:25
pushing [1] - 47:10
put [47] - 3:15, 9:2, 10:6, 22:19, 22:21, 23:7, 29:15, 30:21, 41:6, 41:20, 43:6, 43:16, 48:15, 50:4, 53:20, 54:2, 54:20, 58:14, 61:20, 63:24, 68:6, 69:13, 70:17, 74:12, 74:17, 74:18, 74:23, 75:2, 75:19, 76:14, 77:10, 78:15, 79:19, 79:23, 80:19, 81:12, 81:14, 81:17, 83:14, 83:22, 89:14, 90:4, 90:5, 91:25, 94:1, 97:7, 104:21
puts [2] - 40:13, 68:24
putting [4] - 80:17, 94:13, 96:7, 96:22

Q

qualified [2] - 45:15, 116:6
quality [2] - 15:7, 15:18
quarterback [3] - 7:21, 7:24, 8:2
quartile [2] - 22:3, 25:17
questions [11] - 10:13, 10:16, 28:10, 92:21, 98:3, 103:4, 103:20, 109:6, 113:11, 113:17, 115:10
quick [2] - 103:22, 106:13
quickly [3] - 86:14, 87:17, 88:14
quiet [1] - 49:11

quo [3] - 17:16, 21:20, 41:8
quo's [1] - 17:17
quorum [3] - 100:22, 101:15, 105:10

R

race [3] - 42:6, 42:21, 43:12
raise [7] - 17:8, 19:20, 33:11, 62:19, 70:6, 70:8, 70:15
raised [2] - 65:9, 95:4
raises [1] - 62:18
raising [1] - 72:10
ran [1] - 46:9
rank [2] - 113:5, 113:8
ranked [1] - 113:2
rate [3] - 12:5, 20:2, 34:4
rates [6] - 11:11, 11:12, 22:6, 25:19, 25:24, 113:6
rather [2] - 34:21, 97:13
rationale [11] - 30:21, 88:24, 89:4, 89:12, 90:3, 90:22, 90:25, 91:2, 91:3, 91:5, 91:7
read [5] - 9:18, 9:21, 54:1, 72:17, 78:16
real [11] - 11:5, 12:7, 17:13, 18:3, 26:22, 38:10, 50:10, 65:8, 67:13, 70:3, 94:25
realities [4] - 6:19, 87:24, 88:2, 88:11
reality [2] - 33:9, 87:9
really [78] - 3:10, 3:20, 4:3, 4:14, 4:20, 6:6, 6:15, 7:13, 11:12, 12:12, 13:1, 13:3, 14:20, 15:16, 16:19, 18:2, 18:7, 19:3, 21:19, 25:13, 29:7, 29:13, 30:22, 31:4, 31:14, 31:22, 34:6, 34:8, 37:20, 37:22, 38:23, 39:5, 39:14, 40:5, 42:2, 42:4, 42:7, 42:11, 42:18, 45:1, 45:11, 46:3, 49:12, 50:11, 50:22, 50:25, 53:3, 54:9, 54:10, 54:14, 55:3, 56:4,

56:5, 56:25, 57:1, 62:5, 62:16, 64:6, 65:3, 67:17, 69:24, 70:1, 71:4, 72:2, 73:18, 83:5, 84:10, 84:20, 92:17, 95:15, 95:20, 96:14, 98:9, 101:23, 111:17
reason [2] - 102:6, 108:7
reasons [2] - 4:25, 106:23
receivable [1] - 114:15
received [1] - 2:23
recess [2] - 54:25, 99:12
reclassification [1] - 114:14
recognize [1] - 111:6
recognized [2] - 111:11, 113:23
recommendation [2] - 113:12, 115:15
recommendations [2] - 7:15, 7:17
recommending [1] - 113:1
reconciliation [1] - 114:11
record [5] - 103:6, 103:12, 112:3, 116:10
recruit [3] - 62:9, 80:2, 80:6
recruiter [2] - 44:1
recruitment [3] - 22:5, 25:19, 44:5
red [3] - 54:5, 72:20, 75:8
redundant [2] - 33:19, 83:19
Reed [3] - 1:13, 100:14, 110:1
REED [2] - 100:15, 110:2
referencing [1] - 88:23
referring [1] - 27:11
reflect [4] - 87:9, 87:23, 88:1, 88:11
reflecting [1] - 39:22
reflects [1] - 40:8
refrain [1] - 71:6
reg [1] - 104:12
regarding [3] - 26:2, 27:13, 37:14
Regency [1] - 1:16
regulation [1] - 102:10
Regulation [1] -

114:3
reinforce [2] - 21:21, 21:23
relate [1] - 26:8
related [3] - 27:12, 27:19, 115:6
relates [1] - 29:2
relations [5] - 22:13, 23:2, 23:3, 34:7, 34:11
relationship [2] - 23:6, 23:14
relationships [2] - 25:7, 68:17
relative [4] - 95:21, 114:17, 116:11, 116:13
relevant [3] - 43:24, 48:14, 48:19
relief [2] - 102:13, 102:14
remain [1] - 58:25
remaining [1] - 115:4
remediation [1] - 33:6
remember [4] - 26:5, 41:22, 42:22, 83:21
remote [1] - 99:10
repeat [3] - 41:13, 78:1, 84:8
repeated [1] - 86:25
repetitive [5] - 57:18, 59:4, 59:11, 59:13, 74:4
replacement [1] - 112:16
report [7] - 93:15, 93:17, 93:19, 97:11, 97:13, 98:5, 116:8
REPORTED [1] - 1:19
REPORTER [1] - 116:1
Reporter [2] - 1:19, 116:5
Reporters [1] - 1:19
representative [2] - 38:9, 77:21
representing [1] - 41:2
represents [3] - 32:1, 45:2, 55:16
request [1] - 106:4
requesting [1] - 105:18
require [3] - 45:23, 104:1, 104:2
required [1] - 104:6
requirement [2] - 102:14, 109:2

requires [5] - 45:14, 65:4, 76:8, 87:9, 102:10
requiring [1] - 112:14
research [3] - 26:14, 26:18, 44:25
reserve [3] - 114:23, 115:1, 115:3
resources [3] - 13:17, 28:22, 96:22
respective [1] - 3:5
response [4] - 62:4, 99:20, 100:9, 110:10
responsibility [9] - 20:21, 23:24, 28:22, 29:6, 45:19, 63:8, 63:19, 66:1, 66:5
responsible [4] - 20:10, 37:2, 37:17, 66:2
rest [4] - 79:24, 87:17, 87:19, 87:21
restricted [1] - 114:22
result [1] - 78:11
results [4] - 5:4, 5:7, 40:21, 99:1
retail [1] - 2:18
retain [2] - 80:3, 80:6
retains [1] - 80:4
retention [3] - 22:5, 25:19, 115:7
RETREAT [1] - 1:1
retreat [4] - 2:4, 26:21, 98:22
return [1] - 22:8
revenue [1] - 114:24
revenues [1] - 49:24
Reverend [4] - 9:24, 34:1, 64:7, 65:9
review [1] - 110:21
reviewed [1] - 104:11
revisit [1] - 94:11
revitalization [3] - 66:11, 66:12, 66:19
RHR [1] - 2:8
rid [1] - 50:21
rising [1] - 71:15
risk [1] - 50:25
road [1] - 22:15
Robert [1] - 1:12
ROBINSON [1] - 111:12
Robinson [6] - 104:22, 106:5, 107:12, 107:17, 111:13, 112:5
ROBINSON [1] -

112:7
Robinson's [2] -
 101:18, 107:6
robust [1] - 49:2
role [19] - 4:15, 4:16,
 6:18, 6:25, 8:23, 8:25,
 9:6, 9:7, 9:15, 17:5,
 17:21, 17:22, 17:23,
 30:3, 47:7, 48:17,
 49:20, 64:19, 96:11
roles [4] - 7:4, 7:5,
 91:17
roll [3] - 2:5, 99:18,
 109:7
room [6] - 5:5, 10:19,
 10:20, 14:19, 48:15,
 54:20
rooming [1] - 24:2
route [2] - 106:6,
 106:9
rules [1] - 56:10
run [1] - 85:22
running [1] - 40:1

S

safety [1] - 66:23
sale [1] - 53:6
sales [1] - 53:12
sat [1] - 10:7
save [3] - 43:3,
 63:10, 63:13
savvy [2] - 81:2, 81:4
saw [3] - 11:4, 11:24,
 17:3
scale [1] - 48:23
Schedule [1] -
 114:10
school [4] - 13:6,
 13:7, 21:12, 42:24
schools [1] - 13:7
scope [1] - 68:25
Scout [1] - 46:19
scout [1] - 46:21
scouts [2] - 46:19,
 89:23
scrutiny [4] - 45:5,
 79:20, 80:12, 80:20
search [10] - 93:6,
 97:12, 102:5, 102:7,
 102:10, 102:16,
 102:17, 102:24,
 102:25, 104:5
second [19] - 5:1,
 43:11, 59:12, 59:18,
 62:12, 63:19, 63:23,
 67:8, 75:20, 77:14,
 77:23, 77:24, 96:21,
 103:1, 110:24,
 110:25, 113:5,

113:14, 115:16
seconded [3] -
 103:3, 113:16, 115:18
section [3] - 77:19,
 84:23, 84:25
sector [3] - 2:16,
 36:9, 72:4
security [1] - 115:6
see [40] - 11:15,
 16:2, 16:25, 23:18,
 25:8, 26:11, 27:2,
 27:24, 28:13, 31:25,
 32:19, 38:8, 38:19,
 48:11, 48:17, 49:5,
 49:19, 49:25, 50:7,
 50:12, 50:24, 51:3,
 52:16, 53:11, 53:21,
 55:13, 66:8, 75:1,
 84:17, 91:17, 93:18,
 94:10, 94:12, 94:18,
 96:16, 101:25,
 104:14, 108:23,
 114:13
seeing [4] - 71:20,
 90:24, 109:5, 115:22
seem [4] - 13:22,
 14:2, 14:14, 111:20
sees [1] - 46:15
segment [1] - 90:12
select [3] - 93:4,
 93:5, 94:8
selecting [3] - 45:15,
 46:7, 103:14
selection [1] -
 103:10
self [1] - 32:23
selling [1] - 44:14
semicolon [7] -
 61:20, 61:25, 62:6,
 63:8, 63:14, 75:2,
 88:9
send [1] - 93:2
senior [3] - 2:13, 7:3,
 49:2
sense [10] - 3:20,
 7:14, 10:14, 13:24,
 17:18, 22:9, 27:25,
 38:10, 65:8, 76:9
sent [1] - 53:25
sentence [3] - 76:20,
 81:18, 87:21
separates [1] - 40:5
September [3] -
 111:24, 112:21,
 116:17
serve [4] - 34:9,
 44:11, 45:23, 54:13
served [2] - 2:10,
 104:24
serves [4] - 33:23,

42:15, 64:2, 68:6
service [6] - 15:6,
 20:13, 29:1, 29:3,
 38:7, 85:11
services [4] - 2:16,
 3:3, 44:15, 115:7
servicing [1] - 111:19
sessions [1] - 78:14
set [3] - 6:4, 42:7,
 106:7
sets [2] - 40:16, 95:2
setting [3] - 45:16,
 45:25, 46:10
seven [2] - 5:20,
 41:24
shared [13] - 39:21,
 40:7, 43:17, 69:25,
 70:1, 70:6, 70:9,
 70:16, 73:4, 73:19,
 73:20, 74:2, 98:6
sharing [3] - 3:24,
 43:19, 51:7
Shear [2] - 1:19,
 116:5
shelter [2] - 42:23,
 42:24
shifting [1] - 84:17
shiny [1] - 36:17
short [1] - 38:21
short-term [1] -
 38:21
show [7] - 5:1, 5:6,
 48:5, 49:17, 51:1,
 106:4
showing [3] - 44:5,
 48:8, 51:5
shut [2] - 17:6, 53:3
side [3] - 14:18, 45:8,
 108:4
sides [1] - 36:3
sight [3] - 61:15,
 76:16, 76:20
sign [3] - 56:24,
 93:1, 100:24
signal [1] - 70:4
signals [1] - 70:4
significant [1] -
 59:20
similar [2] - 32:14,
 79:18
simple [2] - 41:13,
 41:20
simply [3] - 102:14,
 103:16, 105:19
single [1] - 72:20
sink [1] - 46:13
sit [3] - 34:14, 34:16,
 49:10
sits [1] - 34:13
sitting [2] - 37:8,

48:15
situation [8] - 6:20,
 8:14, 11:3, 17:16,
 32:20, 51:21, 52:9,
 105:21
situations [2] -
 17:11, 48:4
six [2] - 9:8, 67:16
size [1] - 24:5
skill [1] - 56:19
skills [3] - 41:6,
 44:18, 45:14
skip [1] - 19:17
slide [2] - 57:24,
 57:25
sliding [1] - 26:24
slowest [1] - 46:21
small [1] - 97:16
smart [2] - 32:19,
 74:1
society [3] - 14:19,
 43:5, 43:10
solicited [1] - 3:2
someone [5] - 15:19,
 32:9, 49:7, 54:13,
 72:9
sometimes [6] - 3:8,
 3:9, 7:10, 56:11,
 78:13, 85:22
somewhere [4] -
 71:21, 74:20, 84:9,
 89:18
sorry [7] - 58:23,
 61:25, 69:14, 75:21,
 79:6, 88:9, 100:7
sort [19] - 6:14, 8:1,
 14:25, 17:16, 21:20,
 31:19, 31:22, 32:10,
 34:19, 36:20, 39:22,
 42:4, 47:21, 48:11,
 51:2, 55:25, 57:18,
 59:4, 94:13
sorts [1] - 62:9
sound [1] - 104:6
sources [3] - 15:11,
 15:12, 36:8
space [3] - 42:6,
 42:21, 43:12
speaker [4] - 42:13,
 77:4, 77:8, 77:9
speaking [2] - 41:5,
 62:6
special [5] - 13:11,
 15:10, 62:8, 67:6,
 87:10
specializes [1] - 2:12
specific [1] - 91:7
spend [2] - 4:1,
 20:16
spending [2] - 37:3,

49:6
spent [2] - 46:6,
 51:20
spirit [1] - 64:15
spokesperson [3] -
 41:1, 42:11, 54:14
Sputnik [1] - 43:12
squirrel [1] - 57:8
stability [1] - 105:7
stabilizing [1] -
 105:8
staff [9] - 12:8, 15:4,
 25:10, 30:13, 32:5,
 33:10, 45:22, 62:19,
 70:2
stakeholders [8] -
 3:13, 25:4, 25:5,
 33:18, 40:8, 40:11,
 73:13, 108:1
standard [2] - 45:25,
 67:13
standards [3] -
 45:16, 46:11, 76:11
standing [5] - 33:11,
 62:20, 70:6, 70:9,
 70:16
stands [1] - 41:19
start [12] - 11:1, 27:5,
 55:11, 81:8, 81:9,
 81:15, 87:20, 96:16,
 96:17, 96:18, 96:19,
 98:20
started [3] - 48:10,
 55:2, 99:11
starts [3] - 16:22,
 28:20, 28:24
startup [1] - 2:20
State [1] - 65:19
state [8] - 16:17,
 34:4, 65:22, 67:3,
 67:4, 67:9, 103:17,
 116:6
STATE [1] - 116:2
statement [4] -
 42:20, 61:19, 63:24,
 74:13
statewide [6] -
 64:23, 65:21, 67:6,
 67:23, 68:4, 68:7
stature/
requirement [1] -
 103:18
status [4] - 17:16,
 17:17, 21:19, 41:8
stay [5] - 38:25, 39:7,
 43:24, 82:7, 104:21
stayed [1] - 39:10
stays [1] - 67:20
STEM [2] - 20:4,
 36:17

- stenographically** [1] - 116:8
- step** [2] - 3:11, 42:10
- Stephanie** [2] - 1:19, 116:5
- steps** [2] - 26:24, 92:23
- Steve** [1] - 73:23
- stewards** [1] - 19:19
- stewardship** [1] - 52:8
- stickers** [2] - 53:24, 54:20
- still** [9] - 2:4, 14:18, 26:4, 26:16, 46:16, 58:22, 62:22, 88:13, 106:25
- stock** [2] - 50:14, 50:15
- stood** [1] - 108:24
- stop** [3] - 12:17, 14:13, 96:21
- stories** [1] - 44:3
- straight** [2] - 99:4, 99:8
- strategic** [14] - 6:19, 20:5, 20:7, 24:4, 24:9, 37:13, 40:11, 51:2, 73:2, 73:13, 82:2, 89:23, 90:18, 111:7
- strategically** [1] - 38:20
- strategies** [2] - 40:2, 76:15
- strategy** [12] - 9:2, 9:4, 24:23, 24:24, 38:14, 38:17, 40:9, 51:3, 52:21, 73:2, 73:5
- strength** [3] - 14:17, 14:23, 15:13
- strengths** [7] - 14:14, 16:15, 24:6, 95:1, 95:16, 95:18
- strictly** [1] - 103:8
- strong** [13] - 34:11, 36:8, 37:1, 40:20, 45:14, 46:4, 65:14, 68:17, 72:3, 74:24, 75:3, 83:17, 87:2
- stronger** [1] - 82:21
- structure** [1] - 94:13
- structures** [1] - 43:18
- stuck** [1] - 87:16
- student** [21] - 15:8, 17:1, 18:5, 22:5, 25:18, 25:22, 25:23, 26:8, 26:9, 27:2, 28:11, 29:17, 30:4, 33:7, 61:12, 61:22, 62:1, 71:13, 76:16, 76:20, 115:7
- students** [37] - 3:14, 11:11, 13:24, 14:22, 15:5, 15:21, 16:10, 19:10, 20:3, 20:15, 25:6, 26:8, 26:11, 26:16, 26:24, 27:12, 27:16, 28:5, 28:25, 29:3, 29:9, 29:19, 30:1, 30:6, 30:11, 30:13, 32:5, 44:4, 45:22, 60:21, 61:12, 67:10, 76:6, 76:7, 80:3, 85:12, 105:12
- stuff** [9] - 9:17, 11:4, 28:4, 28:20, 47:18, 53:25, 71:3, 73:9, 86:15
- stupid** [1] - 47:20
- subgroup** [1] - 97:16
- submission** [1] - 114:6
- submitted** [1] - 112:20
- substantial** [1] - 65:13
- subsume** [1] - 77:13
- success** [1] - 5:23
- successful** [9] - 6:21, 8:7, 8:8, 8:16, 8:17, 76:16, 98:6, 105:5, 106:10
- succession** [3] - 2:12, 8:20, 49:2
- sudden** [1] - 11:18
- suffered** [1] - 39:3
- sufficient** [1] - 14:10
- suggest** [1] - 88:24
- suggested** [1] - 59:7
- suggesting** [1] - 91:11
- suggestion** [1] - 93:11
- suggestions** [1] - 10:3
- suggests** [2] - 26:14, 26:19
- Suite** [1] - 2:10
- sum** [1] - 114:16
- supplemental** [2] - 106:16, 106:21
- support** [5] - 31:18, 33:6, 33:13, 43:19, 65:3
- supporters** [1] - 3:14
- supporting** [1] - 108:8
- supports** [1] - 18:4
- supposed** [1] - 81:8
- surprise** [1] - 108:15
- surprised** [1] - 34:6
- surprises** [1] - 108:21
- surround** [2] - 95:10, 95:13
- surrounding** [1] - 66:18
- survival** [1] - 27:15
- sustain** [1] - 16:18
- switch** [1] - 30:15
- Switzerland** [1] - 31:20
- synonymous** [1] - 66:4
- system** [3] - 31:8, 113:8
- systems** [5] - 40:13, 48:22, 76:14, 86:18, 86:19
-
- T**
-
- tab** [1] - 22:20
- table** [2] - 14:22, 57:14
- tactics** [1] - 66:6
- talent** [8] - 45:8, 45:14, 46:3, 72:12, 75:16, 82:2, 87:15, 105:16
- Tallahassee** [6] - 64:18, 65:1, 65:3, 65:11, 65:20, 67:18
- Tallahassee-Leon** [1] - 64:18
- target** [1] - 52:19
- taught** [2] - 56:6, 56:20
- teach** [2] - 26:13, 57:7
- teacher** [1] - 15:8
- teachers** [1] - 56:10
- teaching** [1] - 33:13
- team** [18] - 2:10, 2:14, 22:16, 22:17, 22:24, 45:9, 45:13, 46:8, 50:8, 82:6, 83:2, 83:3, 83:4, 83:7, 83:17, 87:2
- teams** [4] - 46:4, 46:22, 86:21
- technology** [1] - 2:17
- telephonic** [1] - 1:13
- tenaciously** [1] - 38:3
- tend** [2] - 46:13, 46:17
- tenure** [3] - 12:16, 12:18, 39:3
- tenured** [1] - 12:8
- term** [3] - 37:16, 38:21, 70:3
- terms** [6] - 5:8, 39:2, 39:17, 50:15, 57:9, 57:19
- terribly** [1] - 111:21
- territory** [1] - 54:16
- testimony** [1] - 116:10
- testing** [2] - 7:13, 93:14
- that'll** [1] - 8:15
- themselves** [3] - 35:6, 38:8, 53:6
- therapist** [1] - 4:12
- therapy** [1] - 24:15
- they've** [1] - 50:16
- thinking** [17] - 8:21, 24:20, 39:22, 42:4, 42:5, 43:16, 55:20, 72:15, 73:3, 74:9, 76:13, 80:2, 90:6, 90:8, 90:17, 90:18, 94:16
- thinks** [1] - 36:15
- third** [10] - 2:3, 38:14, 51:1, 59:21, 80:23, 86:25, 91:14, 99:3, 111:19, 113:8
- Thomas** [2] - 1:10, 112:1
- thoughts** [1] - 108:12
- thread** [1] - 29:14
- threat** [1] - 22:1
- three** [10] - 67:16, 78:2, 93:14, 104:24, 106:19, 111:21, 112:15, 112:19, 112:20, 113:2
- threshold** [1] - 94:20
- thrives** [3] - 80:15, 80:16, 80:19
- throughout** [1] - 102:3
- throw** [2] - 47:18, 74:20
- tie** [1] - 66:5
- ties** [1] - 19:25
- tight** [1] - 70:23
- TIME** [1] - 1:15
- timelines** [1] - 74:6
- today** [8] - 4:14, 5:1, 10:12, 52:5, 92:17, 97:3, 100:25, 103:19
- together** [3] - 10:7, 32:11, 55:24
- tolerates** [2] - 79:19, 80:11
- tomorrow** [1] - 97:4
- took** [3] - 43:16, 74:11, 78:18
- top** [6] - 16:22, 22:3, 25:17, 36:4, 45:18, 85:23
- top-flight** [1] - 45:18
- top-quartile** [2] - 22:3, 25:17
- total** [3] - 75:4, 113:5, 114:25
- totally** [1] - 57:2
- touching** [1] - 15:17
- tough** [6] - 19:21, 21:7, 31:14, 32:17, 92:1, 92:6
- town** [5] - 9:20, 28:13, 34:7, 64:16, 67:14
- track** [2] - 27:3, 29:10
- tracks** [2] - 27:22, 66:4
- trade** [5] - 20:12, 25:1, 31:1, 32:17, 37:18
- trade-off** [3] - 20:12, 25:1, 32:17
- trade-offs** [2] - 31:1, 37:18
- tradition** [1] - 60:12
- traditionally** [3] - 33:5, 60:18, 61:13
- traditions** [1] - 21:6
- trainer** [1] - 2:11
- training** [1] - 4:11
- transcript** [2] - 78:15, 116:9
- transfers** [2] - 113:6, 113:9
- transparency** [3] - 32:23, 63:4, 71:2
- treated** [1] - 56:25
- treating** [2] - 29:17, 29:18
- tree** [1] - 57:8
- trend** [1] - 12:4
- trends** [1] - 95:7
- tried** [2] - 47:17, 102:2
- troop** [1] - 46:20
- trouble** [2] - 11:15, 16:20
- true** [4] - 11:19, 34:7, 46:22, 116:9
- truly** [1] - 3:21
- trust** [8] - 33:17, 62:25, 63:5, 63:18, 63:22, 68:17, 91:17,

- 91:20
trustee [18] - 24:16, 99:19, 99:21, 100:4, 100:6, 100:10, 100:14, 109:10, 109:12, 109:14, 109:16, 109:18, 109:20, 109:22, 109:24, 110:1, 110:3, 110:8
TRUSTEE [211] - 1:8, 14:16, 16:1, 16:9, 16:11, 16:24, 18:14, 18:15, 18:19, 22:13, 22:14, 22:23, 23:3, 23:12, 23:22, 23:23, 25:2, 25:16, 27:18, 28:17, 28:25, 29:20, 29:24, 30:7, 36:23, 36:25, 57:20, 57:24, 58:1, 58:11, 58:15, 58:18, 59:1, 59:2, 59:6, 59:14, 59:16, 59:19, 60:3, 60:7, 60:10, 60:15, 60:16, 61:1, 61:4, 61:10, 61:14, 61:17, 61:23, 62:3, 62:5, 62:13, 62:23, 63:7, 63:12, 63:13, 63:15, 63:17, 64:4, 64:14, 64:21, 64:24, 65:17, 65:24, 66:10, 66:15, 66:25, 68:2, 68:10, 68:15, 68:20, 69:3, 69:9, 69:15, 69:18, 69:21, 70:11, 70:14, 70:18, 70:20, 70:25, 71:16, 71:19, 72:7, 72:18, 72:23, 73:10, 73:18, 74:3, 75:7, 75:17, 76:4, 76:6, 76:7, 76:18, 77:3, 77:13, 77:18, 78:3, 78:7, 78:19, 78:21, 79:7, 79:9, 79:11, 79:17, 79:25, 80:7, 80:10, 80:16, 80:22, 81:6, 81:14, 81:20, 82:3, 82:12, 82:15, 82:18, 82:20, 82:23, 82:24, 83:8, 83:10, 83:12, 83:14, 83:22, 84:1, 84:7, 84:8, 84:13, 84:15, 84:22, 85:6, 85:8, 85:18, 85:19, 86:1, 86:9, 86:24, 87:1, 87:5, 87:8, 87:13, 87:19, 87:22, 88:3, 88:13, 88:21, 89:2, 89:5, 89:9, 89:16, 89:19, 89:25, 90:5, 90:9, 90:19, 90:21, 90:24, 91:1, 91:3, 91:5, 91:8, 91:10, 91:12, 91:13, 91:15, 91:22, 92:7, 92:14, 94:15, 96:1, 97:10, 98:15, 99:22, 99:24, 100:1, 100:3, 100:11, 100:13, 100:15, 100:18, 100:20, 102:21, 103:1, 103:5, 103:22, 103:25, 104:11, 106:12, 106:13, 106:16, 106:22, 107:5, 108:25, 109:11, 109:13, 109:15, 109:17, 109:23, 109:25, 110:2, 110:5, 110:7, 110:23, 110:25, 113:13, 113:14, 115:12, 115:14, 115:16
Trustee [14] - 25:21, 26:2, 27:13, 67:2, 83:23, 99:23, 99:25, 100:2, 100:8, 100:12, 100:16, 100:19, 110:12, 110:20
trustees [1] - 114:1
Trustees [6] - 99:15, 112:14, 112:17, 113:1, 114:5, 115:3
TRUSTEES [1] - 1:1
trusty [1] - 110:6
try [7] - 6:10, 18:2, 21:17, 47:11, 57:6, 66:5, 99:9
trying [10] - 4:20, 23:20, 46:15, 52:17, 52:25, 53:8, 53:10, 54:21, 89:13, 94:14
tuck [1] - 43:7
turbulent [1] - 105:3
turkey [1] - 57:7
turn [2] - 56:11, 98:18
turnaround [2] - 50:12, 51:15
TV [2] - 41:3, 41:22
twins [2] - 56:23, 56:25
two [11] - 8:24, 20:13, 39:1, 39:13, 57:14, 66:25, 67:16, 76:12, 83:8, 83:10, 94:6
two-year [1] - 39:1
- type** [4] - 51:12, 51:14, 51:17, 59:8
types [1] - 48:3
-
- U**
-
- U.S** [1] - 2:21
umbrella [1] - 59:4
under [22] - 23:8, 43:2, 52:7, 59:4, 63:24, 63:25, 67:24, 72:11, 74:22, 75:16, 75:24, 77:14, 80:19, 86:16, 87:14, 87:15, 89:1, 89:22, 90:5, 90:17, 91:7, 91:13
undergone [1] - 114:10
underneath [2] - 31:24, 59:3
underpaid [3] - 12:12, 36:14, 36:16
underperformers [1] - 46:12
underprivileged [1] - 13:13
underserved [6] - 33:5, 60:18, 60:22, 61:7, 61:13, 62:8
understood [1] - 43:15
unique [5] - 6:23, 35:16, 67:6, 105:21
universities [4] - 5:20, 21:10, 26:12, 104:14
University [9] - 2:23, 3:1, 4:7, 16:1, 65:18, 67:10, 99:15, 112:14, 114:5
UNIVERSITY [1] - 1:1
university [50] - 3:7, 9:25, 11:6, 11:8, 12:24, 16:20, 18:7, 19:23, 21:6, 21:22, 27:12, 30:20, 31:12, 33:12, 33:24, 36:11, 36:18, 42:16, 44:19, 55:12, 57:22, 61:21, 62:1, 62:7, 62:20, 64:3, 64:20, 66:7, 66:22, 67:7, 67:9, 67:11, 67:15, 67:22, 68:24, 70:7, 70:10, 71:4, 71:9, 71:13, 77:2, 77:16, 78:23, 79:2, 105:8, 112:22, 112:25, 114:19
university's [4] - 27:15, 32:1, 55:16, 111:9
unless [2] - 8:10, 111:21
unusual [1] - 7:9
up [34] - 5:7, 8:22, 9:7, 16:25, 21:23, 25:9, 34:21, 41:19, 42:10, 43:13, 43:20, 48:3, 56:7, 56:9, 56:13, 58:4, 61:16, 61:21, 62:1, 69:21, 69:24, 74:17, 76:2, 80:17, 88:21, 89:3, 89:23, 93:10, 96:20, 100:24, 101:12, 101:14, 106:7, 107:22
uphold [1] - 31:11
USF [1] - 67:4
-
- V**
-
- vacancies** [1] - 107:9
value [5] - 31:8, 50:15, 52:24, 60:11, 93:21
valued [2] - 47:5, 84:3
valuing [1] - 61:6
variance [2] - 11:1, 97:2
versus [1] - 76:5
vice [2] - 111:7, 113:22
VICE [1] - 113:25
view [3] - 3:18, 38:3, 85:2
viewed [1] - 22:1
views [1] - 40:8
visibility [4] - 45:5, 79:19, 80:12, 80:20
vision [18] - 19:19, 39:4, 39:21, 40:7, 40:11, 41:23, 42:2, 42:7, 42:11, 43:17, 73:5, 73:14, 73:19, 73:21, 73:24, 74:2, 91:18, 95:2
vote [5] - 5:8, 34:18, 101:16, 106:25, 109:8
voted [1] - 103:13
votes [1] - 73:4
-
- W**
-
- wait** [1] - 34:21
waiver [4] - 103:17, 104:1, 104:6, 104:8
waiving [1] - 109:1
walk [2] - 3:23, 96:4
walking [1] - 21:7
WANDA [1] - 113:25
wants [4] - 32:12, 32:13, 90:1, 101:25
WASHINGTON [34] - 16:9, 23:23, 24:16, 29:24, 30:7, 59:2, 60:16, 61:10, 63:13, 63:17, 74:3, 77:18, 78:3, 81:6, 81:14, 83:14, 84:1, 84:8, 84:13, 84:22, 85:8, 86:1, 86:9, 86:24, 91:1, 91:13, 91:22, 94:15, 100:18, 103:22, 103:25, 106:13, 106:16, 110:5
Washington [3] - 1:12, 100:17, 110:4
waste [1] - 36:2
watched [1] - 41:22
watching [1] - 104:14
water [1] - 96:4
ways [7] - 5:17, 11:7, 12:19, 57:4, 59:3, 82:21, 97:4
weak [1] - 40:6
weaknesses [3] - 95:3, 95:16, 95:19
website [1] - 110:20
week [2] - 98:16, 98:18
weigh [1] - 40:4
welcome [2] - 2:3, 99:14
welcoming [1] - 44:6
welfare [2] - 76:17, 76:21
whistle [1] - 43:1
who'll [1] - 50:20
who've [1] - 12:13
whoever's [1] - 53:10
whole [12] - 9:17, 10:2, 26:8, 29:1, 38:9, 47:16, 48:16, 52:21, 53:14, 58:4, 97:14, 102:3
wide [2] - 64:23, 95:23
willig [3] - 37:25, 38:2, 60:20
willingness [1] - 47:6
window [1] - 5:7
winning [1] - 4:15
Winning [4] - 6:4, 17:20, 48:7, 48:12
wins [2] - 42:14,

77:16

wisely [1] - 37:7**witness** [1] - 116:10**wonderful** [1] - 52:2**Woody** [3] - 1:12,

100:19, 110:6

WOODY [24] - 22:14,

22:23, 23:12, 23:22,

58:1, 58:18, 59:1,

59:6, 60:15, 61:17,

63:15, 64:21, 65:17,

72:7, 79:11, 90:19,

90:21, 91:3, 91:8,

100:20, 110:7,

110:25, 115:12,

115:14

Woody's [1] - 67:2**word** [16] - 18:4,

18:23, 29:21, 58:17,

66:13, 70:17, 77:8,

79:4, 79:6, 80:6, 80:9,

83:24, 88:4, 88:8,

88:10

word-process [2] -

18:4, 18:23

words [1] - 78:16**works** [2] - 85:16,

86:6

workshop [1] -

112:23

world [2] - 40:1, 57:5**worry** [1] - 54:21**wow** [2] - 13:21,

73:24

wrap [1] - 92:7**wrapped** [1] - 101:24**write** [1] - 88:10**wrote** [1] - 9:24

Y

y'all [1] - 79:25**year** [8] - 39:1, 39:13,

39:19, 94:6, 94:11,

113:6, 114:7, 114:21

years [11] - 2:11, 3:5,

7:23, 18:14, 39:11,

39:13, 41:24, 51:25,

94:7, 106:19

yellow [1] - 54:3**yesterday** [3] - 26:2,

27:13, 76:5

York [2] - 2:9, 7:8**you-all** [4] - 2:7,

4:10, 101:17, 101:19

young [1] - 26:6