

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

**FLORIDA A & M UNIVERSITY
BOARD OF TRUSTEES**

IN RE: ACADEMIC AFFAIRS
COMMITTEE MEETING

_____ /

TRUSTEE MEMBERS: BETTYE GRABLE, CHAIR
 TOREY ALSTON
 LUCAS BOYCE
 TONNETTE GRAHAM
 ROBERT WOODY

DATE: WEDNESDAY, AUGUST 5, 2015

TIME: COMMENCED AT: 3:05 P.M.
 CONCLUDED AT: 4:30 P.M.

LOCATION: GRAND BALLROOM
 FAMU CAMPUS
 TALLAHASSEE, FLORIDA

REPORTED BY: NANCY S. METZKE, RPR, FPR
 COURT REPORTER

**C & N REPORTERS
POST OFFICE BOX 3093
TALLAHASSEE, FLORIDA 32315-3093
(850) 697-8314 / FAX (850) 697-8715
nancy@metzke.com
candnreporters.com**

ACADEMIC AFFAIRS COMMITTEE

1
2
3 TRUSTEE GRABLE: Okay. We're going to go
4 ahead and move forward with the next committee
5 meeting, which is the Academic Affairs Committee,
6 so we'd like everyone to return to their seats so
7 that we may keep the ball rolling.

8 And as the President is coming back to the
9 table, we'll go ahead and ask that the roll be
10 called for the Academic Affairs Committee.

11 ATTORNEY BARGE-MILES: Trustee Grable.

12 TRUSTEE GRABLE: Here.

13 ATTORNEY BARGE-MILES: Trustee Alston.

14 TRUSTEE ALSTON: Here.

15 ATTORNEY BARGE-MILES: Trustee Boyce.

16 TRUSTEE BOYCE: Here.

17 ATTORNEY BARGE-MILES: Trustee Graham.

18 TRUSTEE GRAHAM: Here.

19 ATTORNEY BARGE-MILES: Trustee Warren.

20 (NO RESPONSE) .

21 ATTORNEY BARGE-MILES: Trustee Woody.

22 TRUSTEE WOODY: Here.

23 ATTORNEY BARGE-MILES: Madam Chair, you have a
24 quorum.

25 TRUSTEE GRABLE: Thank you,

1 Attorney Barge-Miles.

2 The Academic Affairs Committee has one action
3 item if that is indeed what the Board decides
4 today. That only one potential action item is to
5 be presented by the Provost; and as you are aware,
6 this is the University's revised work plan that is
7 being recommended by Academic Affairs.

8 The revised work plan will be presented
9 today. It contains feedback received from the
10 Board of Governors' meeting in June and from the
11 BOT at its last committee meeting. Provost David,
12 Associate Provost Palm and Pitter will offer their
13 report to us regarding the University's revised
14 work plan.

15 Provost David.

16 PROVOST DAVID: Good afternoon and thank
17 you. We have actually been working on what
18 will be our Power Point for the Board of Governors,
19 so I'm showing this to you in draft form so that
20 you'll have a chance to see how we'll present it
21 to the Board of Governors. So the next slide,
22 please.

23 They gave us some challenges. The first
24 challenge was to reassess our goals for improvement
25 of student success and student outcomes and to

1 develop a plan to achieve significant success;
2 to reassess our goals for student success rates
3 for licensure exams and to, again, develop a plan
4 for significant success; to reassess our goals
5 for student enrollment with regard to student mix
6 and segmented student body growth; and finally,
7 to engage in long-term planning to support a
8 vision of FAMU going forward and revitalization of
9 FAMU in light of contemporary realities and
10 imperatives.

11 So we circulated a separate document which
12 basically provided the changes pulled out of the
13 full document so you wouldn't have to search for
14 them. So it's this document that looks like this.
15 It has the changes that we have made. It shows
16 what the goals were, it shows what our new goals
17 were and -- are, excuse me.

18 And one of the things that we did is that
19 we really took advantage of the invitation from
20 both the Board of Governors and the Board of
21 Trustees to imagine where we want to be in 2019.
22 And we decided that in 2019 we want to be in the
23 middle of the State University System and being at
24 a place where we are able to provide all of the
25 support for our students to have the kind of

1 student success and the kind of college -- provide
2 the kind of college experience that we believe that
3 they are due. So that's what these goals
4 represent.

5 This is just the planned enrollment growth.
6 What we did here was really not too much of
7 tweaking, but Vice President Bill Hudson will be
8 able to speak to this if you have any questions.
9 But what we were really trying to do is highlight
10 that although there is growth -- because they
11 were concerned that we were growing and not being
12 able to provide students with the success that we
13 want.

14 We want to make sure that they appreciate
15 the changes that we are anticipating in our
16 student body. And one is that we will grow our
17 transfer student mix, and a second is that we will
18 try and reach out more to and accept more
19 nonresident students. We have a lot of Rattlers
20 who are not -- who are potential Rattlers who are
21 not from the State of Florida. We'd like to
22 increase that mix. And we also, again, want to
23 control the number of what we call access and
24 opportunity students and what the Board of
25 Governors calls profile admits.

1 And this is just -- there was a question at
2 the last Board of Trustees' meeting about the trend
3 with our AOS students, and this is just a graphic
4 that shows where we have been and where we are
5 going with our access and opportunity matriculates.

6 So here is the kind of snapshot of those
7 metrics that we are changing that are performance
8 metrics. Not all of our metrics are performance
9 measures. But those that are performance metrics
10 that have been changed in our new draft are
11 highlighted here in red, and those 2019 goals,
12 that's where you see that significant jump.

13 The 2019 goals are where we hope to be at the
14 State University System work plan projected
15 average. So we took what every other State
16 University System said is their goal for 2019, and
17 we took an average and we decided that that's where
18 we want to be. That's going to be our metric that
19 we're going to shoot for.

20 This is a stretch goal by every definition.
21 You'll see that there's a significant jump from
22 2018 to 2019. That's in part because it will take
23 time for the efforts that we're putting in place to
24 see a result. Our 2016 goals, our 2016 numbers for
25 the six-year graduation rate, for example, are

1 based on students who have one year left of
2 college. But the further out we go, the more
3 likely we are to have that kind of significant
4 impact that we're hoping for.

5 And so that's why you see a significant jump
6 in some of the goals between 2018 and 2019. The
7 longer we have our hands on the students, the
8 better chance we have of meeting the goals.

9 There are other key performance indicators
10 besides the performance metrics, and so one of them
11 is the licensure pass rates. We had a very
12 productive meeting with all of the exam -- the
13 programs that have exams that fall under this
14 category as well as other licensure exams that are
15 not measured in this category to share best
16 practices. And we're committed to getting all of
17 our licensure pass rates above the national or
18 state average.

19 And the other very important metric for us is
20 making significant progress in the four-year
21 graduation rate. We are -- we understand that the
22 six-year graduation rate is the industry standard,
23 but we want to actually improve our four-year
24 graduation rate as a FAMU standard.

25 And then finally, average time to degree will

1 hopefully fall as we make progress with all of
2 those other areas. And the number of graduate
3 degrees awarded, we've increased that a little bit
4 because we actually have the good news of knowing
5 that, for example, the law school has brought in a
6 larger class dunking the kind of downward trend of
7 the last few years for the national law school
8 enrollment. And then, of course, we have a very
9 aggressive goal for our annual gifts because we're
10 hoping to make a lot of progress in that area as
11 well.

12 TRUSTEE ALSTON: Madam Chair.

13 TRUSTEE GRABLE: Trustee Alston.

14 TRUSTEE ALSTON: Yes, if I could, Madam
15 Provost, I think that these goals are great. I
16 think you used the word "stretch goals" or
17 "aggressive goals." My question is -- I know that
18 we're going to have, and I think we already had,
19 you know, some budget conversation and it's not
20 really a budget question, but what fundamentally
21 needs to change from a cultural standpoint to get
22 us to 2019? So let me just ask that question.

23 PROVOST DAVID: Sure. So we do have a couple
24 of slides on what we're planning on doing. We are
25 going to build on successful initiatives from the

1 2012 work plan, and that was something that the
2 Board of Governors worked with the University on.
3 And a lot of this has allowed us to be more
4 successful in our student advising. And that has
5 led us to be able to, for example, have an
6 improvement in our academic progress rate from 54%
7 to 70% over that time frame.

8 CHAIRMAN MONTGOMERY: I had a question, Madam
9 Chair.

10 TRUSTEE LAWSON: Madam Chair.

11 CHAIRMAN MONTGOMERY: Madam Chair.

12 TRUSTEE GRABLE: Chairman Montgomery.

13 CHAIRMAN MONTGOMERY: Could you go back to the
14 previous -- sorry, could you go back to the
15 previous slide? Just a question for Provost David:
16 Is that number correct where it says annual gifts
17 received, 3.3 for the 2015 academic year? Is the
18 3.3 million correct?

19 PROVOST DAVID: Yes, that's correct.

20 CHAIRMAN MONTGOMERY: What was the number for
21 the previous year? Because it was my understanding
22 that the annual gifts received actually went up,
23 but I'm just curious as to what the number was from
24 the previous year. And the question is so that
25 we're trending in the right way, I see that there's

1 a jump from the -- I mean that would be a
2 \$1.7 million jump, and then it's sustained over
3 time. A question I asked in a previous committee
4 was why if we were at, I believe, five -- we were
5 reported -- and I'll find this in the
6 documentation, but we were told that the number was
7 five and a half.

8 PROVOST DAVID: Oh, excuse me, sorry.

9 CHAIRMAN MONTGOMERY: I'm sorry, Madam --

10 PROVOST DAVID: Light bulb moment.

11 CHAIRMAN MONTGOMERY: Madam Chair.

12 TRUSTEE GRABLE: Sir. Provost David, did you
13 want to respond to the Chairman?

14 PROVOST DAVID: So the numbers are a year
15 behind, so the 2015 number is a significant lag;
16 and so the number which is really based on the
17 activities that we have been -- that you've been
18 hearing about is actually the 5 million number.
19 Does that make sense? Because it's actually
20 reported significantly behind.

21 TRUSTEE GRABLE: President Mangum.

22 PRESIDENT MANGUM: Maybe I can help you with
23 understanding the performance metrics report, the
24 prior year activity. So for actual 2015, it's
25 actually activity that took place -- in all of the

1 metrics, they are the activity that took place in
2 '13/'14; and that's reported -- because for
3 everyone, there's a year lag in the data.

4 TRUSTEE GRABLE: Okay. Mr. Chairman.

5 CHAIRMAN MONTGOMERY: I'm fine.

6 TRUSTEE GRABLE: Okay. All right. And could
7 I just stop? We did have one other comment when we
8 met the other day, Provost David. How many more
9 slides do you have?

10 PROVOST DAVID: Just two more.

11 TRUSTEE GRABLE: Two more, okay. Excellent.
12 I want you to complete your presentation because I
13 do have some questions and maybe other Board
14 members, but did you have one now?

15 TRUSTEE LAWSON: I can wait.

16 TRUSTEE GRABLE: Okay. Excellent. Thank you.

17 PROVOST DAVID: Okay. So going more to your
18 point, we've learned from our successes, and so one
19 of the things that -- some of the things that we're
20 doing is further enhancing our student services in
21 order to ensure student success. And so here are
22 some of the things that we're doing, very
23 significantly, placement tests to make sure we're
24 putting students in the right classes; improving
25 our undergraduate student success center and

1 providing more academic advisors to further improve
2 the ratio for student services. All of those
3 things are working on redesigning and monitoring
4 high failure rate courses.

5 Not all of those require a budgetary influx,
6 but it is true that we do need more resources in
7 order to be fully successful in this plan. We have
8 the \$1 million that was allocated, and we are
9 certainly deploying that fund in ways to support
10 these kinds of initiatives. But if we would want
11 to make that kind of a jump in 2019, we will have
12 to really rethink and hire new academic advisors,
13 particularly in the upper division area as opposed
14 to the lower division freshman/sophomore area.

15 Those are the kinds of things that are going
16 to take additional resources. We envision having
17 camps and opportunities, boot camps to help make
18 sure students are starting on the right track. We
19 envision having an expanded version of the bridge
20 program that we just successfully are concluding
21 right now, which is a way to get those academic
22 opportunity -- access and opportunity students on
23 the right track when they have developmental needs
24 and get them into FAMU in the fall.

25 And all of those things will require funding.

1 That's part of what the legislative budget request
2 is for. If we get that, we will definitely be able
3 to make that kind of progress. If we don't get it,
4 we will make the kind of progress we can with the
5 resources that we have because we are strategically
6 thinking.

7 We do have to think about cultural issues. We
8 do have -- we are making some changes in our
9 policies and practices. So, for example, we are no
10 longer requiring students to apply for graduation.
11 We are doing active degree audits so that we can
12 tell students, hey, you are ready to graduate.
13 And, you know, you might not know this, but you're
14 eligible to graduate for this degree even though
15 you are trying to get that degree.

16 There are some other steps we would like to
17 take, and we are going to submit a policy to the
18 Faculty Senate and the Academic Policy Committee
19 and bring it to the Board because it will be
20 helpful when -- most students are happy to hear
21 that kind of news. Some students really want to
22 persist down a path that is not the path of
23 success. And having Board support in being able to
24 say to a student, you know, you really do have to
25 change your major. Yes, we can do that, even if

1 you don't want to do it. Yes, it's time for you to
2 leave, you've been here for five years, and you
3 have credits that get you out. We will need your
4 support and we'll be asking for your support to
5 make those kinds of statements.

6 TRUSTEE GRABLE: And you had a followup,
7 Trustee Alston?

8 TRUSTEE ALSTON: If I could.

9 TRUSTEE GRABLE: And we're going to try to
10 wrap up the report so we can move to other
11 questions, and I do have a couple myself.

12 Yes.

13 TRUSTEE ALSTON: Thank you, Madam Chair. And,
14 actually, I think that's a good thing because I
15 recall having to apply, you know, for graduation.

16 My question is, you talked about the audits:
17 Who will conduct those audits? Is that by school,
18 by college? Is there someone in your shop that
19 will be conducting -- or a team of individuals who
20 will conduct those audits? How will the student
21 know? Is it an email? Because I know we've talked
22 about what is the main line of communication to
23 students. Is that an email that goes out to them?
24 How am I as a student notified about that audit?

25 PROVOST DAVID: So degree audits happen as a

1 matter of course, and they are typically done in
2 the department; but for this effort where we are
3 trying to do a degree audit of every single
4 student, we're actually marshalling the resources
5 of Institutional Effectiveness and the Registrar's
6 Office and everyone. And what we want to do is be
7 able to tell in that process every student: What
8 do you need to do in order to complete your degree
9 and get out of here as expeditiously as possible?

10 When you get to the point of actually
11 certifying someone for graduation, that is a
12 departmental function; and that is, you know,
13 notified to the student through the normal course.
14 I believe that the policy in terms of having one
15 email address that you adopted recently will help
16 us in our communications with students. But with
17 regard to students as we roll this out this summer,
18 who are graduating this summer, we sent it
19 electronically -- we sent a letter to both their
20 home address and their last updated campus address.

21 TRUSTEE ALSTON: Thank you.

22 TRUSTEE GRABLE: Okay. And you're going to
23 wrap up your presentation here?

24 PROVOST DAVID: My next slide just says we're
25 going to do more, so I'll summarize that we're

1 going to do more.

2 TRUSTEE GRABLE: Okay. And before we accept
3 questions from the Board members, the President has
4 asked to make a comment.

5 PRESIDENT MANGUM: Thank you, Madam Chair.

6 TRUSTEE GRABLE: Thank you.

7 PRESIDENT MANGUM: One of the questions that
8 was raised by the Strategic Planning Committee of
9 the Board of Governors had to do with who we are,
10 who we want to become and what are we going to --
11 how do we know we've succeeded, which is basically
12 a strategic planning set of questions.

13 So what we're proposing to answer them with
14 and the way that our work plan has been built out
15 for the next several years is around asking that
16 question. So the LBRs that you have seen, they are
17 a beginning step in us asking them for the
18 resources that we need to be able to advance our
19 graduation rates, retention rates, and move the
20 institution forward.

21 So some of the faculty positions are in there,
22 but one of the things that we will outline for them
23 is a strategic planning process that includes all
24 of the stakeholders at Florida A & M University
25 beginning with a request from -- for the Board of

1 Trustees to provide us with that direction through
2 a strategic planning workshop.

3 From that, the process would take about eight
4 months to advise us where we want to be, what we
5 consider successful, and that will include
6 providing information about the current status.
7 Each one of the stakeholders or stakeholder groups,
8 we would have focus groups for the faculty, the
9 students, the staff, as well as the Foundation
10 and Alumni to inform what a strategic plan and what
11 the future of Florida A & M University should be
12 about.

13 Part of that process ends with us defining the
14 resources that we need to achieve those long-range
15 strategic plans and goals. But to get the
16 direction that I believe the chair of the strategic
17 planning was called -- that was calling for depends
18 upon us being able to give them a statement whether
19 it's a renewal of the existing plan or we need to
20 reframe ourselves to be globally competitive.
21 That's what we need to be able to do, and that's
22 part of this presentation and part of what I will
23 be outlining for them as a process and a timeline
24 should the Board agree to participate.

25 TRUSTEE GRABLE: Okay. Thank you, President

1 Mangum.

2 Vice Chair Lawson.

3 TRUSTEE LAWSON: Yes, thank you. Just a
4 couple of things. I was looking at the goals, and
5 I realize that there's a big jump from, let's say,
6 '16 to 2018/19, you know, whether it be the
7 full-time, in-college six-year graduation rate, et
8 cetera, et cetera. And those are some pretty big
9 jumps, and I know in the legislative request we are
10 requesting, you know, a fair amount of funding to
11 help us address those; but assuming that funding
12 does not come or only a portion of that funding
13 comes, what's the plan to go after these goals, or
14 do we need to revise these goals slightly based on
15 that?

16 PROVOST DAVID: So there -- we have more
17 confidence with -- and you'll see the nearer goals
18 are, frankly, very aggressive goals, but they are
19 lower in range in magnitude than that last jump.
20 Our confidence is more strong for the nearer-term
21 goals, and that's in part based on some of the
22 strategies that we have been rolling out this
23 summer and the strategies that we're going to put
24 in place beginning in the fall and in the spring
25 semester.

1 So the degree audits, to do a degree audit of
2 every single student on this campus is actually a
3 pretty huge undertaking. It made people groan when
4 they heard that that's what we wanted to do. Being
5 able to influence students as they enter their
6 sixth year and as they enter their fifth year will
7 allow us the chance of making that jump to 43% and
8 then from 43% to 49%, for example, in the six-year
9 graduation rate.

10 It's easier for us to move the needle on
11 academic progress rate. We're putting in place
12 things so that when we touch the students when they
13 first start in September that we're able to put
14 them on a track so that we get more of them coming
15 back the following fall in good academic standing,
16 which gets us that jump from 73 to 75% in that
17 number.

18 So with all of these, there are strategies
19 that are in place that we're implementing, and we
20 have a good degree of confidence that we're going
21 to be able to make those near-term goals. And the
22 longer-term goals are where we really will need
23 additional resources to ramp those efforts up so
24 that we're getting more students, reaching more
25 students and having more of an impact.

1 TRUSTEE GRABLE: Vice Chair Lawson.

2 TRUSTEE LAWSON: On the professional passage
3 rates -- you know, one of the things in particular
4 that the law school did, I guess it was two years
5 ago when they were having problems with their
6 passage rates, they came to the table with a fairly
7 aggressive plan that also included revising their
8 curriculum to include a -- I guess it was a course
9 that actually -- that simulated what the exam
10 process and, et cetera, would look like. And I'm
11 just wondering, for the other departments that have
12 that passage exam issue or hill that they have to
13 cross, what -- I guess for me I guess I need to
14 understand. Like what are we doing in each one of
15 those areas to ensure that the passage rate goes up
16 or aid in making sure the passage rate goes up.
17 Because with the law school, I think you could see
18 a direct correlation between when we made it
19 mandatory that every student take the class and
20 then looking at the passage rate. It was almost --
21 it was a direct one-to-one correlation almost;
22 whereas, you looked at the people when it was
23 optional, our passage rate wasn't quite as high.

24 So can you share with us maybe some of the
25 things that are being done in the other schools to

1 help us, you know, kind of graduate to that level?

2 PROVOST DAVID: Right. And we actually also
3 asked them what -- what do you need to make
4 progress more quickly? It should be underscored
5 that they are already making progress, they have
6 already been implementing some of the very similar
7 strategies. They had them all in a room, and they
8 were all talking about what they were doing. It
9 was very similar across the disciplines.

10 TRUSTEE LAWSON: Right.

11 PROVOST DAVID: The law school had the benefit
12 of having a fee that was assessed that they could
13 directly apply towards that, and the others have a
14 little bit more resource challenges. So we asked
15 them what are the resources, additional resources
16 you would need to make that progress more quickly.

17 Pharmacy went from being four standard
18 deviations away from the national average to being
19 within two standard deviations within the national
20 average, so they have been making progress. What
21 they have been doing is using an outside firm that
22 provides testing, supplemental questions throughout
23 the entire time that the students are in the
24 program so that they're keeping on track; and they
25 did make changes to their curriculum.

1 Part of the challenge that they had in
2 particular was that the test changed and they
3 hadn't changed their curriculum as quickly to meet
4 the needs of the test. So they are taking those
5 kinds of steps.

6 Nursing is looking a lot more about the
7 students they're accepting into the program for
8 indicators, and then they also have changed their
9 curriculum. They haven't added a specific course,
10 but they've added questions into their courses to
11 integrate the test curriculum throughout the
12 various courses that they've had, and they've been
13 showing some success with that, although they still
14 have, again, some ways to go to meet the Board of
15 Governors' benchmark.

16 And then the third one was physical therapy.
17 Gita, help me, I can't remember what physical
18 therapy said they were doing. Don't tell them I
19 said that.

20 VICE PRESIDENT PITTER: Physical therapy has
21 done a number of things since they had a new
22 director come on board. So starting with
23 recruitment, they've gone to -- they're
24 participating in the national recruitment pool, so
25 they have access to many more qualified students.

1 They are reconfiguring their curriculum;
2 they're changing the sequence of some courses;
3 they're embedding questions into the curriculum
4 that are much more like the licensure exam
5 questions. And they've also got a consultant who
6 is helping them to make this transition.

7 TRUSTEE GRABLE: Okay. Does that answer your
8 question?

9 TRUSTEE LAWSON: That one did, yes, thank
10 you. But I have a couple others, if I may.

11 TRUSTEE GRABLE: Certainly, Trustee Lawson.

12 TRUSTEE LAWSON: I guess in looking at this
13 situation where -- you know, I kind of go back to
14 historically what our mission has been, and then I
15 look at the reality of 92% of our current students
16 are on some form of financial assistance, right?
17 And then I look at these metrics that are highly
18 leveraged to receiving a huge degree of state
19 funding in order to drive to them. And I begin to
20 question how realistic that is when I look at the
21 population base that we're working with,
22 historically that we've worked with. And there's
23 nothing wrong with that base. I was that
24 population base; I went to school on federal aid.

25 But what I'm saying is looking at that reality

1 and looking at these metrics and knowing that we
2 are dependent upon this large gift to hit these
3 metrics, do we feel like we're setting ourselves up
4 for success.

5 PRESIDENT MANGUM: May I --

6 TRUSTEE GRABLE: President Mangum.

7 PROVOST DAVID: I defer to the President.

8 PRESIDENT MANGUM: Thank you, because I also
9 challenged the Provost to move the numbers to a
10 more normal for SUS system set of metrics. And the
11 reason for that was that also during the Board of
12 Governors' meeting, we were challenged to say what
13 it is we need. And if we're going to perform at
14 the same levels of success as other SUS system
15 schools using the averages that the Provost and the
16 campus community used to come up with these
17 numbers, we need to be funded at that level, and
18 they said funding didn't matter. Because we have
19 the type of students that we serve, we requested
20 the resources that we believe that will help us
21 move in that direction and obtain those goals.

22 So I believe that we're addressing the
23 challenge to get the resources that we need to have
24 our students perform at the same levels. They may
25 not be the same services as are provided to other

1 institutions, but they are the services and
2 programs that we need to move our students forward.

3 So I do believe it is idealistic in its
4 nature, but we were asked to give what we believe
5 that would move us and move the institution
6 forward, and it's aggressive.

7 TRUSTEE LAWSON: Yes. Yes, I mean going from
8 what, 45 to 75% full-time-in-college six-year
9 graduation rate, you know, I mean that's pretty
10 steep.

11 So that was my -- that's my concern. Are we
12 potentially looking up a hill we cannot, even in
13 this window of time, achieve? So, you know, I
14 don't want to rehash, but that's just a concern
15 that I have as I look at the metrics, given, you
16 know, what we've historically worked with as a
17 student population; and we've taken that population
18 and built them to be very productive but, you know,
19 it's taken a bit of a push to get up that hill; and
20 we all know that there has not been a lot of excess
21 dollars floating around the state for education in
22 the last four years. So, you know, I just look at
23 those realities and say, are we being realistic
24 about the targets that we're setting?

25 PROVOST DAVID: Can I respond?

1 TRUSTEE GRABLE: Provost David, and then --

2 TRUSTEE LAWSON: I'm done.

3 TRUSTEE GRABLE: -- unless there's another
4 Board member who wants to speak, I do have a couple
5 of questions and then we want to try to move the
6 committee meeting forward.

7 PROVOST DAVID: It's important to recognize
8 that this is a report that we put in every year, so
9 our goal for the 2016 numbers are based on what
10 will happen when we close out the calendar in
11 August.

12 2017 numbers will be based on what we think we
13 can achieve next year, and those are the more
14 realistic or modest goals. We are going to go full
15 out to get them, and we're going to go full out to
16 get the resources. If it turns out we don't get
17 the resources or we're not on the track that we
18 thought we were, then next year when we're
19 approving this, we might adjust downward from 75.
20 I don't want to be in that position, I want to be
21 in a position where we are -- have the resources
22 and the appropriate planning in place to make that
23 75 goal look more realistic next year than it looks
24 this year. But if we're not, you know, then we'll
25 make some of those kinds of adjustments. But right

1 now my goal is to energize people around 75%.

2 TRUSTEE LAWSON: Okay.

3 TRUSTEE GRABLE: Yes. Thank you, Trustee
4 Lawson.

5 Trustee Moore.

6 TRUSTEE MOORE: Yes, just a comment and then a
7 question.

8 Trustee Lawson, I share in your concerns, but
9 then what gives me some positive thought is then
10 when I look at the planned growth section, we will
11 look to -- under the strategy and model to attract
12 a different type of student. We're looking at an
13 increase in our regular admits as well as our
14 transfers and a decrease in the profile admits,
15 which then suggests that we're moving in a
16 different direction and the quality of student will
17 be different. So that helps me as I look at this
18 aggressive number.

19 With respect to my question, Madam Provost,
20 under the doctoral program section, it looks like
21 in our May 2015 document that was provided to the
22 Board there were six programs that we had listed;
23 but for our newest revision or draft, it looks like
24 computational science, chemistry and biomedical
25 science have been removed, and just your comments

1 on that.

2 PROVOST DAVID: You're right, there actually
3 was one more slide.

4 TRUSTEE MOORE: Okay.

5 PROVOST DAVID: And that's where it shows
6 that.

7 TRUSTEE MOORE: Okay.

8 PROVOST DAVID: And so one of the concerns
9 that -- there you go -- one of the concerns that
10 the Board of Governors raised was having a list of
11 six new doctoral programs, even though this is for
12 academic year -- to seek approval in academic year
13 '16 through '18, they were concerned that it showed
14 that we are going to be diluting our efforts from
15 trying to make undergraduate success.

16 So in order to respond to that, we have cut
17 back our aspirations for academic year 2016 to '18
18 what we will seek approval for. So it's got
19 contingencies upon contingencies. And then if we
20 are able to demonstrate that we are making the kind
21 of progress, then we might revisit this list for a
22 future time.

23 TRUSTEE MOORE: Thank you.

24 TRUSTEE GRABLE: Okay. Thank you, Provost.

25 Any other questions from Board members?

1 (NO RESPONSE) .

2 TRUSTEE GRABLE: Okay. I would like to echo a
3 couple of things. President Mangum was correct.
4 If you look through that transcript down at the
5 Board of Governors' meeting in June, we do see
6 several times where the governors asked: So is
7 there anything we can do? That came from Governor
8 Robinson.

9 Also, I'd like to point out, back to Trustee
10 Lawson's comments, these are aggressive numbers,
11 but the Provost does seem to feel that they are
12 within reach with her energizing of the various
13 stakeholders. But I would like to read just a
14 couple of statements from the Board of Governors'
15 meeting last month where Governor Levine said,
16 quote, I just don't think some of these metrics are
17 aggressive enough, and I'm not sure I'm going to
18 support the work plan.

19 So that goes back to Trustee Lawson's
20 question, some of your concerns, Trustee Moore, as
21 well as what the Provost has said.

22 We had no choice but to be aggressive, and I
23 think you heard that message loud and clear, and
24 thank you. We do need to make sure that we do meet
25 those numbers.

1 But there was also one other comment from
2 Governor Levine who I thought seemed to have some
3 very poignant comments, and he offers, quote, I
4 think the competition for minority students are so
5 intense right now, and you've got to have, you've
6 got to have -- to be more than the Number 1 HBCU,
7 your performance has to be competitive to the point
8 that you can attract students who have a choice of
9 going anywhere. And he added: And I don't know if
10 you (unintelligible) irrespective of where we are
11 today, if you don't recognize that the platform is
12 burning.

13 That to me was a very poignant comment, "the
14 platform is burning." So we have no options at
15 this point but to be as aggressive as possible.
16 And for those of you who were at the meeting, they
17 did ask for a transformative, those one-word
18 (inaudible) and reinvention.

19 So this is really critical that we do meet
20 these goals, as you indicated, Provost David. But
21 then I'm going to move to my overall question, and
22 I'm going to move the questions away from the
23 specifics of the plan because, as I recall, there's
24 a term used at the Board of Governors' meeting
25 saying that we do now have thoroughbreds at the

1 table, and meaning the new leadership team members
2 that the President has brought in, but -- and you
3 and I talked about this the other day in our
4 pre-meeting where you informed me of where we were
5 going and what we planned to do with the meeting
6 today, along with Associate Provost Palm being in
7 the room.

8 Provost David, did you and/or members of your
9 staff review the transcript of the BOG meeting in
10 making your revisions? And I heard some
11 references, but I just want to be certain of that
12 before I ask my question.

13 PROVOST DAVID: Yes, we did, and we also
14 reached out to I think it was Florida International
15 Univers -- I get the Florida, the schools --

16 VICE PRESIDENT PITTER: FAU.

17 PROVOST DAVID: FAU.

18 VICE PRESIDENT PITTER: And UWF.

19 PROVOST DAVID: And UWF, which were the two
20 schools, to hear more about their best practices.
21 We have also have been at various conferences this
22 summer where you have a chance -- for example, the
23 APLU conference, the Association of Public Land
24 Grant Universities conferences where they talked
25 about best practices for student success. So we've

1 been reaching out and testing our plan against
2 other areas.

3 TRUSTEE GRABLE: Okay. With that said then,
4 and you and I talked about this question, and I
5 mentioned to you that I would bring it back again
6 today at the full committee meeting: Did the BOG
7 staff or has the BOG staff reviewed this revised
8 plan that you are presenting to us today and offer
9 any comments or suggestions?

10 PROVOST DAVID: So the answer is, they knew
11 where we were before, and so they told us that they
12 actually were comfortable with our original
13 numbers, but they gave us specific feedback about
14 what they thought would meet the needs of the Board
15 of Governors themselves and -- or the governors,
16 excuse me, themselves; and we have incorporated
17 that.

18 But then since we talked, actually yesterday
19 a staff member called me up because they had seen
20 the draft uploaded on our Board of Trustees'
21 website, and they called to inquire because they
22 noticed that it is a significant increase in the
23 2019 goals. And they asked about our rationale,
24 and they asked how we thought we could get there.
25 And she said, okay, I see you have a plan. It's

1 aggressive, but I see you have a plan and we will
2 support you.

3 TRUSTEE GRABLE: Okay. Well, I hope it's
4 aggressive, transformative, and a reinvention in
5 the eyes of the Board of Governors. But as you can
6 see, other Board members are suggesting we do feel
7 that they are aggressive.

8 I'm curious for -- maybe for future work
9 plans, would it be possible, again -- and I
10 mentioned this in our committee meeting, the first
11 committee meeting of our committee -- that we all
12 do get a chance with all of the stakeholders you
13 plan to bring in, that potentially --Doctor Mangum,
14 certainly feel free to chime in -- if we can see
15 the actual presentation with various inputs from
16 different stakeholders.

17 As I mentioned to you, and talking with the
18 University of South Florida trustees, they actually
19 do review it with representation from their various
20 stakeholders, including representatives from the
21 Board of Trustees, to just help offer some sort of
22 tweaking, just a separate set of eyes, if you will,
23 in terms of the presentation, to make sure we put
24 our best efforts forward.

25 PROVOST DAVID: So I will, of course, have to

1 defer to the President on how we prepare. But this
2 is the draft of the slides, so if you have --
3 that's why it's on the template that the Board of
4 Governors expects us to use. So if you have
5 suggestions about these slides -- it's not
6 complete, there are a couple of other slides that
7 we're going to put in to answer specific questions,
8 but this is kind of what I've got to share with the
9 Board of Governors.

10 TRUSTEE GRABLE: Doctor Mangum.

11 PRESIDENT MANGUM: Thank you.

12 I think the question is: Was this in the
13 packet when it was first posted up to the
14 internet --

15 TRUSTEE GRABLE: Yes.

16 PRESIDENT MANGUM: -- so they could see it
17 beforehand; that's what I think she wants to know.
18 But this is the opportunity where the tweaking
19 takes place at the committee.

20 PROVOST DAVID: Oh, I'm sorry, you wanted to
21 see it before --

22 TRUSTEE GRABLE: Right, in advance so I could
23 have studied this.

24 PROVOST DAVID: Oh, okay.

25 TRUSTEE GRABLE: Yes, because I don't think

1 any other member had seen this slide presentation,
2 and that would be helpful as we're going over this
3 and reviewing it; but for -- I still didn't get an
4 answer to the question. You're saying then that
5 this is our opportunity, so does that mean then
6 that we will get a chance to get a copy of that
7 and then come back and make a decision on whether
8 or not we want to move forward with the work plan?
9 Because it's rather difficult to absorb a lot of
10 this and make comparisons and look at other
11 schools' plans without having had this in advance.

12 PROVOST DAVID: Okay. So the work plan and
13 the changes to the work plan were both uploaded
14 last week.

15 TRUSTEE GRABLE: Yes, and we did get that, but
16 we have not seen what you're showing here.

17 PROVOST DAVID: This is just a presentation to
18 you --

19 TRUSTEE GRABLE: Right.

20 PROVOST DAVID: -- and for convenience, I used
21 the template which is what I will use in the Board
22 of Governors in my presentation to you.

23 TRUSTEE GRABLE: Okay.

24 PROVOST DAVID: But what needs to be approved
25 is the work plan, and that was uploaded last week

1 to the website.

2 TRUSTEE GRABLE: Okay. But not dealing with
3 the work plan but just this presentation, Board
4 members did not get a chance to review this
5 presentation. But now you just said that this was
6 a presentation just for us. I'm interested in the
7 actual presentation that will be presented to the
8 Board of Governors so that we all can offer some
9 suggestions to improve it, since we have seen
10 others.

11 PRESIDENT MANGUM: Okay. Thank you. If I may
12 respond, I talked with the Chair two meetings ago,
13 and what we agreed to do was review all of the
14 presentations to the Board of Governors with the
15 Board of Trustees before we make it.

16 TRUSTEE GRABLE: Excellent.

17 PRESIDENT MANGUM: So once this one is done,
18 any presentation going forward that we make to the
19 Board of Governors, we will schedule an opportunity
20 for the Board of Trustees to review it. We tried
21 to reinstate kind of that process last week with
22 the ten-minute call in --

23 TRUSTEE GRABLE: Yes.

24 PRESIDENT MANGUM: -- or the time to call in
25 in those half-an-hour blocks so that we could do it

1 without calling a full Board meeting but each Board
2 member would have the opportunity. So we're going
3 to go back to doing that, not just for Board of
4 Governors but for Board of Trustees.

5 TRUSTEE GRABLE: Okay.

6 PRESIDENT MANGUM: But if the Board wants to
7 have a called meeting to review it, or we can do it
8 individually.

9 TRUSTEE GRABLE: Okay.

10 PRESIDENT MANGUM: But we are committed to
11 doing that. So when we are done before
12 September --

13 TRUSTEE GRABLE: Yes.

14 PRESIDENT MANGUM: -- we will have an
15 opportunity to review all of the presentations
16 that we'll make, not just for this particular
17 committee but for any other ones that we make going
18 forward.

19 TRUSTEE GRABLE: Okay. And I think that is
20 where --

21 CHAIRMAN MONTGOMERY: Madam Chair.

22 TRUSTEE GRABLE: I'm sorry, was that Chairman
23 Montgomery?

24 CHAIRMAN MONTGOMERY: Yes, I had a comment.

25 TRUSTEE GRABLE: Okay. Go ahead, Chairman.

1 CHAIRMAN MONTGOMERY: Thank you.

2 Provost David, in line with what's being
3 asked, I spent over an hour today with Doctor
4 Mangum and she didn't answer my questions. But as
5 Board Chair, I had questions that I didn't
6 understand, and so with that amount of time
7 invested with me as the Board Chair, I'd imagine
8 that there are other members of the committee -- or
9 members of the Board who might also have the same
10 type of questions and concerns.

11 And so the time constraints, my suggestion --
12 I've suggested this to Doctor Mangum -- is that you
13 reach out -- when we have things of this level of
14 importance, that you reach out to individual
15 members of the Board, or at least members of the
16 committee, and on an individual basis walk them
17 through this type of information.

18 I will share this tomorrow in the Board
19 meeting, but we are going to present a 12-month
20 calendar, because this stuff happens every year.
21 So next year we're not going to be -- well, if I'm
22 in the leadership capacity, we're not going to rush
23 at the end and try to move things along. We're
24 going to make sure that the Board is informed so
25 that when we come to these types of forums, these

1 will be five-minute conversations.

2 But again, my suggestion so that we're not in
3 the position where -- I don't have a copy of this,
4 the Chairman doesn't have a copy of this, the Board
5 members don't have a copy of this. To prevent that
6 in the future, would be to effectively educate them
7 prior to the meeting; and then that way we can move
8 things along.

9 PROVOST DAVID: So I apologize. I wasn't
10 aware that our PowerPoints were expected to be
11 posted before the meeting. But if that is the
12 practice, I'm happy to post my PowerPoint before
13 the meeting.

14 I did actually reach out to Trustee Grable to
15 try and set up a meeting with the committee to talk
16 through at depth and answer questions about the
17 work plan, but there I guess was --

18 TRUSTEE GRABLE: I was -- when you and I
19 talked the other day, there was no discussion
20 about this presentation. I'm not just looking at
21 just the PowerPoint for the Board, we're actually,
22 as the President indicated and I believe the
23 Chairman is saying, the level of importance of
24 this presentation to the Board of Governors is
25 what we want to see as soon as we're able to

1 complete it.

2 If you're referring to this as a PowerPoint, I
3 thought at one point you also referred to it as the
4 presentation that you will give to the Board.
5 Okay, so the President is saying that is not the
6 case.

7 And that's what we're interested in seeing,
8 but this still would have been helpful if it had
9 been uploaded to our site, but it was not.

10 President Mangum.

11 PRESIDENT MANGUM: May I clarify a little?

12 TRUSTEE GRABLE: Yes.

13 PRESIDENT MANGUM: The Provost's part of the
14 presentation is probably complete. I have the
15 strategic planning piece to put in it.

16 TRUSTEE GRABLE: Okay. And that's what we're
17 interested in seeing in case we can offer --

18 PRESIDENT MANGUM: And you will.

19 TRUSTEE GRABLE: Okay.

20 PRESIDENT MANGUM: Because that's the meeting
21 that we're talking about scheduling.

22 TRUSTEE GRABLE: Okay.

23 CHAIRMAN MONTGOMERY: One more.

24 TRUSTEE GRABLE: Chairman Montgomery.

25 CHAIRMAN MONTGOMERY: And just one more thing.

1 I think it would also be helpful, Provost David, if
2 you reviewed our operating procedures because it
3 kind of lays out that we -- I mean I don't
4 necessarily have to read it to you, but it tells
5 you about supporting documentation and that type of
6 thing, and this information being presented to
7 us -- I mean I don't know if you realize it but
8 some of us -- even in just looking at it, it's
9 just really helpful -- I know it's old-fashioned,
10 but it's really helpful to have the information
11 in front of us. So if you plan to present
12 something that's extensive like this going forward,
13 I'd ask -- I mean we can mention it to Doctor
14 Mangum, but that you present it to us prior and
15 give us enough time prior to digest.

16 So it's not a, I don't think, a complaint
17 about the specifics. But this is something that's
18 newly introduced today, and so in the future, if we
19 have time to digest it ahead of time, then I think
20 it puts us in a better posture.

21 PROVOST DAVID: I am happy to do whatever I
22 can. I do want to emphasize that the information
23 on this PowerPoint, those charts are really just
24 the charts that were in the handout that was sent
25 out, in the work plan that was sent out last week.

1 I just put them in the PowerPoint so that I could
2 talk through them.

3 So all of the specifics were in those two
4 documents. I will do my best to have Power Points
5 ready earlier and have them uploaded.

6 TRUSTEE GRABLE: That's fine. Thank you,
7 Provost.

8 PROVOST DAVID: If I have a new thought the
9 night before, can I amend the PowerPoint? It's
10 hard for me to get the PowerPoint up a week
11 before.

12 TRUSTEE GRABLE: Okay. Well, again, whatever
13 you're going to present to the Board, even in a
14 PowerPoint -- and we get this in the other
15 committees -- we'd just like to see it in its
16 various forms, and we can make comparisons with
17 everything that we get, and thank you.

18 PROVOST DAVID: Okay.

19 TRUSTEE GRABLE: All righty. At this time,
20 with that being said, I really would like to see a
21 copy of this particular PowerPoint where I can
22 study and compare it with what we already have.
23 And also, Doctor Mangum, we will follow through in
24 receiving the others as you indicated to us, the
25 final one.

1 PRESIDENT MANGUM: Right.

2 TRUSTEE GRABLE: And are there any other
3 questions from Board members?

4 TRUSTEE GRAHAM: Madam Chair.

5 TRUSTEE GRABLE: Yes, Trustee Graham.

6 TRUSTEE GRAHAM: I don't have a question, but
7 to you, Provost David, and your staff, thank you
8 for providing these updates.

9 Also, I'd like to be used as an asset in my
10 current position on the Board of Governors for this
11 University. So if you and your office can get an
12 appointment with me so that I can be fully briefed
13 and updated on everything before the next meeting
14 moving forward and can help shepherd this work plan
15 along for FAMU.

16 PROVOST DAVID: Great. Thank you.

17 TRUSTEE GRAHAM: That's it. Thank you.

18 TRUSTEE GRABLE: Thank you, Trustee Graham.

19 Trustee Shannon, anyone on the phone have any
20 questions, comments, or any other members? Yes?

21 TRUSTEE SHANNON: No questions for me. I'm
22 just glad that we'll have a little bit more time to
23 see the information, so thank you.

24 TRUSTEE GRABLE: Okay. You're welcome,
25 Trustee Shannon.

1 Okay. So with that said, I would like to make
2 a motion that we delay our approval of the work
3 plan until we've all had a chance to review all
4 appropriate documents, which ties very well to
5 Trustee Graham's request and that we can bring it
6 back either in a called meeting or however we want
7 to address that because we still do have time
8 before -- at least a month out, are we, from the
9 Board of Governors' meeting?

10 PROVOST DAVID: It's a little under a month.

11 TRUSTEE GRABLE: Okay. So would that be
12 enough time for each Board member to review the
13 items that we didn't get today? Chairman
14 Montgomery.

15 CHAIRMAN MONTGOMERY: Madam Chair, I'd only
16 ask that the information from a committee
17 perspective be completed no less than 10 days prior
18 to the Board of -- the next Board of Governors'
19 meeting. That will allow for the Board members who
20 are going to be in attendance and the rest of the
21 Board to take a look at the information. I've also
22 requested that Doctor Mangum brief me, the Vice
23 Chair, and any of the other members of the Board
24 who plan to be in attendance at the -- actually in
25 person at the meeting. So ten days is all I'm

1 asking, whatever your process is, so be it. As
2 you know, it's within your charge and authority
3 to call the meeting at any time, but I'd ask that
4 the information be presented to the Board no less
5 than 10 days before the Board of Governors'
6 meeting.

7 TRUSTEE GRABLE: So that would be I guess a
8 friendly amendment to the motion. Are there -- is
9 here any other discussion?

10 TRUSTEE ALSTON: Well --

11 TRUSTEE GRABLE: Trustee Alston.

12 TRUSTEE ALSTON: Yeah, I --

13 PROVOST DAVID: Excuse me, I'm sorry. I just
14 received some urgent information from Doctor
15 Pitter, and we do have to submit a final version to
16 the Board of Governors' staff by August the 12th.

17 TRUSTEE GRABLE: But Board members wanted to
18 make sure they had that presentation that was
19 submitted, and then we could just roll back the
20 schedule to where it meets with the Chairman's
21 request. That's an amendment to the motion.

22 TRUSTEE WOODY: Well, but that's next week.

23 PRESIDENT MANGUM: May I ask a question for
24 clarity?

25 TRUSTEE GRABLE: Yes, President Mangum.

1 PRESIDENT MANGUM: The work plan is a document
2 that the Board of Governors is expecting from us
3 that's approved. The PowerPoint is our way of
4 presenting the summary of the work plan. Those are
5 two different things.

6 TRUSTEE GRABLE: Right.

7 PRESIDENT MANGUM: The Board of Governors will
8 not review or approve the presentation, it's just a
9 talking -- these are just talking points that will
10 assist us in communicating the changes in the work
11 plan which was posted to the website a few -- what,
12 seven --

13 PROVOST DAVID: Last week, at the end of last
14 week.

15 PRESIDENT MANGUM: Seven days ago with the
16 required amount of time. So this won't change
17 unless you guys tell us something that should be
18 changed in it. This is what's being -- this is
19 what's being requested to be approved that's due.

20 TRUSTEE LAWSON: By the, by the --

21 TRUSTEE GRABLE: Trustee Lawson.

22 TRUSTEE LAWSON: My only question was just on
23 the due date. So the due date is the 12th?

24 TRUSTEE GRABLE: The 12th, right.

25 TRUSTEE LAWSON: Not at the next upcoming

1 Board of Governors' meeting.

2 TRUSTEE GRABLE: Right, that it must be given
3 to them. Well, then so is it not possible then --
4 because, again, when we look at the information on
5 your PowerPoint, which is very good, it does
6 elaborate on some of these items in the work plan a
7 little bit more. And I would feel more comfortable
8 if I had a chance just to review that, and it's
9 what, nine slides, ten slides? How slides did you
10 have there? Nine? Eleven?

11 PROVOST DAVID: Eleven.

12 TRUSTEE GRABLE: Okay.

13 PROVOST DAVID: Eleven slides.

14 TRUSTEE GRABLE: Okay, 11 slides. So it's
15 just a matter of us taking a moment, jut a moment
16 to digest that in addition to the work plan so that
17 all Board members feel comfortable with that and,
18 of course, with what Doctor Mangum will add and
19 bring forward to us.

20 So when would be a reasonable time for you to
21 get this to us so that we still have time for you
22 to get the approved -- get it sent to the Board of
23 Governors?

24 TRUSTEE ALSTON: Madam Chair.

25 TRUSTEE GRABLE: Yes, Trustee Alston.

1 TRUSTEE ALSTON: Thank you. I think I've done
2 my homework, and I think that many of these changes
3 that at least I saw, I think -- I didn't go through
4 the presentation to see if there were additional
5 changes in the PowerPoint, so maybe that's a
6 separate question. But in terms of the actual
7 goals that I think where we started from and I
8 think where it's been proposed to us at this point,
9 I know the conversation, at least I think from
10 Trustee Lawson -- I'm sorry, Vice Chair Lawson --
11 initially, was the comfort level around the
12 aggressiveness of the goals.

13 I think we started around another side of the
14 conversation with comments from Governor Levine,
15 who I know personally, I think he is a great
16 person, means well. And actually many of his
17 comments, personally I think, were spot on, only
18 because if you look at, you know, where we are,
19 FAMU today is not FAMU from 1960, 1980, 2000.
20 There are different types of competition that we as
21 a university face, so we're in a totally different
22 era.

23 If many of you sitting around this table
24 recall, that not too long ago we were talking about
25 the Millennium Famuan. I think that was the term

1 that we used probably -- maybe a year or two ago.
2 You know, I think we forgot about, you know, that
3 quality that we were just talking about probably a
4 year or two or three ago, of us doing exactly what
5 we talked about, increasing the number of profile
6 admits or access and opportunity students, talking
7 about reaching out to transfer students, community
8 college students, international students, students
9 outside of Florida.

10 So I don't think that this conversation about
11 quality is new. I think we've had this
12 conversation. I think that conversation that we've
13 had probably really over the last couple of years
14 that I've been on the Board finally is crystallized
15 in this document, and the Board of Governors pretty
16 much forced us to do it, which I think is a good
17 thing.

18 So me personally, Madam Chair, I am ready to
19 approve this because I think this moves us inline
20 with other universities in the state system. This
21 moves us inline with other universities across the
22 nation, and I think that we've talked about
23 consistently that we want to be the best, not just
24 the best here in Leon County, but the best, you
25 know, across the country.

1 So I can approve this, but if you want -- I
2 mean a potential solution is we can withhold
3 approving the changes in these goals maybe until
4 tomorrow, I mean if you just -- if the issue is
5 submitting the actual presentation to the Board.
6 But in terms of these aggressive goals and bringing
7 us inline with other schools, I think it's a good
8 thing.

9 Yes, it's a stretch, I think using your term.
10 Yes, it's going to be tough. But I think this will
11 get us to finding and attracting the type of
12 quality FAMU student that we used to attract not
13 that long ago.

14 TRUSTEE MOORE: Madam Chair.

15 TRUSTEE GRABLE: Thank you, Trustee Alston.
16 Trustee Moore.

17 TRUSTEE MOORE: Just -- I'm not a member of
18 the committee but did want to weigh in on this.

19 I view these as separate conversations. I
20 believe the work plan in and of itself in terms of
21 when it was posted and what the discussions have
22 been thus far, I did go through the prior document
23 and I did compare it to where we are now; and it
24 appears that the questions have been answered in
25 terms of the supplemental document, which appears

1 to be an extraction of what was already posted in
2 your full document. From my vantage point, it
3 shouldn't delay voting on it one way or the other
4 in moving us forward to that deadline of
5 August 12th.

6 TRUSTEE GRABLE: Are there any other trustees
7 who want to weigh in on this?

8 (NO RESPONSE).

9 TRUSTEE GRABLE: Okay. Let me just offer this
10 comment. We had these same confident feelings
11 about this report when we submitted it to the Board
12 of -- to the Trustees a couple of months ago, and
13 then we went down to the Board of Governors'
14 meeting and they handed it back to us.

15 I just think we still have -- the 12th is
16 when, next Wednesday? Okay. I'd like to ask
17 Chair -- ask that we take another couple of days
18 just to take a look at this, and I think it's
19 important enough. We do -- at this point, the
20 Board of Governors' staff, from what the Provost
21 said, said they liked the first work plan we
22 submitted. They're saying they think it's
23 aggressive but they're fine with it.

24 So where was the disconnect? That's my
25 concern. And I don't think the University can deal

1 with any more adverse publicity regarding this
2 report, so that is my concern about us at least
3 letting it stew for a day or two; but, of course,
4 we will hold the vote and it will be up to the
5 trustees. But I think we need to be much more
6 cautious in what we submit to the Board of
7 Governors because we did feel we had a plan, a work
8 plan that would have been accepted before, but
9 somehow things fell apart. And I would assume then
10 that there was surprise on behalf of the Provost
11 and the President that the work plan was not
12 approved the last time, and we've in the same
13 position now.

14 So I feel really concerned that we try to be
15 more certain about what we're doing. When I asked
16 the question did BOG staff review this revised
17 plan, you said they did; you also said that they
18 reviewed the previous one. So what happened with
19 the previous one, and what are the possibilities of
20 that happening to this one?

21 PROVOST DAVID: I could only tell you that the
22 Board of Governors' staff which knows us on a data
23 level, they know more about the data on an
24 institution than, frankly, we do because they have
25 it all at their fingertips and they put the

1 situation against other institutions. They thought
2 that the goals we had were realistic and stretched
3 but cautious.

4 They are the staff, and the Board of
5 Governors' governors -- just as the Board of
6 Trustees -- are independent from the staff that
7 support them. And the staff members said they were
8 as surprised as we were that our plan was not
9 approved, and it was based on the Board of
10 Governors, who wanted us to have a more aggressive
11 plan.

12 And so we are trying to respond and take up
13 the call to invitation in the instructions that
14 they gave us at that meeting, taking them at their
15 word that if we come up with an aggressive plan
16 which requires support that they will give us the
17 support we need, and that's what gives us the
18 confidence because what we are trying to do is say
19 that we want to be with all of the rest -- in the
20 middle of the mix of all of the rest of the SUS.
21 And that has to be a goal, I believe, that they
22 will support because I think it's a good goal, and
23 it is a very aggressive goal, but it is a goal that
24 really thinks about student success in a very
25 different way.

1 TRUSTEE GRABLE: Okay. With that said --

2 TRUSTEE ALSTON: Madam Chair.

3 TRUSTEE LAWSON: Madam Chair.

4 TRUSTEE GRABLE: Trustee Lawson.

5 TRUSTEE LAWSON: Yeah, I'll try to be brief.

6 I know you guys have gone around on this. I'm not
7 on the committee, but I just had a couple of
8 comments.

9 The first comment I have is around process.
10 There's a lot of conversation around what people
11 haven't seen, want to see, need to see but yet we
12 have a deadline of Wednesday. I don't know how we
13 get there. So in my mind the process needs to be
14 addressed on how this moved. Like we went down, we
15 had a conversation, we got feedback, we came back,
16 we did revisions, and now we have to resubmit, all
17 the logical sequencing of steps. But the process
18 to engage the Board some way, somehow, either it's
19 not what we would all have hoped or maybe in the
20 rush to get it back to the approving body we
21 negated that process. So my first comment is
22 around, Trustee Grable, process, and I feel like
23 coming out of this we need to understand what that
24 looks like moving forward.

25 My second question is: I get the

1 aggressiveness of the goals. In listening to the
2 team earlier, you know, it started to sink in. But
3 if I'm sitting on the other side of the table
4 listening to this, I think we're going to have to
5 be able to really articulate how we're going to get
6 from Point A to Point B. Because if I'm the
7 approver of this and you come back and you did what
8 I asked, which is you upped the goal, that's good.
9 So how are you going to get there?

10 And you guys may have that institutional
11 knowledge that you haven't yet shared with us, but
12 that's -- as I look at this, that's my second
13 concern, not that the goals are too high, but how
14 are we going to get there? What's the bridge to go
15 from Point A to Point B? How we do that in a
16 time-bound fashion?

17 And the last thing, and I think the President
18 actually started to address this, is how do we
19 begin a more holistic approach of partnering with
20 the Board of Governors so that we're not just
21 always answering questions and requests, not that
22 we are, but sometimes it feels like we are. Going
23 back to a conversation we had a couple of months
24 ago around about, hey, who really drives the
25 metrics on performance funding? Do we let them

1 give them to us, or do we have recommendations?

2 So to try and sum this up in three points:
3 One, I feel like we need a process around how we
4 manage this moving forward.

5 Number 2, it is, do we really, really feel
6 good about these goals, and how do we get there?
7 And that's more of an internal question for the
8 team, and you guys may say, yes, we do and we'll
9 have to take you at your word.

10 And Number 3 is, you know, how do we begin to
11 more proactively engage with the Board of Governors
12 on larger scale issues that, you know, have an
13 impact on us? There are a lot of things that we
14 can decide on our own, but then there are other
15 things that we need, if not their full buy-in at
16 least their support around.

17 Doctor Mangum.

18 TRUSTEE GRABLE: President Mangum.

19 PRESIDENT MANGUM: You make some great
20 comments. So these meetings, we probably all
21 labored with the assumption that this is where we
22 have this conversation about whether or not -- what
23 you think about the goals, whether or not they're
24 too aggressive, and whether you'd like us to push
25 back and pull back on them.

1 This is what I thought or probably what we
2 thought as a team. The committees -- this is what
3 the committee does, is talk about this material and
4 if you want us to change it.

5 Part of the question I think that many of the
6 governors wanted to know was whether or not we had
7 this conversation holistically as an institution.
8 And that's what we're proposing to do with the
9 strategic planning process. But in the interim --

10 TRUSTEE LAWSON: Right.

11 PRESIDENT MANGUM: -- the near-term goals
12 haven't changed that much. We're looking to the
13 future because we have to set your -- set goals for
14 ourselves that we could all agree to perhaps and
15 then adjust them every year as this process
16 continues to go.

17 We had a conversation about the performance
18 metrics and how we believe that members of the
19 Board of Trustees worked with members of the Board
20 of Governors to talk about and advance the cause of
21 Florida A & M University around these metrics. But
22 getting the confluence of thoughts from the Board
23 as a whole and the committee as a whole is
24 something that occurs through the discussion and a
25 conversation. Absent these types of conversations,

1 we don't get to get all of your input, and so
2 that's what we were hoping to do through these
3 types of discussions.

4 TRUSTEE LAWSON: Through this session today.

5 PRESIDENT MANGUM: Yeah.

6 TRUSTEE LAWSON: Okay.

7 PROVOST DAVID: Well, we presented a draft, we
8 posted a draft before the committee met last time,
9 and then -- was that two weeks ago, a week and a
10 half ago? My days have collapsed. We got your
11 Facebook. We have incorporated new information
12 into this draft, and we are looking for your
13 feedback.

14 I did try to see if there was in between the
15 last committee meeting and this committee meeting,
16 I did try to see if there was an opportunity for
17 us, since we had gotten feedback, to have another
18 committee meeting, but it wasn't possible to
19 schedule it. I did reach out to the Chair to try
20 and schedule another meeting so that we can answer
21 questions.

22 I hope I have indicated how excited I am to
23 always talk about this information as long as you
24 will let me, and so I'm happy to have as many
25 meetings with the committee as they would like to

1 talk through these kinds of issues. And I didn't
2 let him talk, but if you really want specific
3 details, Doctor Palm has a huge handout with
4 specific details about the things that we want to
5 do that he will talk about for a very long time
6 because he's excited about what we're trying to
7 accomplish.

8 So we do have -- I am confident that the team
9 that we have put in place in terms of Doctor Palm,
10 working with the registrar's office, working with
11 academic advising, working with all of our partners
12 on the campus, working with the deans, working when
13 they come back in the fall with the students to
14 change our messaging, that we will be able to
15 accomplish this. I am confident about it, I'm
16 excited about trying to make that kind of a change,
17 and I think we could make -- I wouldn't have put --
18 I would not have let them put my name to the 2017
19 and 2018 goals unless I thought it was reasonable.

20 On the 2019 goals, I know it's going to take a
21 lot more than what we have right now, but I think
22 we're going to be able to make progress towards
23 those 2017 and 2018 goals based on the plans that
24 we have in place. And if we are fortunate enough
25 to get additional resources, we will go all the way

1 to those 2019 goals.

2 TRUSTEE GRABLE: Okay. Thank you, Provost
3 David.

4 And what -- I will just go ahead and call the
5 vote on this plan, and I remove the previous motion
6 from the floor and call for the vote. All in favor
7 of the work plan.

8 TRUSTEE ALSTON: What is the motion? I'm
9 sorry, Madam Chair.

10 TRUSTEE GRABLE: The motion is that we approve
11 the work plan, the revised work plan that Provost
12 David and her team have put together.

13 Is there any more discussion?

14 (NO RESPONSE).

15 TRUSTEE GRABLE: Okay. All in favor.

16 (AFFIRMATIVE INDICATIONS).

17 TRUSTEE MOORE: You don't have a second.

18 TRUSTEE GRABLE: I'm sorry. I did need a
19 second. Thank you, Trustee Moore.

20 TRUSTEE WOODY: Second.

21 TRUSTEE GRABLE: All in favor.

22 (AFFIRMATIVE INDICATIONS).

23 TRUSTEE LAWSON: I can't vote.

24 TRUSTEE GRABLE: Pardon?

25 TRUSTEE LAWSON: I can't vote --

1 TRUSTEE ALSTON: I actually was going to
2 suggest maybe just bumping it to tomorrow's meeting
3 because it sounds like there's going to be more
4 discussion from other members outside of the
5 committee.

6 TRUSTEE GRABLE: Okay.

7 TRUSTEE ALSTON: As opposed to, you know,
8 delaying this up or down, just a suggestion.

9 TRUSTEE GRABLE: Okay. All right. Is
10 there -- well, someone give me a motion to either
11 vote it or delay the vote.

12 TRUSTEE WOODY: Delay the vote until
13 tomorrow?

14 TRUSTEE ALSTON: Yes, that's what I was
15 recommending.

16 TRUSTEE LAWSON: I was only commenting.
17 Because I'm not on the committee, I couldn't vote.
18 She looked my way and I said I can't vote because
19 I'm not on the committee.

20 TRUSTEE GRABLE: Okay. All right. Is there a
21 motion on the floor? I need a motion to delay the
22 vote until tomorrow.

23 TRUSTEE ALSTON: Well, is that what you're
24 asking, Vice Chair Lawson?

25 TRUSTEE LAWSON: No, no, no, she looked my

1 way, and I just a comment that I was not --

2 TRUSTEE GRABLE: I just am asking all of the
3 Board members, since you suggested that.

4 TRUSTEE ALSTON: Okay.

5 TRUSTEE GRAHAM: Well, we can just proceed.

6 TRUSTEE WOODY: Who made the motion?

7 TRUSTEE GRABLE: I did.

8 TRUSTEE WOODY: No, no, no.

9 TRUSTEE GRABLE: Okay. So we've already
10 pulled back the original motion. I am now asking
11 for a motion to delay the vote, if that is your
12 preference. No?

13 (NO RESPONSE).

14 TRUSTEE GRABLE: Okay. Trustee Woody.

15 TRUSTEE WOODY: For a point of clarification.

16 TRUSTEE GRABLE: Yes, sir.

17 TRUSTEE WOODY: We said delay the vote until
18 tomorrow?

19 TRUSTEE GRABLE: That is the suggestion I
20 think, Trustee Alston, as an alternative?

21 TRUSTEE ALSTON: I'm sorry, Madam Chair, let
22 me clarify. I offered that suggestion because I
23 thought, based on Vice Chair Lawson, I think he
24 wanted to -- and others might have wanted to
25 register comments on this item. I'm actually, as

1 stated, you know, which I, you know, voted already.
2 But I wanted others to weigh in because it appeared
3 as if there was going to be some issue. So I was
4 ready to push it forward, but I did not want -- if
5 others wanted to chime in, which I thought --
6 that's what I was really deferring.

7 CHAIRMAN MONTGOMERY: Madam Chair.

8 TRUSTEE WOODY: So there is no motion on the
9 floor now?

10 TRUSTEE GRABLE: Chairman Montgomery.

11 CHAIRMAN MONTGOMERY: If I may offer a
12 suggestion, Madam Chair. I'm not a member of the
13 committee, but one, obviously, would be to --
14 whoever made the motion, to withdraw the motion;
15 and then at that point, it would be appropriate for
16 the committee to advance this item to the full
17 Board without a recommendation.

18 TRUSTEE GRABLE: Okay.

19 CHAIRMAN MONTGOMERY: And that would allow
20 you to achieve the goal of advancing this to the
21 full Board without having to vote in the
22 affirmative or the negative, and it would also
23 allow Board members who want to weigh in who are
24 not members of the committee to have a say in the
25 matter; but it accomplishes having gone through a

1 committee, so --

2 TRUSTEE WOODY: Okay.

3 TRUSTEE GRABLE: Okay. All right. Then is
4 that acceptable to the other Board members? We are
5 simply accepting this as information, and it will
6 still move forward to the full Board if that is
7 where we want to go, so I need a motion for that.

8 TRUSTEE WOODY: So moved.

9 TRUSTEE ALSTON: Second.

10 TRUSTEE GRABLE: Okay. The motion has been
11 moved and seconded, and we want to thank the team
12 for their work on this; and the item will still
13 move forward to the full Board.

14 PROVOST DAVID: You have to vote.

15 TRUSTEE GRABLE: I'm working on my Roberts
16 Rules of Order.

17 All in favor.

18 (AFFIRMATIVE INDICATIONS).

19 TRUSTEE GRABLE: All opposed.

20 (NO RESPONSE).

21 TRUSTEE GRABLE: Okay. The motion passes, and
22 the item will move forward to the full agenda
23 tomorrow; and other members who are not members of
24 the committee will have a chance to offer their
25 comments.

1 Now earlier in the meeting, in the previous
2 committee meeting the Chairman asked that we add a
3 discussion regarding the Sustainability Institute's
4 budget request. And at this time, Mr. Chairman,
5 would you like --

6 CHAIRMAN MONTGOMERY: I'd just -- thank you,
7 Madam Chair. I just wanted to ask Doctor Mangum or
8 the team if they could very briefly tell us about
9 the budget request. I think it's 2.75 million for
10 the Sustainability Institute. And I am of the
11 belief that these things need to come to the Board
12 prior to advancing them so that we may discuss
13 them, study them and provide a recommendation;
14 however, it's already been advanced and we will
15 have an opportunity to weigh in. But the thing
16 that jumped was I don't recall an extended
17 conversation about that particular budget item.
18 And I don't know if asking for close to 3 million
19 for that, if there are other academic issues or
20 other areas where that money could be better spent;
21 so I'd just like to hear briefly what the rationale
22 is behind making that part of the budget request.

23 TRUSTEE GRABLE: Doctor Mangum.

24 PRESIDENT MANGUM: Thank you.

25 If you would turn to the LBR, I think much of

1 the information is included in it, and the value of
2 the Sustainability Institute is also described
3 there, but let me review it for you.

4 The Sustainability Institute is a
5 University-wide initiative that advances knowledge
6 and the creation and promotion of socio-economic
7 and environmental viability in Florida. Basically
8 it's an institute that works across the entire
9 University as a way of coordinating our efforts and
10 our interest in environmental sciences,
11 agriculture, and life sciences. And what it does
12 is it gives us a platform to pursue other
13 opportunities to enhance and enrich our University
14 curriculum.

15 And so it's a coordinating body across -- an
16 effort across all of the faculty that have
17 interests in this area, creating a 21st century
18 University, one that is respected nationally and
19 that draws national and international attention.
20 It's a way to galvanize our faculty around doing
21 that, so increasing our faculty in building our
22 capacity in science, technology, engineering, math
23 and other areas. We are doing it -- and as well as
24 a way of coordinating interdisciplinary and
25 multidisciplinary types of research is one -- is

1 the reason why I created the Sustainability
2 Institute when I arrived.

3 And we've had a significant amount of success
4 in this area internationally as well as locally and
5 nationally with people being interested in working
6 with Florida A & M University. So it's basically a
7 way to enhance our efforts and prepare our students
8 to work in the 21st century and beyond around some
9 of our strengths. It provides an opportunity for
10 cutting-edge research; looking ahead, basically,
11 for a greater impact of the University.

12 Sometimes staying inside a stove -- stovepipe
13 organizations don't allow the faculty to be as free
14 to work with faculty in other areas; and so the
15 environment, agriculture, life science, the
16 humanities, this gives us an opportunity to be able
17 to stretch ourselves across the institution as well
18 as work with other agencies and international
19 governments. So we have had a considerable amount
20 of success in the last year in opening our doors
21 and partnering with other people around the issues
22 of sustainability which includes our footprint in
23 energy, like I said, and life, physical sciences
24 and humanities and other areas and provides
25 training opportunities, as well as research and

1 study opportunities.

2 So it's a coordinating effort. It includes
3 increasing -- if you look at the budget in detail,
4 you'll see that it includes increasing faculty and
5 staff and support organizations around -- across
6 the institutions to support our efforts in this
7 area. So it is part of us becoming -- or staying
8 relevant.

9 TRUSTEE GRABLE: Chairman Montgomery.

10 CHAIRMAN MONTGOMERY: I just wanted to make
11 sure there was some sort of faculty and Board input
12 into this type of request, and so -- I'm not a
13 member of the committee, but I did want to ensure
14 that it had been brought up in an Academic Affairs
15 Committee so that if there was questions, concerns
16 or comments from an academic perspective about this
17 particular budget request -- I believe there are
18 other things we could do with the \$3 million if we
19 did get the amount approved, but it's a matter for
20 the committee.

21 TRUSTEE GRABLE: Okay. Any other comments
22 from other Board members? Trustee Shannon?

23 TRUSTEE SHANNON: No, none from me.

24 TRUSTEE GRABLE: Okay. I think that ends our
25 discussions related to the Academic Affairs

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

Committee. And our meeting is adjourned.

CHAIRMAN MONTGOMERY: Members of the Board,
we're going to take a ten-minute break. Let's
convene back here at 3:05.

* * * *

CERTIFICATE

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

STATE OF FLORIDA)
COUNTY OF LEON)

I, NANCY S. METZKE, RPR, FPR, certify that I was authorized to and did stenographically report the foregoing proceedings and that the transcript is a true and complete record of my stenographic notes.

DATED this 5th day of September, 2015.

NANCY S. METZKE, RPR, FPR
Court Reporter

	54% [1] - 9:6 5th [1] - 70:7	63:20 action [2] - 3:2, 3:4 active [1] - 13:11 activities [1] - 10:17 activity [3] - 10:24, 10:25, 11:1 actual [5] - 10:24, 33:15, 36:7, 48:6, 50:5 add [2] - 47:18, 65:2 added [3] - 22:9, 22:10, 30:9 addition [1] - 47:16 additional [5] - 12:16, 19:23, 21:15, 48:4, 59:25 address [6] - 15:15, 15:20, 18:11, 44:7, 55:18 addressed [1] - 54:14 addressing [1] - 24:22 adjoined [1] - 69:1 adjust [2] - 26:19, 57:15 adjustments [1] - 26:25 admits [4] - 5:25, 27:13, 27:14, 49:6 adopted [1] - 15:15 advance [5] - 16:18, 34:22, 35:11, 57:20, 63:16 advanced [1] - 65:14 advances [1] - 66:5 advancing [2] - 63:20, 65:12 advantage [1] - 4:19 adverse [1] - 52:1 advise [1] - 17:4 advising [2] - 9:4, 59:11 advisors [2] - 12:1, 12:12 Affairs [6] - 2:5, 2:10, 3:2, 3:7, 68:14, 68:25 AFFAIRS [2] - 1:4, 2:1 AFFIRMATIVE [3] - 60:16, 60:22, 64:18 afternoon [1] - 3:16 agencies [1] - 67:18 agenda [1] - 64:22 aggressive [19] - 8:9, 8:17, 18:18, 20:7, 25:6, 27:18, 29:10, 29:17, 29:22, 30:15, 33:1, 33:4, 33:7, 50:6,	51:23, 53:10, 53:15, 53:23, 56:24 aggressiveness [2] - 48:12, 55:1 ago [11] - 20:5, 36:12, 46:15, 48:24, 49:1, 49:4, 50:13, 51:12, 55:24, 58:9, 58:10 agree [2] - 17:24, 57:14 agreed [1] - 36:13 agriculture [2] - 66:11, 67:15 ahead [6] - 2:4, 2:9, 37:25, 41:19, 60:4, 67:10 aid [2] - 20:16, 23:24 allocated [1] - 12:8 allow [5] - 19:7, 44:19, 63:19, 63:23, 67:13 allowed [1] - 9:3 almost [2] - 20:20, 20:21 Alston [7] - 2:13, 8:13, 14:7, 45:11, 47:25, 50:15, 62:20 ALSTON [20] - 1:8, 2:14, 8:12, 8:14, 14:8, 14:13, 15:21, 45:10, 45:12, 47:24, 48:1, 54:2, 60:8, 61:1, 61:7, 61:14, 61:23, 62:4, 62:21, 64:9 alternative [1] - 62:20 Alumni [1] - 17:10 amend [1] - 42:9 amendment [2] - 45:8, 45:21 amount [6] - 18:10, 38:6, 46:16, 67:3, 67:19, 68:19 annual [3] - 8:9, 9:16, 9:22 answer [8] - 16:13, 23:7, 32:10, 34:7, 35:4, 38:4, 39:16, 58:20 answered [1] - 50:24 answering [1] - 55:21 anticipating [1] - 5:15 AOS [1] - 6:3 apart [1] - 52:9 APLU [1] - 31:23 apologize [1] - 39:9 appeared [1] - 63:2	apply [3] - 13:10, 14:15, 21:13 appointment [1] - 43:12 appreciate [1] - 5:14 approach [1] - 55:19 appropriate [3] - 26:22, 44:4, 63:15 approval [3] - 28:12, 28:18, 44:2 approve [4] - 46:8, 49:19, 50:1, 60:10 approved [7] - 35:24, 46:3, 46:19, 47:22, 52:12, 53:9, 68:19 approver [1] - 55:7 approving [3] - 26:19, 50:3, 54:20 area [6] - 8:10, 12:13, 12:14, 66:17, 67:4, 68:7 areas [7] - 8:2, 20:15, 32:2, 65:20, 66:23, 67:14, 67:24 arrived [1] - 67:2 articulate [1] - 55:5 aspirations [1] - 28:17 assessed [1] - 21:12 asset [1] - 43:9 assist [1] - 46:10 assistance [1] - 23:16 Associate [2] - 3:12, 31:6 Association [1] - 31:23 assume [1] - 52:9 assuming [1] - 18:11 assumption [1] - 56:21 AT [2] - 1:13, 1:13 attendance [2] - 44:20, 44:24 attention [1] - 66:19 ATTORNEY [7] - 2:11, 2:13, 2:15, 2:17, 2:19, 2:21, 2:23 Attorney [1] - 3:1 attract [3] - 27:11, 30:8, 50:12 attracting [1] - 50:11 audit [3] - 14:24, 15:3, 19:1 audits [6] - 13:11, 14:16, 14:17, 14:20, 14:25, 19:1 August [3] - 26:11, 45:16, 51:5 AUGUST [1] - 1:11
'13/'14 [1] - 11:2 '16 [2] - 18:6, 28:13 '18 [2] - 28:13, 28:17	6			
1	697-8314 [1] - 1:23 697-8715 [1] - 1:23			
1 [2] - 12:8, 30:6 1.7 [1] - 10:2 10 [2] - 44:17, 45:5 11 [1] - 47:14 12-month [1] - 38:19 12th [5] - 45:16, 46:23, 46:24, 51:5, 51:15 1960 [1] - 48:19 1980 [1] - 48:19	7			
	70% [1] - 9:7 73 [1] - 19:16 75 [2] - 26:19, 26:23 75% [3] - 19:16, 25:8, 27:1			
	8			
	850 [2] - 1:23			
2	9			
2 [1] - 56:5 2.75 [1] - 65:9 2000 [1] - 48:19 2012 [1] - 9:1 2015 [6] - 1:11, 9:17, 10:15, 10:24, 27:21, 70:7 2016 [4] - 6:24, 26:9, 28:17 2017 [3] - 26:12, 59:18, 59:23 2018 [4] - 6:22, 7:6, 59:19, 59:23 2018/19 [1] - 18:6 2019 [12] - 4:21, 4:22, 6:11, 6:13, 6:16, 6:22, 7:6, 8:22, 12:11, 32:23, 59:20, 60:1 21st [2] - 66:17, 67:8	92% [1] - 23:15			
	A			
	able [19] - 4:24, 5:8, 5:12, 9:5, 13:2, 13:23, 15:7, 16:18, 17:18, 17:21, 19:5, 19:13, 19:21, 28:20, 39:25, 55:5, 59:14, 59:22, 67:16 absent [1] - 57:25 absorb [1] - 35:9 academic [13] - 9:6, 9:17, 12:1, 12:12, 12:21, 19:11, 19:15, 28:12, 28:17, 59:11, 65:19, 68:16 Academic [7] - 2:5, 2:10, 3:2, 3:7, 13:18, 68:14, 68:25 ACADEMIC [2] - 1:4, 2:1 accept [2] - 5:18, 16:2 acceptable [1] - 64:4 accepted [1] - 52:8 accepting [2] - 22:7, 64:5 access [5] - 5:23, 6:5, 12:22, 22:25, 49:6 accomplish [2] - 59:7, 59:15 accomplishes [1] - 63:25 achieve [5] - 4:1, 17:14, 25:13, 26:13,			
3				
3 [3] - 56:10, 65:18, 68:18 3.3 [2] - 9:17, 9:18 3093 [1] - 1:22 32315-3093 [1] - 1:22 3:05 [2] - 1:13, 69:4				
4				
43% [2] - 19:7, 19:8 45 [1] - 25:8 49% [1] - 19:8 4:30 [1] - 1:13				
5				
5 [2] - 1:11, 10:18				

<p>authority [1] - 45:2 authorized [1] - 70:5 average [6] - 6:15, 6:17, 7:18, 7:25, 21:18, 21:20 averages [1] - 24:15 awarded [1] - 8:3 aware [2] - 3:5, 39:10</p>	<p>BOARD [1] - 1:2 Board [101] - 3:3, 3:10, 3:18, 3:21, 4:20, 5:24, 6:2, 9:2, 11:13, 13:19, 13:23, 16:3, 16:9, 16:25, 17:24, 22:14, 24:11, 26:4, 27:22, 28:10, 28:25, 29:5, 29:14, 30:24, 32:14, 32:20, 33:5, 33:6, 33:21, 34:3, 34:9, 35:21, 36:3, 36:8, 36:14, 36:15, 36:19, 36:20, 37:1, 37:3, 37:4, 37:6, 38:5, 38:7, 38:9, 38:15, 38:18, 38:24, 39:4, 39:21, 39:24, 40:4, 42:13, 43:3, 43:10, 44:9, 44:12, 44:18, 44:19, 44:21, 44:23, 45:4, 45:5, 45:16, 45:17, 46:2, 46:7, 47:1, 47:17, 47:22, 49:14, 49:15, 50:5, 51:11, 51:13, 51:20, 52:6, 52:22, 53:4, 53:5, 53:9, 54:18, 55:20, 56:11, 57:19, 57:22, 62:3, 63:17, 63:21, 63:23, 64:4, 64:6, 64:13, 65:11, 68:11, 68:22, 69:2 board [1] - 22:22 body [4] - 4:6, 5:16, 54:20, 66:15 BOG [4] - 31:9, 32:6, 32:7, 52:16 boot [1] - 12:17 BOT [1] - 3:11 bound [1] - 55:16 BOX [1] - 1:22 Boyce [1] - 2:15 BOYCE [2] - 1:8, 2:16 break [1] - 69:3 bridge [2] - 12:19, 55:14 brief [2] - 44:22, 54:5 briefed [1] - 43:12 briefly [2] - 65:8, 65:21 bring [5] - 13:19, 32:5, 33:13, 44:5, 47:19 bringing [1] - 50:6 brought [3] - 8:5, 31:2, 68:14 budget [9] - 8:19, 8:20, 13:1, 65:4, 65:9,</p>	<p>65:17, 65:22, 68:3, 68:17 budgetary [1] - 12:5 build [1] - 8:25 building [1] - 66:21 built [2] - 16:14, 25:18 bulb [1] - 10:10 bumping [1] - 61:2 burning [2] - 30:12, 30:14 buy [1] - 56:15 buy-in [1] - 56:15 BY [1] - 1:17</p>	<p>CHAIRMAN [19] - 9:8, 9:11, 9:13, 9:20, 10:9, 10:11, 11:5, 37:21, 37:24, 38:1, 40:23, 40:25, 44:15, 63:7, 63:11, 63:19, 65:6, 68:10, 69:2 Chairman [12] - 9:12, 10:13, 11:4, 37:22, 37:25, 39:4, 39:23, 40:24, 44:13, 63:10, 65:2, 68:9 Chairman's [1] - 45:20 challenge [3] - 3:24, 22:1, 24:23 challenged [2] - 24:9, 24:12 challenges [2] - 3:23, 21:14 chance [10] - 3:20, 7:8, 19:7, 31:22, 33:12, 35:6, 36:4, 44:3, 47:8, 64:24 change [6] - 8:21, 13:25, 46:16, 57:4, 59:14, 59:16 changed [6] - 6:10, 22:2, 22:3, 22:8, 46:18, 57:12 changes [10] - 4:12, 4:15, 5:15, 13:8, 21:25, 35:13, 46:10, 48:2, 48:5, 50:3 changing [2] - 6:7, 23:2 charge [1] - 45:2 charts [2] - 41:23, 41:24 chemistry [1] - 27:24 chime [2] - 33:14, 63:5 choice [2] - 29:22, 30:8 circulated [1] - 4:11 clarification [1] - 62:15 clarify [2] - 40:11, 62:22 clarity [1] - 45:24 class [2] - 8:6, 20:19 classes [1] - 11:24 clear [1] - 29:23 close [2] - 26:10, 65:18 collapsed [1] - 58:10 college [7] - 5:1, 5:2, 7:2, 14:18, 18:7, 25:8, 49:8 comfort [1] - 48:11</p>	<p>comfortable [3] - 32:12, 47:7, 47:17 coming [3] - 2:8, 19:14, 54:23 COMMENCED [1] - 1:13 comment [10] - 11:7, 16:4, 27:6, 30:1, 30:13, 37:24, 51:10, 54:9, 54:21, 62:1 commenting [1] - 61:16 comments [13] - 27:25, 29:10, 30:3, 32:9, 43:20, 48:14, 48:17, 54:8, 56:20, 62:25, 64:25, 68:16, 68:21 committed [2] - 7:16, 37:10 COMMITTEE [2] - 1:4, 2:1 committee [34] - 2:4, 3:11, 10:3, 26:6, 32:6, 33:10, 33:11, 34:19, 37:17, 38:8, 38:16, 39:15, 44:16, 50:18, 54:7, 57:3, 57:23, 58:8, 58:15, 58:18, 58:25, 61:5, 61:17, 61:19, 63:13, 63:16, 63:24, 64:1, 64:24, 65:2, 68:13, 68:20 Committee [7] - 2:5, 2:10, 3:2, 13:18, 16:8, 68:15, 69:1 committees [2] - 42:15, 57:2 communicating [1] - 46:10 communication [1] - 14:22 communications [1] - 15:16 community [2] - 24:16, 49:7 compare [2] - 42:22, 50:23 comparisons [2] - 35:10, 42:16 competition [2] - 30:4, 48:20 competitive [2] - 17:20, 30:7 complaint [1] - 41:16 complete [6] - 11:12, 15:8, 34:6, 40:1, 40:14, 70:6 completed [1] - 44:17</p>
B				
<p>ball [1] - 2:7 BALLROOM [1] - 1:15 BARGE [7] - 2:11, 2:13, 2:15, 2:17, 2:19, 2:21, 2:23 Barge [1] - 3:1 BARGE-MILES [7] - 2:11, 2:13, 2:15, 2:17, 2:19, 2:21, 2:23 Barge-Miles [1] - 3:1 base [3] - 23:21, 23:23, 23:24 based [9] - 7:1, 10:16, 18:14, 18:21, 26:9, 26:12, 53:9, 59:23, 62:23 basis [1] - 38:16 become [1] - 16:10 becoming [1] - 68:7 beforehand [1] - 34:17 begin [3] - 23:19, 55:19, 56:10 beginning [3] - 16:17, 16:25, 18:24 behalf [1] - 52:10 behind [3] - 10:15, 10:20, 65:22 belief [1] - 65:11 benchmark [1] - 22:15 benefit [1] - 21:11 best [8] - 7:15, 31:20, 31:25, 33:24, 42:4, 49:23, 49:24 better [3] - 7:8, 41:20, 65:20 BETTYE [1] - 1:7 between [3] - 7:6, 20:18, 58:14 beyond [1] - 67:8 big [2] - 18:5, 18:8 Bill [1] - 5:7 biomedical [1] - 27:24 bit [5] - 8:3, 21:14, 25:19, 43:22, 47:7 blocks [1] - 36:25</p>	<p>calendar [2] - 26:10, 38:20 camp [2] - 12:17 campus [4] - 15:20, 19:2, 24:16, 59:12 CAMPUS [1] - 1:15 candreporters. com [1] - 1:24 cannot [1] - 25:12 capacity [2] - 38:22, 66:22 case [2] - 40:6, 40:17 category [2] - 7:14, 7:15 cautious [2] - 52:6, 53:3 center [1] - 11:25 century [2] - 66:17, 67:8 certain [2] - 31:11, 52:15 certainly [3] - 12:9, 23:11, 33:14 CERTIFICATE [1] - 70:1 certify [1] - 70:5 certifying [1] - 15:11 cetera [3] - 18:8, 20:10 Chair [32] - 2:23, 8:12, 9:9, 9:10, 9:11, 10:11, 14:13, 16:5, 18:2, 20:1, 36:12, 37:21, 38:5, 38:7, 43:4, 44:15, 44:23, 47:24, 48:10, 49:18, 50:14, 51:17, 54:2, 54:3, 58:19, 60:9, 61:24, 62:21, 62:23, 63:7, 63:12, 65:7 CHAIR [1] - 1:7 chair [1] - 17:16 chairman [1] - 65:4</p>	C	<p>calendar [2] - 26:10, 38:20 camp [2] - 12:17 campus [4] - 15:20, 19:2, 24:16, 59:12 CAMPUS [1] - 1:15 candreporters. com [1] - 1:24 cannot [1] - 25:12 capacity [2] - 38:22, 66:22 case [2] - 40:6, 40:17 category [2] - 7:14, 7:15 cautious [2] - 52:6, 53:3 center [1] - 11:25 century [2] - 66:17, 67:8 certain [2] - 31:11, 52:15 certainly [3] - 12:9, 23:11, 33:14 CERTIFICATE [1] - 70:1 certify [1] - 70:5 certifying [1] - 15:11 cetera [3] - 18:8, 20:10 Chair [32] - 2:23, 8:12, 9:9, 9:10, 9:11, 10:11, 14:13, 16:5, 18:2, 20:1, 36:12, 37:21, 38:5, 38:7, 43:4, 44:15, 44:23, 47:24, 48:10, 49:18, 50:14, 51:17, 54:2, 54:3, 58:19, 60:9, 61:24, 62:21, 62:23, 63:7, 63:12, 65:7 CHAIR [1] - 1:7 chair [1] - 17:16 chairman [1] - 65:4</p>	<p>calendar [2] - 26:10, 38:20 camp [2] - 12:17 campus [4] - 15:20, 19:2, 24:16, 59:12 CAMPUS [1] - 1:15 candreporters. com [1] - 1:24 cannot [1] - 25:12 capacity [2] - 38:22, 66:22 case [2] - 40:6, 40:17 category [2] - 7:14, 7:15 cautious [2] - 52:6, 53:3 center [1] - 11:25 century [2] - 66:17, 67:8 certain [2] - 31:11, 52:15 certainly [3] - 12:9, 23:11, 33:14 CERTIFICATE [1] - 70:1 certify [1] - 70:5 certifying [1] - 15:11 cetera [3] - 18:8, 20:10 Chair [32] - 2:23, 8:12, 9:9, 9:10, 9:11, 10:11, 14:13, 16:5, 18:2, 20:1, 36:12, 37:21, 38:5, 38:7, 43:4, 44:15, 44:23, 47:24, 48:10, 49:18, 50:14, 51:17, 54:2, 54:3, 58:19, 60:9, 61:24, 62:21, 62:23, 63:7, 63:12, 65:7 CHAIR [1] - 1:7 chair [1] - 17:16 chairman [1] - 65:4</p>

<p>computational [1] - 27:24</p> <p>concern [5] - 25:11, 25:14, 51:25, 52:2, 55:13</p> <p>concerned [3] - 5:11, 28:13, 52:14</p> <p>concerns [6] - 27:8, 28:8, 28:9, 29:20, 38:10, 68:15</p> <p>CONCLUDED [1] - 1:13</p> <p>concluding [1] - 12:20</p> <p>conduct [2] - 14:17, 14:20</p> <p>conducting [1] - 14:19</p> <p>conference [1] - 31:23</p> <p>conferences [2] - 31:21, 31:24</p> <p>confidence [4] - 18:17, 18:20, 19:20, 53:18</p> <p>confident [3] - 51:10, 59:8, 59:15</p> <p>confluence [1] - 57:22</p> <p>consider [1] - 17:5</p> <p>considerable [1] - 67:19</p> <p>consistently [1] - 49:23</p> <p>constraints [1] - 38:11</p> <p>consultant [1] - 23:5</p> <p>contains [1] - 3:9</p> <p>contemporary [1] - 4:9</p> <p>contingencies [2] - 28:19</p> <p>continues [1] - 57:16</p> <p>control [1] - 5:23</p> <p>convene [1] - 69:4</p> <p>convenience [1] - 35:20</p> <p>conversation [14] - 8:19, 48:9, 48:14, 49:10, 49:12, 54:10, 54:15, 55:23, 56:22, 57:7, 57:17, 57:25, 65:17</p> <p>conversations [3] - 39:1, 50:19, 57:25</p> <p>coordinating [4] - 66:9, 66:15, 66:24, 68:2</p> <p>copy [5] - 35:6, 39:3, 39:4, 39:5, 42:21</p>	<p>correct [4] - 9:16, 9:18, 9:19, 29:3</p> <p>correlation [2] - 20:18, 20:21</p> <p>country [1] - 49:25</p> <p>COUNTY [1] - 70:3</p> <p>County [1] - 49:24</p> <p>couple [13] - 8:23, 14:11, 18:4, 23:10, 26:4, 29:3, 29:14, 34:6, 49:13, 51:12, 51:17, 54:7, 55:23</p> <p>course [8] - 8:8, 15:1, 15:13, 20:8, 22:9, 33:25, 47:18, 52:3</p> <p>courses [4] - 12:4, 22:10, 22:12, 23:2</p> <p>COURT [1] - 1:18</p> <p>Court [1] - 70:11</p> <p>created [1] - 67:1</p> <p>creating [1] - 66:17</p> <p>creation [1] - 66:6</p> <p>credits [1] - 14:3</p> <p>critical [1] - 30:19</p> <p>cross [1] - 20:13</p> <p>crystallized [1] - 49:14</p> <p>cultural [2] - 8:21, 13:7</p> <p>curious [2] - 9:23, 33:8</p> <p>current [3] - 17:6, 23:15, 43:10</p> <p>curriculum [8] - 20:8, 21:25, 22:3, 22:9, 22:11, 23:1, 23:3, 66:14</p> <p>cut [1] - 28:16</p> <p>cutting [1] - 67:10</p> <p>cutting-edge [1] - 67:10</p>	<p>35:20, 35:24, 39:9, 41:21, 42:8, 42:18, 43:16, 44:10, 45:13, 46:13, 47:11, 47:13, 52:21, 58:7, 64:14</p> <p>David [13] - 3:11, 3:15, 9:15, 10:12, 11:8, 26:1, 30:20, 31:8, 38:2, 41:1, 43:7, 60:3, 60:12</p> <p>days [6] - 44:17, 44:25, 45:5, 46:15, 51:17, 58:10</p> <p>deadline [2] - 51:4, 54:12</p> <p>deal [1] - 51:25</p> <p>dealing [1] - 36:2</p> <p>deans [1] - 59:12</p> <p>decide [1] - 56:14</p> <p>decided [2] - 4:22, 6:17</p> <p>decides [1] - 3:3</p> <p>decision [1] - 35:7</p> <p>decrease [1] - 27:14</p> <p>defer [2] - 24:7, 34:1</p> <p>deferring [1] - 63:6</p> <p>defining [1] - 17:13</p> <p>definitely [1] - 13:2</p> <p>definition [1] - 6:20</p> <p>degree [11] - 7:25, 13:11, 13:14, 13:15, 14:25, 15:3, 15:8, 19:1, 19:20, 23:18</p> <p>degrees [1] - 8:3</p> <p>delay [7] - 44:2, 51:3, 61:11, 61:12, 61:21, 62:11, 62:17</p> <p>delaying [1] - 61:8</p> <p>demonstrate [1] - 28:20</p> <p>department [1] - 15:2</p> <p>departmental [1] - 15:12</p> <p>departments [1] - 20:11</p> <p>dependent [1] - 24:2</p> <p>deploying [1] - 12:9</p> <p>depth [1] - 39:16</p> <p>described [1] - 66:2</p> <p>detail [1] - 68:3</p> <p>details [2] - 59:3, 59:4</p> <p>develop [2] - 4:1, 4:3</p> <p>developmental [1] - 12:23</p> <p>deviations [2] - 21:18, 21:19</p> <p>different [8] - 27:12, 27:16, 27:17, 33:16,</p>	<p>46:5, 48:20, 48:21, 53:25</p> <p>difficult [1] - 35:9</p> <p>digest [3] - 41:15, 41:19, 47:16</p> <p>diluting [1] - 28:14</p> <p>direct [2] - 20:18, 20:21</p> <p>direction [4] - 17:1, 17:16, 24:21, 27:16</p> <p>directly [1] - 21:13</p> <p>director [1] - 22:22</p> <p>disciplines [1] - 21:9</p> <p>disconnect [1] - 51:24</p> <p>discuss [1] - 65:12</p> <p>discussion [6] - 39:19, 45:9, 57:24, 60:13, 61:4, 65:3</p> <p>discussions [3] - 50:21, 58:3, 68:25</p> <p>division [2] - 12:13, 12:14</p> <p>Doctor [14] - 33:13, 34:10, 38:3, 38:12, 41:13, 42:23, 44:22, 45:14, 47:18, 56:17, 59:3, 59:9, 65:7, 65:23</p> <p>doctoral [2] - 27:20, 28:11</p> <p>document [9] - 4:11, 4:13, 4:14, 27:21, 46:1, 49:15, 50:22, 50:25, 51:2</p> <p>documentation [2] - 10:6, 41:5</p> <p>documents [2] - 42:4, 44:4</p> <p>dollars [1] - 25:21</p> <p>done [7] - 15:1, 20:25, 22:21, 26:2, 36:17, 37:11, 48:1</p> <p>doors [1] - 67:20</p> <p>down [5] - 13:22, 29:4, 51:13, 54:14, 61:8</p> <p>downward [2] - 8:6, 26:19</p> <p>draft [8] - 3:19, 6:10, 27:23, 32:20, 34:2, 58:7, 58:8, 58:12</p> <p>draws [1] - 66:19</p> <p>drive [1] - 23:19</p> <p>drives [1] - 55:24</p> <p>due [4] - 5:3, 46:19, 46:23</p> <p>dunking [1] - 8:6</p> <p>during [1] - 24:11</p>	<p style="text-align: center;">E</p> <p>easier [1] - 19:10</p> <p>echo [1] - 29:2</p> <p>economic [1] - 66:6</p> <p>edge [1] - 67:10</p> <p>educate [1] - 39:6</p> <p>education [1] - 25:21</p> <p>effectively [1] - 39:6</p> <p>Effectiveness [1] - 15:5</p> <p>effort [3] - 15:2, 66:16, 68:2</p> <p>efforts [7] - 6:23, 19:23, 28:14, 33:24, 66:9, 67:7, 68:6</p> <p>eight [1] - 17:3</p> <p>either [3] - 44:6, 54:18, 61:10</p> <p>elaborate [1] - 47:6</p> <p>electronically [1] - 15:19</p> <p>eleven [1] - 47:13</p> <p>Eleven [2] - 47:10, 47:11</p> <p>eligible [1] - 13:14</p> <p>email [3] - 14:21, 14:23, 15:15</p> <p>embedding [1] - 23:3</p> <p>emphasize [1] - 41:22</p> <p>end [2] - 38:23, 46:13</p> <p>ends [2] - 17:13, 68:24</p> <p>energize [1] - 27:1</p> <p>energizing [1] - 29:12</p> <p>energy [1] - 67:23</p> <p>engage [3] - 4:7, 54:18, 56:11</p> <p>engineering [1] - 66:22</p> <p>enhance [2] - 66:13, 67:7</p> <p>enhancing [1] - 11:20</p> <p>enrich [1] - 66:13</p> <p>enrollment [3] - 4:5, 5:5, 8:8</p> <p>ensure [3] - 11:21, 20:15, 68:13</p> <p>enter [2] - 19:5, 19:6</p> <p>entire [2] - 21:23, 66:8</p> <p>environment [1] - 67:15</p> <p>environmental [2] - 66:7, 66:10</p> <p>envision [2] - 12:16,</p>
	<p style="text-align: center;">D</p> <p>data [3] - 11:3, 52:22, 52:23</p> <p>date [2] - 46:23</p> <p>DATE [1] - 1:11</p> <p>DATED [1] - 70:7</p> <p>DAVID [43] - 3:16, 8:23, 9:19, 10:8, 10:10, 10:14, 11:10, 11:17, 14:25, 15:24, 18:16, 21:2, 21:11, 24:7, 25:25, 26:7, 28:2, 28:5, 28:8, 31:13, 31:17, 31:19, 32:10, 33:25, 34:20, 34:24, 35:12, 35:17,</p>	<p>27:16, 27:17, 33:16,</p>		

<p>12:19 era [1] - 48:22 et [3] - 18:7, 18:8, 20:10 exactly [1] - 49:4 exam [4] - 7:12, 20:9, 20:12, 23:4 example [6] - 6:25, 8:5, 9:5, 13:9, 19:8, 31:22 exams [3] - 4:3, 7:13, 7:14 Excellent [1] - 11:11 excellent [2] - 11:16, 36:16 excess [1] - 25:20 excited [2] - 58:22, 59:16 excuse [4] - 4:17, 10:8, 32:16, 45:13 existing [1] - 17:19 exited [1] - 59:6 expanded [1] - 12:19 expected [1] - 39:10 expecting [1] - 46:2 expects [1] - 34:4 expeditiously [1] - 15:9 experience [1] - 5:2 extended [1] - 65:16 extensive [1] - 41:12 extraction [1] - 51:1 eyes [2] - 33:5, 33:22</p>	<p>FAX [1] - 1:23 federal [1] - 23:24 fee [1] - 21:12 feedback [5] - 3:9, 32:13, 54:15, 58:13, 58:17 feelings [1] - 51:10 fell [1] - 52:9 few [2] - 8:7, 46:11 fifth [1] - 19:6 final [2] - 42:25, 45:15 finally [3] - 4:6, 7:25, 49:14 financial [1] - 23:16 fine [3] - 11:5, 42:6, 51:23 fingertips [1] - 52:25 firm [1] - 21:21 first [7] - 3:23, 19:13, 33:10, 34:13, 51:21, 54:9, 54:21 five [4] - 10:4, 10:7, 14:2, 39:1 five-minute [1] - 39:1 floating [1] - 25:21 floor [3] - 60:6, 61:21, 63:9 Florida [10] - 5:21, 16:24, 17:11, 31:14, 31:15, 33:18, 49:9, 57:21, 66:7, 67:6 FLORIDA [4] - 1:1, 1:16, 1:22, 70:3 focus [1] - 17:8 follow [1] - 42:23 following [1] - 19:15 followup [1] - 14:6 footprint [1] - 67:22 forced [1] - 49:16 foregoing [1] - 70:6 forgot [1] - 49:2 form [2] - 3:19, 23:16 forms [1] - 42:16 fortunate [1] - 59:24 forums [1] - 38:25 forward [20] - 2:4, 4:8, 16:20, 25:2, 25:6, 26:6, 33:24, 35:8, 36:18, 37:18, 41:12, 43:14, 47:19, 51:4, 54:24, 56:4, 63:4, 64:6, 64:13, 64:22 Foundation [1] - 17:9 four [4] - 7:20, 7:23, 21:17, 25:22 four-year [2] - 7:20, 7:23 FPR [3] - 1:17, 70:5,</p>	<p>70:11 frame [1] - 9:7 frankly [2] - 18:18, 52:24 free [2] - 33:14, 67:13 freshman/ sophomore [1] - 12:14 friendly [1] - 45:8 front [1] - 41:11 full [14] - 4:13, 18:7, 25:8, 26:14, 26:15, 32:6, 37:1, 51:2, 56:15, 63:16, 63:21, 64:6, 64:13, 64:22 full-time [1] - 18:7 full-time-in-college [1] - 25:8 fully [2] - 12:7, 43:12 function [1] - 15:12 fund [1] - 12:9 fundamentally [1] - 8:20 funded [1] - 24:17 funding [7] - 12:25, 18:10, 18:11, 18:12, 23:19, 24:18, 55:25 future [6] - 17:11, 28:22, 33:8, 39:6, 41:18, 57:13</p>	<p>governments [1] - 67:19 Governor [4] - 29:7, 29:15, 30:2, 48:14 Governors [27] - 3:18, 3:21, 4:20, 5:25, 9:2, 16:9, 28:10, 32:15, 33:5, 34:4, 34:9, 35:22, 36:8, 36:14, 36:19, 37:4, 39:24, 43:10, 46:2, 46:7, 47:23, 49:15, 52:7, 53:10, 55:20, 56:11, 57:20 governors [4] - 29:6, 32:15, 53:5, 57:6 Governors' [15] - 3:10, 22:15, 24:12, 29:5, 29:14, 30:24, 44:9, 44:18, 45:5, 45:16, 47:1, 51:13, 51:20, 52:22, 53:5 GRABLE [102] - 1:7, 2:3, 2:12, 2:25, 8:13, 9:12, 10:12, 10:21, 11:4, 11:6, 11:11, 11:16, 14:6, 14:9, 15:22, 16:2, 16:6, 17:25, 20:1, 23:7, 23:11, 24:6, 26:1, 26:3, 27:3, 28:24, 29:2, 32:3, 33:3, 34:10, 34:15, 34:22, 34:25, 35:15, 35:19, 35:23, 36:2, 36:16, 36:23, 37:5, 37:9, 37:13, 37:19, 37:22, 37:25, 39:18, 40:12, 40:16, 40:19, 40:22, 40:24, 42:6, 42:12, 42:19, 43:2, 43:5, 43:18, 43:24, 44:11, 45:7, 45:11, 45:17, 45:25, 46:6, 46:21, 46:24, 47:2, 47:12, 47:14, 47:25, 50:15, 51:6, 51:9, 54:1, 54:4, 56:18, 60:2, 60:10, 60:15, 60:18, 60:21, 60:24, 61:6, 61:9, 61:20, 62:2, 62:7, 62:9, 62:14, 62:16, 62:19, 63:10, 63:18, 64:3, 64:10, 64:15, 64:19, 64:21, 65:23, 68:9, 68:21, 68:24 Grable [3] - 2:11, 39:14, 54:22 graduate [4] - 8:2, 13:12, 13:14, 21:1</p>	<p>graduating [1] - 15:18 graduation [11] - 6:25, 7:21, 7:22, 7:24, 13:10, 14:15, 15:11, 16:19, 18:7, 19:9, 25:9 GRAHAM [6] - 1:9, 2:18, 43:4, 43:6, 43:17, 62:5 Graham [3] - 2:17, 43:5, 43:18 Graham's [1] - 44:5 GRAND [1] - 1:15 Grant [1] - 31:24 graphic [1] - 6:3 Great [1] - 43:16 great [3] - 8:15, 48:15, 56:19 greater [1] - 67:11 groan [1] - 19:3 groups [2] - 17:7, 17:8 grow [1] - 5:16 growing [1] - 5:11 growth [4] - 4:6, 5:5, 5:10, 27:10 guess [7] - 20:4, 20:8, 20:13, 23:12, 39:17, 45:7 guys [4] - 46:17, 54:6, 55:10, 56:8</p>
<p style="text-align: center;">F</p> <p>face [1] - 48:21 Facebook [1] - 58:11 Faculty [1] - 13:18 faculty [9] - 16:21, 17:8, 66:16, 66:20, 66:21, 67:13, 67:14, 68:4, 68:11 failure [1] - 12:4 fair [1] - 18:10 fairly [1] - 20:6 fall [6] - 7:13, 8:1, 12:24, 18:24, 19:15, 59:13 FAMU [9] - 1:15, 4:8, 4:9, 7:24, 12:24, 43:15, 48:19, 50:12 Famuan [1] - 48:25 far [1] - 50:22 fashion [1] - 55:16 fashioned [1] - 41:9 FAU [2] - 31:16, 31:17 favor [4] - 60:6, 60:15, 60:21, 64:17</p>	<p style="text-align: center;">G</p> <p>galvanize [1] - 66:20 gift [1] - 24:2 gifts [3] - 8:9, 9:16, 9:22 Gita [1] - 22:17 given [2] - 25:15, 47:2 glad [1] - 43:22 globally [1] - 17:20 goal [12] - 6:16, 6:20, 8:9, 26:9, 26:23, 27:1, 53:21, 53:22, 53:23, 55:8, 63:20 goals [42] - 3:24, 4:2, 4:4, 4:16, 5:3, 6:11, 6:13, 6:24, 7:6, 7:8, 8:15, 8:16, 8:17, 17:15, 18:4, 18:13, 18:14, 18:17, 18:18, 18:21, 19:21, 19:22, 24:21, 26:14, 30:20, 32:23, 48:7, 48:12, 50:3, 50:6, 53:2, 55:1, 55:13, 56:6, 56:23, 57:11, 57:13, 59:19, 59:20, 59:23, 60:1</p>	<p style="text-align: center;">H</p> <p>half [3] - 10:7, 36:25, 58:10 half-an-hour [1] - 36:25 handed [1] - 51:14 handout [2] - 41:24, 59:3 hands [1] - 7:7 happy [4] - 13:20, 39:12, 41:21, 58:24 hard [1] - 42:10 HBCU [1] - 30:6 hear [3] - 13:20, 31:20, 65:21 heard [3] - 19:4, 29:23, 31:10 hearing [1] - 10:18 help [9] - 10:22, 12:17, 15:15, 18:11, 21:1, 22:17, 24:20, 33:21, 43:14 helpful [6] - 13:20, 35:2, 40:8, 41:1, 41:9, 41:10 helping [1] - 23:6</p>		

<p>helps [1] - 27:17 high [3] - 12:4, 20:23, 55:13 highlight [1] - 5:9 highlighted [1] - 6:11 highly [1] - 23:17 hill [3] - 20:12, 25:12, 25:19 hire [1] - 12:12 historically [3] - 23:14, 23:22, 25:16 hit [1] - 24:2 hold [1] - 52:4 holistic [1] - 55:19 holistically [1] - 57:7 home [1] - 15:20 homework [1] - 48:2 hope [3] - 6:13, 33:3, 58:22 hoped [1] - 54:19 hopefully [1] - 8:1 hoping [3] - 7:4, 8:10, 58:2 hour [2] - 36:25, 38:3 Hudson [1] - 5:7 huge [3] - 19:3, 23:18, 59:3 humanities [2] - 67:16, 67:24</p>	<p>67:22, 68:2, 68:4 including [1] - 33:20 incorporated [2] - 32:16, 58:11 increase [3] - 5:22, 27:13, 32:22 increased [1] - 8:3 increasing [4] - 49:5, 66:21, 68:3, 68:4 indeed [1] - 3:3 independent [1] - 53:6 indicated [4] - 30:20, 39:22, 42:24, 58:22 INDICATIONS [3] - 60:16, 60:22, 64:18 indicators [2] - 7:9, 22:8 individual [2] - 38:14, 38:16 individually [1] - 37:8 individuals [1] - 14:19 industry [1] - 7:22 influence [1] - 19:5 influx [1] - 12:5 inform [1] - 17:10 information [15] - 17:6, 38:17, 41:6, 41:10, 41:22, 43:23, 44:16, 44:21, 45:4, 45:14, 47:4, 58:11, 58:23, 64:5, 66:1 informed [2] - 31:4, 38:24 initiative [1] - 66:5 initiatives [2] - 8:25, 12:10 inline [3] - 49:19, 49:21, 50:7 input [2] - 58:1, 68:11 inputs [1] - 33:15 inquire [1] - 32:21 inside [1] - 67:12 Institute [4] - 65:10, 66:2, 66:4, 67:2 institute [1] - 66:8 Institute's [1] - 65:3 institution [5] - 16:20, 25:5, 52:24, 57:7, 67:17 Institutional [1] - 15:5 institutional [1] - 55:10 institutions [3] - 25:1, 53:1, 68:6 instructions [1] -</p>	<p>53:13 integrate [1] - 22:11 intense [1] - 30:5 interdisciplinary [1] - 66:24 interest [1] - 66:10 interested [4] - 36:6, 40:7, 40:17, 67:5 interests [1] - 66:17 interim [1] - 57:9 internal [1] - 56:7 international [3] - 49:8, 66:19, 67:18 International [1] - 31:14 internationally [1] - 67:4 internet [1] - 34:14 introduced [1] - 41:18 invested [1] - 38:7 invitation [2] - 4:19, 53:13 irrespective [1] - 30:10 issue [3] - 20:12, 50:4, 63:3 issues [5] - 13:7, 56:12, 59:1, 65:19, 67:21 item [7] - 3:3, 3:4, 62:25, 63:16, 64:12, 64:22, 65:17 items [2] - 44:13, 47:6 itself [1] - 50:20</p>	<p>12:15, 14:5, 22:5, 26:25, 59:1 knowing [2] - 8:4, 24:1 knowledge [2] - 55:11, 66:5 knows [1] - 52:22</p>	<p>48:11, 52:23 levels [2] - 24:14, 24:24 leveraged [1] - 23:18 Levine [3] - 29:15, 30:2, 48:14 licensure [5] - 4:3, 7:11, 7:14, 7:17, 23:4 life [3] - 66:11, 67:15, 67:23 light [2] - 4:9, 10:10 likely [1] - 7:3 line [2] - 14:22, 38:2 list [2] - 28:10, 28:21 listed [1] - 27:22 listening [2] - 55:1, 55:4 locally [1] - 67:4 LOCATION [1] - 1:15 logical [1] - 54:17 long-range [1] - 17:14 long-term [1] - 4:7 longer-term [1] - 19:22 look [18] - 20:10, 23:15, 23:17, 23:20, 25:15, 25:22, 26:23, 27:10, 27:11, 27:17, 29:4, 35:10, 44:21, 47:4, 48:18, 51:18, 55:12, 68:3 looked [3] - 20:22, 61:18, 61:25 looking [13] - 18:4, 20:20, 22:6, 23:12, 23:25, 24:1, 25:12, 27:12, 39:20, 41:8, 57:12, 58:12, 67:10 looks [5] - 4:14, 26:23, 27:20, 27:23, 54:24 loud [1] - 29:23 lower [2] - 12:14, 18:19 LUCAS [1] - 1:8</p>	
I		J		M	
<p>idealistic [1] - 25:3 imagine [2] - 4:21, 38:7 impact [4] - 7:4, 19:25, 56:13, 67:11 imperatives [1] - 4:10 implementing [2] - 19:19, 21:6 importance [2] - 38:14, 39:23 important [3] - 7:19, 26:7, 51:19 improve [3] - 7:23, 12:1, 36:9 improvement [2] - 3:24, 9:6 improving [1] - 11:24 IN [1] - 1:4 in-college [1] - 18:7 inaudible [1] - 30:18 include [2] - 17:5, 20:8 included [2] - 20:7, 66:1 includes [4] - 16:23,</p>	<p>jump [10] - 6:12, 6:21, 7:5, 10:1, 10:2, 12:11, 18:5, 18:19, 19:7, 19:16 jumped [1] - 65:16 jumps [1] - 18:9 June [2] - 3:10, 29:5 jut [1] - 47:15</p>	K	<p>leave [1] - 14:2 led [1] - 9:5 left [1] - 7:1 legislative [2] - 13:1, 18:9 Leon [1] - 49:24 LEON [1] - 70:3 less [2] - 44:17, 45:4 letter [1] - 15:19 letting [1] - 52:3 level [6] - 21:1, 24:17, 38:13, 39:23,</p>	<p>madam [1] - 9:11 Madam [23] - 2:23, 8:12, 8:14, 9:8, 9:10, 10:9, 10:11, 14:13, 16:5, 27:19, 37:21, 43:4, 44:15, 47:24, 49:18, 50:14, 54:2, 54:3, 60:9, 62:21, 63:7, 63:12, 65:7 magnitude [1] - 18:19</p>	
L		K		M	
<p>labored [1] - 56:21 lag [2] - 10:15, 11:3 Land [1] - 31:23 large [1] - 24:2 larger [2] - 8:6, 56:12 Last [1] - 46:13 last [18] - 3:11, 6:2, 8:7, 15:20, 18:19, 25:22, 29:15, 35:14, 35:25, 36:21, 41:25, 46:13, 49:13, 52:12, 55:17, 58:8, 58:15, 67:20 law [5] - 8:5, 8:7, 20:4, 20:17, 21:11 LAWSON [22] - 9:10, 11:15, 18:3, 20:2, 21:10, 23:9, 23:12, 25:7, 26:2, 27:2, 46:20, 46:22, 46:25, 54:3, 54:5, 57:10, 58:4, 58:6, 60:23, 60:25, 61:16, 61:25 Lawson [11] - 18:2, 20:1, 23:11, 27:4, 27:8, 46:21, 48:10, 54:4, 61:24, 62:23 Lawson's [2] - 29:10, 29:19 lays [1] - 41:3 LBR [1] - 65:25 LBRs [1] - 16:16 leadership [2] - 31:1, 38:22 learned [1] - 11:18 least [6] - 38:15, 44:8, 48:3, 48:9, 52:2, 56:16 leave [1] - 14:2 led [1] - 9:5 left [1] - 7:1 legislative [2] - 13:1, 18:9 Leon [1] - 49:24 LEON [1] - 70:3 less [2] - 44:17, 45:4 letter [1] - 15:19 letting [1] - 52:3 level [6] - 21:1, 24:17, 38:13, 39:23,</p>	<p>keep [1] - 2:7 keeping [1] - 21:24 key [1] - 7:9 kind [17] - 4:25, 5:1, 5:2, 6:6, 7:3, 8:6, 12:11, 13:3, 13:4, 13:21, 21:1, 23:13, 28:20, 34:8, 36:21, 41:3, 59:16 kinds [6] - 12:10,</p>	K	<p>labored [1] - 56:21 lag [2] - 10:15, 11:3 Land [1] - 31:23 large [1] - 24:2 larger [2] - 8:6, 56:12 Last [1] - 46:13 last [18] - 3:11, 6:2, 8:7, 15:20, 18:19, 25:22, 29:15, 35:14, 35:25, 36:21, 41:25, 46:13, 49:13, 52:12, 55:17, 58:8, 58:15, 67:20 law [5] - 8:5, 8:7, 20:4, 20:17, 21:11 LAWSON [22] - 9:10, 11:15, 18:3, 20:2, 21:10, 23:9, 23:12, 25:7, 26:2, 27:2, 46:20, 46:22, 46:25, 54:3, 54:5, 57:10, 58:4, 58:6, 60:23, 60:25, 61:16, 61:25 Lawson [11] - 18:2, 20:1, 23:11, 27:4, 27:8, 46:21, 48:10, 54:4, 61:24, 62:23 Lawson's [2] - 29:10, 29:19 lays [1] - 41:3 LBR [1] - 65:25 LBRs [1] - 16:16 leadership [2] - 31:1, 38:22 learned [1] - 11:18 least [6] - 38:15, 44:8, 48:3, 48:9, 52:2, 56:16 leave [1] - 14:2 led [1] - 9:5 left [1] - 7:1 legislative [2] - 13:1, 18:9 Leon [1] - 49:24 LEON [1] - 70:3 less [2] - 44:17, 45:4 letter [1] - 15:19 letting [1] - 52:3 level [6] - 21:1, 24:17, 38:13, 39:23,</p>	<p>labored [1] - 56:21 lag [2] - 10:15, 11:3 Land [1] - 31:23 large [1] - 24:2 larger [2] - 8:6, 56:12 Last [1] - 46:13 last [18] - 3:11, 6:2, 8:7, 15:20, 18:19, 25:22, 29:15, 35:14, 35:25, 36:21, 41:25, 46:13, 49:13, 52:12, 55:17, 58:8, 58:15, 67:20 law [5] - 8:5, 8:7, 20:4, 20:17, 21:11 LAWSON [22] - 9:10, 11:15, 18:3, 20:2, 21:10, 23:9, 23:12, 25:7, 26:2, 27:2, 46:20, 46:22, 46:25, 54:3, 54:5, 57:10, 58:4, 58:6, 60:23, 60:25, 61:16, 61:25 Lawson [11] - 18:2, 20:1, 23:11, 27:4, 27:8, 46:21, 48:10, 54:4, 61:24, 62:23 Lawson's [2] - 29:10, 29:19 lays [1] - 41:3 LBR [1] - 65:25 LBRs [1] - 16:16 leadership [2] - 31:1, 38:22 learned [1] - 11:18 least [6] - 38:15, 44:8, 48:3, 48:9, 52:2, 56:16 leave [1] - 14:2 led [1] - 9:5 left [1] - 7:1 legislative [2] - 13:1, 18:9 Leon [1] - 49:24 LEON [1] - 70:3 less [2] - 44:17, 45:4 letter [1] - 15:19 letting [1] - 52:3 level [6] - 21:1, 24:17, 38:13, 39:23,</p>	

<p>main [1] - 14:22 major [1] - 13:25 manage [1] - 56:4 mandatory [1] - 20:19 Mangum [18] - 10:21, 18:1, 24:6, 29:3, 33:13, 34:10, 38:4, 38:12, 40:10, 41:14, 42:23, 44:22, 45:25, 47:18, 56:17, 56:18, 65:7, 65:23 MANGUM [26] - 10:22, 16:5, 16:7, 24:5, 24:8, 34:11, 34:16, 36:11, 36:17, 36:24, 37:6, 37:10, 37:14, 40:11, 40:13, 40:18, 40:20, 43:1, 45:23, 46:1, 46:7, 46:15, 56:19, 57:11, 58:5, 65:24 marshalling [1] - 15:4 material [1] - 57:3 math [1] - 66:22 matriculates [1] - 6:5 matter [5] - 15:1, 24:18, 47:15, 63:25, 68:19 mean [9] - 10:1, 25:7, 25:9, 35:5, 41:3, 41:7, 41:13, 50:2, 50:4 meaning [1] - 31:1 means [1] - 48:16 measured [1] - 7:15 measures [1] - 6:9 meet [5] - 22:3, 22:14, 29:24, 30:19, 32:14 MEETING [1] - 1:4 meeting [44] - 2:5, 3:10, 3:11, 6:2, 7:8, 7:12, 24:12, 26:6, 29:5, 29:15, 30:16, 30:24, 31:4, 31:5, 31:9, 32:6, 33:10, 33:11, 37:1, 37:7, 38:19, 39:7, 39:11, 39:13, 39:15, 40:20, 43:13, 44:6, 44:9, 44:19, 44:25, 45:3, 45:6, 47:1, 51:14, 53:14, 58:15, 58:18, 58:20, 61:2, 65:1, 65:2, 69:1 meetings [3] - 36:12, 56:20, 58:25 meets [1] - 45:20</p>	<p>member [8] - 26:4, 32:19, 35:1, 37:2, 44:12, 50:17, 63:12, 68:13 MEMBERS [1] - 1:7 members [30] - 11:14, 16:3, 28:25, 31:1, 31:8, 33:6, 36:4, 38:8, 38:9, 38:15, 39:5, 43:3, 43:20, 44:19, 44:23, 45:17, 47:17, 53:7, 57:18, 57:19, 61:4, 62:3, 63:23, 63:24, 64:4, 64:23, 68:22, 69:2 mention [1] - 41:13 mentioned [3] - 32:5, 33:10, 33:17 message [1] - 29:23 messaging [1] - 59:14 met [2] - 11:8, 58:8 metric [2] - 6:18, 7:19 metrics [16] - 6:7, 6:8, 6:9, 7:10, 10:23, 11:1, 23:17, 24:1, 24:3, 24:10, 25:15, 29:16, 55:25, 57:18, 57:21 METZKE [3] - 1:17, 70:5, 70:11 middle [2] - 4:23, 53:20 might [5] - 13:13, 26:19, 28:21, 38:9, 62:24 MILES [7] - 2:11, 2:13, 2:15, 2:17, 2:19, 2:21, 2:23 Miles [1] - 3:1 Millennium [1] - 48:25 million [7] - 9:18, 10:2, 10:18, 12:8, 65:9, 65:18, 68:18 mind [1] - 54:13 minority [1] - 30:4 minute [3] - 36:22, 39:1, 69:3 mission [1] - 23:14 mix [4] - 4:5, 5:17, 5:22, 53:20 model [1] - 27:11 modest [1] - 26:14 moment [3] - 10:10, 47:15 money [1] - 65:20 monitoring [1] - 12:3 MONTGOMERY [19]</p>	<p>- 9:8, 9:11, 9:13, 9:20, 10:9, 10:11, 11:5, 37:21, 37:24, 38:1, 40:23, 40:25, 44:15, 63:7, 63:11, 63:19, 65:6, 68:10, 69:2 Montgomery [6] - 9:12, 37:23, 40:24, 44:14, 63:10, 68:9 month [3] - 29:15, 44:8, 44:10 months [3] - 17:4, 51:12, 55:23 Moore [4] - 27:5, 29:20, 50:16, 60:19 MOORE [7] - 27:6, 28:4, 28:7, 28:23, 50:14, 50:17, 60:17 most [1] - 13:20 motion [18] - 44:2, 45:8, 45:21, 60:5, 60:8, 60:10, 61:10, 61:21, 62:6, 62:10, 62:11, 63:8, 63:14, 64:7, 64:10, 64:21 move [18] - 2:4, 14:10, 16:19, 19:10, 24:9, 24:21, 25:2, 25:5, 26:5, 30:21, 30:22, 35:8, 38:23, 39:7, 64:6, 64:13, 64:22 moved [3] - 54:14, 64:8, 64:11 moves [2] - 49:19, 49:21 moving [5] - 27:15, 43:14, 51:4, 54:24, 56:4 multidisciplinary [1] - 66:25 must [1] - 47:2</p>	<p>19:21, 57:11 nearer [2] - 18:17, 18:20 nearer-term [1] - 18:20 necessarily [1] - 41:4 need [27] - 12:6, 14:3, 15:8, 16:18, 17:14, 17:19, 17:21, 18:14, 19:22, 20:13, 21:3, 21:16, 24:13, 24:17, 24:23, 25:2, 29:24, 52:5, 53:17, 54:11, 54:23, 56:3, 56:15, 60:18, 61:21, 64:7, 65:11 needle [1] - 19:10 needs [6] - 8:21, 12:23, 22:4, 32:14, 35:24, 54:13 negated [1] - 54:21 negative [1] - 63:22 new [9] - 4:16, 6:10, 12:12, 22:21, 28:11, 31:1, 42:8, 49:11, 58:11 newest [1] - 27:23 newly [1] - 41:18 news [2] - 8:4, 13:21 next [13] - 2:4, 3:21, 15:24, 16:15, 26:13, 26:18, 26:23, 38:21, 43:13, 44:18, 45:22, 46:25, 51:16 night [1] - 42:9 nine [1] - 47:9 Nine [1] - 47:10 NO [6] - 2:20, 29:1, 51:8, 60:14, 62:13, 64:20 none [1] - 68:23 nonresident [1] - 5:19 normal [2] - 15:13, 24:10 notes [1] - 70:6 nothing [1] - 23:23 noticed [1] - 32:22 notified [2] - 14:24, 15:13 Number [3] - 30:6, 56:5, 56:10 number [13] - 5:23, 8:2, 9:16, 9:20, 9:23, 10:6, 10:15, 10:16, 10:18, 19:17, 22:21, 27:18, 49:5 numbers [9] - 6:24, 10:14, 24:9, 24:17,</p>	<p>26:9, 26:12, 29:10, 29:25, 32:13 nursing [1] - 22:6</p> <p style="text-align: center;">O</p> <p>obtain [1] - 24:21 obviously [1] - 63:13 occurs [1] - 57:24 OF [3] - 1:2, 70:3, 70:3 offer [8] - 3:12, 32:8, 33:21, 36:8, 40:17, 51:9, 63:11, 64:24 offered [1] - 62:22 offers [1] - 30:3 office [2] - 43:11, 59:10 Office [1] - 15:6 OFFICE [1] - 1:22 old [1] - 41:9 old-fashioned [1] - 41:9 once [1] - 36:17 one [37] - 3:2, 3:4, 4:18, 5:16, 7:1, 7:10, 11:7, 11:14, 11:18, 15:14, 16:7, 16:22, 17:7, 20:3, 20:14, 20:21, 22:16, 23:9, 28:3, 28:8, 28:9, 30:1, 30:17, 36:17, 40:3, 40:23, 40:25, 42:25, 51:3, 52:18, 52:19, 52:20, 56:3, 63:13, 66:18, 66:25 one-to-one [1] - 20:21 one-word [1] - 30:17 ones [1] - 37:17 opening [1] - 67:20 operating [1] - 41:2 opportunities [4] - 12:17, 66:13, 67:25, 68:1 opportunity [14] - 5:24, 6:5, 12:22, 34:18, 35:5, 36:19, 37:2, 37:15, 49:6, 58:16, 65:15, 67:9, 67:16 opposed [3] - 12:13, 61:7, 64:19 optional [1] - 20:23 options [1] - 30:14 order [5] - 11:21, 12:7, 15:8, 23:19, 28:16 Order [1] - 64:16 organizations [2] -</p>
C & N REPORTERS	TALLAHASSEE, FLORIDA	850-697-8314		

<p>67:13, 68:5 original [2] - 32:12, 62:10 ourselves [4] - 17:20, 24:3, 57:14, 67:17 outcomes [1] - 3:25 outline [1] - 16:22 outlining [1] - 17:23 outside [3] - 21:21, 49:9, 61:4 overall [1] - 30:21 own [1] - 56:14</p>	<p>pharmacy [1] - 21:17 phone [1] - 43:19 physical [3] - 22:16, 22:17, 67:23 Physical [1] - 22:20 piece [1] - 40:15 Pitter [2] - 3:12, 45:15 PITTER [3] - 22:20, 31:16, 31:18 place [11] - 4:24, 6:23, 10:25, 11:1, 18:24, 19:11, 19:19, 26:22, 34:19, 59:9, 59:24 placement [1] - 11:23 plan [49] - 3:6, 3:8, 3:14, 4:1, 4:3, 6:14, 9:1, 12:7, 16:14, 17:10, 17:19, 18:13, 20:7, 29:18, 30:23, 32:1, 32:8, 32:25, 33:1, 33:13, 35:8, 35:12, 35:13, 35:25, 36:3, 39:17, 41:11, 41:25, 43:14, 44:3, 44:24, 46:1, 46:4, 46:11, 47:6, 47:16, 50:20, 51:21, 52:7, 52:8, 52:11, 52:17, 53:8, 53:11, 53:15, 60:5, 60:7, 60:11 planned [3] - 5:5, 27:10, 31:5 Planning [1] - 16:8 planning [9] - 4:7, 8:24, 16:12, 16:23, 17:2, 17:17, 26:22, 40:15, 57:9 plans [4] - 17:15, 33:9, 35:11, 59:23 platform [3] - 30:11, 30:14, 66:12 poignant [2] - 30:3, 30:13 Point [5] - 3:18, 55:6, 55:15 point [11] - 11:18, 15:10, 29:9, 30:7, 30:15, 40:3, 48:8, 51:2, 51:19, 62:15, 63:15 points [2] - 46:9, 56:2 Points [1] - 42:4 policies [1] - 13:9 policy [2] - 13:17, 15:14 Policy [1] - 13:18</p>	<p>pool [1] - 22:24 population [4] - 23:21, 23:24, 25:17 portion [1] - 18:12 position [5] - 26:20, 26:21, 39:3, 43:10, 52:13 positions [1] - 16:21 positive [1] - 27:9 possibilities [1] - 52:19 possible [5] - 15:9, 30:15, 33:9, 47:3, 58:18 post [1] - 39:12 POST [1] - 1:22 posted [6] - 34:13, 39:11, 46:11, 50:21, 51:1, 58:8 posture [1] - 41:20 potential [3] - 3:4, 5:20, 50:2 potentially [2] - 25:12, 33:13 Power [2] - 3:18, 42:4 PowerPoint [12] - 39:12, 39:21, 40:2, 41:23, 42:1, 42:9, 42:10, 42:14, 42:21, 46:3, 47:5, 48:5 PowerPoints [1] - 39:10 practice [1] - 39:12 practices [4] - 7:16, 13:9, 31:20, 31:25 pre [1] - 31:4 pre-meeting [1] - 31:4 preference [1] - 62:12 prepare [2] - 34:1, 67:7 present [5] - 3:20, 38:19, 41:11, 41:14, 42:13 presentation [21] - 11:12, 15:23, 17:22, 33:15, 33:23, 35:1, 35:17, 35:22, 36:3, 36:5, 36:6, 36:7, 36:18, 39:20, 39:24, 40:4, 40:14, 45:18, 46:8, 48:4, 50:5 presentations [2] - 36:14, 37:15 presented [6] - 3:5, 3:8, 36:7, 41:6, 45:4, 58:7 presenting [2] -</p>	<p>32:8, 46:4 PRESIDENT [29] - 10:22, 16:5, 16:7, 22:20, 24:5, 24:8, 31:16, 31:18, 34:11, 34:16, 36:11, 36:17, 36:24, 37:6, 37:10, 37:14, 40:11, 40:13, 40:18, 40:20, 43:1, 45:23, 46:1, 46:7, 46:15, 56:19, 57:11, 58:5, 65:24 President [17] - 2:8, 5:7, 10:21, 16:3, 17:25, 24:6, 24:7, 29:3, 31:2, 34:1, 39:22, 40:5, 40:10, 45:25, 52:11, 55:17, 56:18 pretty [4] - 18:8, 19:3, 25:9, 49:15 prevent [1] - 39:5 previous [9] - 9:14, 9:15, 9:21, 9:24, 10:3, 52:18, 52:19, 60:5, 65:1 proactively [1] - 56:11 problems [1] - 20:5 procedures [1] - 41:2 proceed [1] - 62:5 proceedings [1] - 70:6 process [16] - 15:7, 16:23, 17:3, 17:13, 17:23, 20:10, 36:21, 45:1, 54:9, 54:13, 54:17, 54:21, 54:22, 56:3, 57:9, 57:15 productive [2] - 7:12, 25:18 professional [1] - 20:2 profile [3] - 5:25, 27:14, 49:5 program [4] - 12:20, 21:24, 22:7, 27:20 programs [4] - 7:13, 25:2, 27:22, 28:11 progress [13] - 7:20, 8:1, 8:10, 9:6, 13:3, 13:4, 19:11, 21:4, 21:5, 21:16, 21:20, 28:21, 59:22 projected [1] - 6:14 promotion [1] - 66:6 proposed [1] - 48:8 proposing [2] - 16:13, 57:8</p>	<p>provide [5] - 4:24, 5:1, 5:12, 17:1, 65:13 provided [3] - 4:12, 24:25, 27:21 provides [3] - 21:22, 67:9, 67:24 providing [3] - 12:1, 17:6, 43:8 Provost [26] - 3:5, 3:11, 3:12, 3:15, 8:15, 9:15, 10:12, 11:8, 24:9, 24:15, 26:1, 27:19, 28:24, 29:11, 29:21, 30:20, 31:6, 31:8, 38:2, 41:1, 42:7, 43:7, 51:20, 52:10, 60:2, 60:11 PROVOST [43] - 3:16, 8:23, 9:19, 10:8, 10:10, 10:14, 11:10, 11:17, 14:25, 15:24, 18:16, 21:2, 21:11, 24:7, 25:25, 26:7, 28:2, 28:5, 28:8, 31:13, 31:17, 31:19, 32:10, 33:25, 34:20, 34:24, 35:12, 35:17, 35:20, 35:24, 39:9, 41:21, 42:8, 42:18, 43:16, 44:10, 45:13, 46:13, 47:11, 47:13, 52:21, 58:7, 64:14 Provost's [1] - 40:13 Public [1] - 31:23 publicity [1] - 52:1 pull [1] - 56:25 pulled [2] - 4:12, 62:10 pursue [1] - 66:12 push [3] - 25:19, 56:24, 63:4 put [12] - 18:23, 19:13, 26:8, 33:23, 34:7, 40:15, 42:1, 52:25, 59:9, 59:17, 59:18, 60:12 puts [1] - 41:20 putting [3] - 6:23, 11:24, 19:11</p>
P				
<p>P.M [2] - 1:13, 1:13 packet [1] - 34:13 Palm [4] - 3:12, 31:6, 59:3, 59:9 pardon [1] - 60:24 part [11] - 6:22, 13:1, 17:13, 17:22, 18:21, 22:1, 40:13, 57:5, 65:22, 68:7 participate [1] - 17:24 participating [1] - 22:24 particular [6] - 20:3, 22:2, 37:16, 42:21, 65:17, 68:17 particularly [1] - 12:13 partnering [2] - 55:19, 67:21 partners [1] - 59:11 pass [2] - 7:11, 7:17 passage [7] - 20:2, 20:6, 20:12, 20:15, 20:16, 20:20, 20:23 passes [1] - 64:21 path [2] - 13:22 people [6] - 19:3, 20:22, 27:1, 54:10, 67:5, 67:21 perform [2] - 24:13, 24:24 performance [9] - 6:7, 6:8, 6:9, 7:9, 7:10, 10:23, 30:7, 55:25, 57:17 perhaps [1] - 57:14 persist [1] - 13:22 person [2] - 44:25, 48:16 personally [3] - 48:15, 48:17, 49:18 perspective [2] - 44:17, 68:16</p>	<p>pharmacy [1] - 21:17 phone [1] - 43:19 physical [3] - 22:16, 22:17, 67:23 Physical [1] - 22:20 piece [1] - 40:15 Pitter [2] - 3:12, 45:15 PITTER [3] - 22:20, 31:16, 31:18 place [11] - 4:24, 6:23, 10:25, 11:1, 18:24, 19:11, 19:19, 26:22, 34:19, 59:9, 59:24 placement [1] - 11:23 plan [49] - 3:6, 3:8, 3:14, 4:1, 4:3, 6:14, 9:1, 12:7, 16:14, 17:10, 17:19, 18:13, 20:7, 29:18, 30:23, 32:1, 32:8, 32:25, 33:1, 33:13, 35:8, 35:12, 35:13, 35:25, 36:3, 39:17, 41:11, 41:25, 43:14, 44:3, 44:24, 46:1, 46:4, 46:11, 47:6, 47:16, 50:20, 51:21, 52:7, 52:8, 52:11, 52:17, 53:8, 53:11, 53:15, 60:5, 60:7, 60:11 planned [3] - 5:5, 27:10, 31:5 Planning [1] - 16:8 planning [9] - 4:7, 8:24, 16:12, 16:23, 17:2, 17:17, 26:22, 40:15, 57:9 plans [4] - 17:15, 33:9, 35:11, 59:23 platform [3] - 30:11, 30:14, 66:12 poignant [2] - 30:3, 30:13 Point [5] - 3:18, 55:6, 55:15 point [11] - 11:18, 15:10, 29:9, 30:7, 30:15, 40:3, 48:8, 51:2, 51:19, 62:15, 63:15 points [2] - 46:9, 56:2 Points [1] - 42:4 policies [1] - 13:9 policy [2] - 13:17, 15:14 Policy [1] - 13:18</p>	<p>pool [1] - 22:24 population [4] - 23:21, 23:24, 25:17 portion [1] - 18:12 position [5] - 26:20, 26:21, 39:3, 43:10, 52:13 positions [1] - 16:21 positive [1] - 27:9 possibilities [1] - 52:19 possible [5] - 15:9, 30:15, 33:9, 47:3, 58:18 post [1] - 39:12 POST [1] - 1:22 posted [6] - 34:13, 39:11, 46:11, 50:21, 51:1, 58:8 posture [1] - 41:20 potential [3] - 3:4, 5:20, 50:2 potentially [2] - 25:12, 33:13 Power [2] - 3:18, 42:4 PowerPoint [12] - 39:12, 39:21, 40:2, 41:23, 42:1, 42:9, 42:10, 42:14, 42:21, 46:3, 47:5, 48:5 PowerPoints [1] - 39:10 practice [1] - 39:12 practices [4] - 7:16, 13:9, 31:20, 31:25 pre [1] - 31:4 pre-meeting [1] - 31:4 preference [1] - 62:12 prepare [2] - 34:1, 67:7 present [5] - 3:20, 38:19, 41:11, 41:14, 42:13 presentation [21] - 11:12, 15:23, 17:22, 33:15, 33:23, 35:1, 35:17, 35:22, 36:3, 36:5, 36:6, 36:7, 36:18, 39:20, 39:24, 40:4, 40:14, 45:18, 46:8, 48:4, 50:5 presentations [2] - 36:14, 37:15 presented [6] - 3:5, 3:8, 36:7, 41:6, 45:4, 58:7 presenting [2] -</p>	<p>32:8, 46:4 PRESIDENT [29] - 10:22, 16:5, 16:7, 22:20, 24:5, 24:8, 31:16, 31:18, 34:11, 34:16, 36:11, 36:17, 36:24, 37:6, 37:10, 37:14, 40:11, 40:13, 40:18, 40:20, 43:1, 45:23, 46:1, 46:7, 46:15, 56:19, 57:11, 58:5, 65:24 President [17] - 2:8, 5:7, 10:21, 16:3, 17:25, 24:6, 24:7, 29:3, 31:2, 34:1, 39:22, 40:5, 40:10, 45:25, 52:11, 55:17, 56:18 pretty [4] - 18:8, 19:3, 25:9, 49:15 prevent [1] - 39:5 previous [9] - 9:14, 9:15, 9:21, 9:24, 10:3, 52:18, 52:19, 60:5, 65:1 proactively [1] - 56:11 problems [1] - 20:5 procedures [1] - 41:2 proceed [1] - 62:5 proceedings [1] - 70:6 process [16] - 15:7, 16:23, 17:3, 17:13, 17:23, 20:10, 36:21, 45:1, 54:9, 54:13, 54:17, 54:21, 54:22, 56:3, 57:9, 57:15 productive [2] - 7:12, 25:18 professional [1] - 20:2 profile [3] - 5:25, 27:14, 49:5 program [4] - 12:20, 21:24, 22:7, 27:20 programs [4] - 7:13, 25:2, 27:22, 28:11 progress [13] - 7:20, 8:1, 8:10, 9:6, 13:3, 13:4, 19:11, 21:4, 21:5, 21:16, 21:20, 28:21, 59:22 projected [1] - 6:14 promotion [1] - 66:6 proposed [1] - 48:8 proposing [2] - 16:13, 57:8</p>	<p>provide [5] - 4:24, 5:1, 5:12, 17:1, 65:13 provided [3] - 4:12, 24:25, 27:21 provides [3] - 21:22, 67:9, 67:24 providing [3] - 12:1, 17:6, 43:8 Provost [26] - 3:5, 3:11, 3:12, 3:15, 8:15, 9:15, 10:12, 11:8, 24:9, 24:15, 26:1, 27:19, 28:24, 29:11, 29:21, 30:20, 31:6, 31:8, 38:2, 41:1, 42:7, 43:7, 51:20, 52:10, 60:2, 60:11 PROVOST [43] - 3:16, 8:23, 9:19, 10:8, 10:10, 10:14, 11:10, 11:17, 14:25, 15:24, 18:16, 21:2, 21:11, 24:7, 25:25, 26:7, 28:2, 28:5, 28:8, 31:13, 31:17, 31:19, 32:10, 33:25, 34:20, 34:24, 35:12, 35:17, 35:20, 35:24, 39:9, 41:21, 42:8, 42:18, 43:16, 44:10, 45:13, 46:13, 47:11, 47:13, 52:21, 58:7, 64:14 Provost's [1] - 40:13 Public [1] - 31:23 publicity [1] - 52:1 pull [1] - 56:25 pulled [2] - 4:12, 62:10 pursue [1] - 66:12 push [3] - 25:19, 56:24, 63:4 put [12] - 18:23, 19:13, 26:8, 33:23, 34:7, 40:15, 42:1, 52:25, 59:9, 59:17, 59:18, 60:12 puts [1] - 41:20 putting [3] - 6:23, 11:24, 19:11</p>
Q				
<p>qualified [1] - 22:25 quality [4] - 27:16, 49:3, 49:11, 50:12 questions [25] - 5:8, 11:13, 14:11, 16:3, 16:7, 16:12, 21:22, 22:10, 23:3, 23:5, 26:5, 28:25, 30:22,</p>				

34:7, 38:4, 38:5, 38:10, 39:16, 43:3, 43:20, 43:21, 50:24, 55:21, 58:21, 68:15 quickly [3] - 21:4, 21:16, 22:3 quite [1] - 20:23 quorum [1] - 2:24 quote [2] - 29:16, 30:3	67:1 reasonable [2] - 47:20, 59:19 reassess [3] - 3:24, 4:2, 4:4 received [4] - 3:9, 9:17, 9:22, 45:14 receiving [2] - 23:18, 42:24 recently [1] - 15:15 recognize [2] - 26:7, 30:11 recommendation [2] - 63:17, 65:13 recommendations [1] - 56:1 recommended [1] - 3:7 recommending [1] - 61:15 reconfiguring [1] - 23:1 record [1] - 70:6 recruitment [2] - 22:23, 22:24 red [1] - 6:11 redesigning [1] - 12:3 references [1] - 31:11 referred [1] - 40:3 referring [1] - 40:2 reframe [1] - 17:20 regard [2] - 4:5, 15:17 regarding [3] - 3:13, 52:1, 65:3 register [1] - 62:25 Registrar's [1] - 15:5 registrar's [1] - 59:10 regular [1] - 27:13 rehash [1] - 25:14 reinstate [1] - 36:21 reinvention [2] - 30:18, 33:4 related [1] - 68:25 relevant [1] - 68:8 remember [1] - 22:17 remove [1] - 60:5 removed [1] - 27:25 renewal [1] - 17:19 report [7] - 3:13, 10:23, 14:10, 26:8, 51:11, 52:2, 70:5 REPORTED [1] - 1:17 reported [3] - 10:5, 10:20, 11:2 Reporter [1] - 70:11	REPORTER [1] - 1:18 REPORTERS [1] - 1:21 represent [1] - 5:4 representation [1] - 33:19 representatives [1] - 33:20 request [10] - 13:1, 16:25, 18:9, 44:5, 45:21, 65:4, 65:9, 65:22, 68:12, 68:17 requested [3] - 24:19, 44:22, 46:19 requesting [1] - 18:10 requests [1] - 55:21 require [2] - 12:5, 12:25 required [1] - 46:16 requires [1] - 53:16 requiring [1] - 13:10 research [3] - 66:25, 67:10, 67:25 resource [1] - 21:14 resources [15] - 12:6, 12:16, 13:5, 15:4, 16:18, 17:14, 19:23, 21:15, 24:20, 24:23, 26:16, 26:17, 26:21, 59:25 respect [1] - 27:19 respected [1] - 66:18 respond [5] - 10:13, 25:25, 28:16, 36:12, 53:12 RESPONSE [6] - 2:20, 29:1, 51:8, 60:14, 62:13, 64:20 rest [3] - 44:20, 53:19, 53:20 resubmit [1] - 54:16 result [1] - 6:24 retention [1] - 16:19 rethink [1] - 12:12 return [1] - 2:6 review [13] - 31:9, 33:19, 36:4, 36:13, 36:20, 37:7, 37:15, 44:3, 44:12, 46:8, 47:8, 52:16, 66:3 reviewed [3] - 32:7, 41:2, 52:18 reviewing [1] - 35:3 revise [1] - 18:14 revised [6] - 3:6, 3:8, 3:13, 32:7, 52:16, 60:11 revising [1] - 20:7	revision [1] - 27:23 revisions [2] - 31:10, 54:16 revisit [1] - 28:21 revitalization [1] - 4:8 righty [1] - 42:19 ROBERT [1] - 1:9 Roberts [1] - 64:15 Robinson [1] - 29:8 roll [3] - 2:9, 15:17, 45:19 rolling [2] - 2:7, 18:22 room [2] - 21:7, 31:7 RPR [3] - 1:17, 70:5, 70:11 Rules [1] - 64:16 rush [2] - 38:22, 54:20	seem [1] - 29:11 segmented [1] - 4:6 semester [1] - 18:25 Senate [1] - 13:18 sense [1] - 10:19 sent [5] - 15:18, 15:19, 41:24, 41:25, 47:22 separate [4] - 4:11, 33:22, 48:6, 50:19 September [3] - 19:13, 37:12, 70:7 sequence [1] - 23:2 sequencing [1] - 54:17 serve [1] - 24:19 services [4] - 11:20, 12:2, 24:25, 25:1 session [1] - 58:4 set [6] - 16:12, 24:10, 33:22, 39:15, 57:13 setting [2] - 24:3, 25:24 seven [2] - 46:12, 46:15 several [2] - 16:15, 29:6 Shannon [3] - 43:19, 43:25, 68:22 SHANNON [2] - 43:21, 68:23 share [5] - 7:15, 20:24, 27:8, 34:8, 38:18 shared [1] - 55:11 shepherd [1] - 43:14 shoot [1] - 6:19 shop [1] - 14:18 showed [1] - 28:13 showing [3] - 3:19, 22:13, 35:16 shows [4] - 4:15, 4:16, 6:4, 28:5 side [2] - 48:13, 55:3 significant [10] - 4:1, 4:4, 6:12, 6:21, 7:3, 7:5, 7:20, 10:15, 32:22, 67:3 significantly [2] - 10:20, 11:23 similar [2] - 21:6, 21:9 simply [1] - 64:5 simulated [1] - 20:9 single [2] - 15:3, 19:2 sink [1] - 55:2 site [1] - 40:9 sitting [2] - 48:23, 55:3
R			S	
raised [2] - 16:8, 28:10 ramp [1] - 19:23 range [2] - 17:14, 18:19 rate [14] - 6:25, 7:21, 7:22, 7:24, 9:6, 12:4, 18:7, 19:9, 19:11, 20:15, 20:16, 20:20, 20:23, 25:9 rates [7] - 4:2, 7:11, 7:17, 16:19, 20:3, 20:6 rather [1] - 35:9 ratio [1] - 12:2 rationale [2] - 32:23, 65:21 Rattlers [2] - 5:19, 5:20 RE [1] - 1:4 reach [6] - 5:18, 29:12, 38:13, 38:14, 39:14, 58:19 reached [1] - 31:14 reaching [3] - 19:24, 32:1, 49:7 read [2] - 29:13, 41:4 ready [4] - 13:12, 42:5, 49:18, 63:4 realistic [5] - 23:20, 25:23, 26:14, 26:23, 53:2 realities [2] - 4:9, 25:23 reality [2] - 23:15, 23:25 realize [2] - 18:5, 41:7 really [23] - 4:19, 5:6, 5:9, 8:20, 10:16, 12:12, 13:21, 13:24, 19:22, 30:19, 41:9, 41:10, 41:23, 42:20, 49:13, 52:14, 53:24, 55:5, 55:24, 56:5, 59:2, 63:6 reason [2] - 24:11,			saw [1] - 48:3 scale [1] - 56:12 schedule [4] - 36:19, 45:20, 58:19, 58:20 scheduling [1] - 40:21 school [7] - 8:5, 8:7, 14:17, 20:4, 20:17, 21:11, 23:24 schools [5] - 20:25, 24:15, 31:15, 31:20, 50:7 schools' [1] - 35:11 science [4] - 27:24, 27:25, 66:22, 67:15 sciences [3] - 66:10, 66:11, 67:23 search [1] - 4:13 seats [1] - 2:6 second [7] - 5:17, 54:25, 55:12, 60:17, 60:19, 60:20, 64:9 seconded [1] - 64:11 section [2] - 27:10, 27:20 see [25] - 3:20, 6:12, 6:21, 6:24, 7:5, 9:25, 18:17, 20:17, 29:5, 32:25, 33:1, 33:6, 33:14, 34:16, 34:21, 39:25, 42:15, 42:20, 43:23, 48:4, 54:11, 58:14, 58:16, 68:4 seeing [2] - 40:7, 40:17 seek [2] - 28:12, 28:18	

<p>situation [2] - 23:13, 53:1</p> <p>six [7] - 6:25, 7:22, 18:7, 19:8, 25:8, 27:22, 28:11</p> <p>six-year [5] - 6:25, 7:22, 18:7, 19:8, 25:8</p> <p>sixth [1] - 19:6</p> <p>slide [5] - 3:21, 9:15, 15:24, 28:3, 35:1</p> <p>slides [10] - 8:24, 11:9, 34:2, 34:5, 34:6, 47:9, 47:13, 47:14</p> <p>slightly [1] - 18:14</p> <p>snapshot [1] - 6:6</p> <p>socio [1] - 66:6</p> <p>socio-economic [1] - 66:6</p> <p>solution [1] - 50:2</p> <p>someone [3] - 14:18, 15:11, 61:10</p> <p>sometimes [2] - 55:22, 67:12</p> <p>soon [1] - 39:25</p> <p>sorry [10] - 9:14, 10:8, 10:9, 34:20, 37:22, 45:13, 48:10, 60:9, 60:18, 62:21</p> <p>sort [2] - 33:21, 68:11</p> <p>sounds [1] - 61:3</p> <p>South [1] - 33:18</p> <p>specific [5] - 22:9, 32:13, 34:7, 59:2, 59:4</p> <p>specifics [3] - 30:23, 41:17, 42:3</p> <p>spent [2] - 38:3, 65:20</p> <p>spot [1] - 48:17</p> <p>spring [1] - 18:24</p> <p>staff [14] - 17:9, 31:9, 32:7, 32:19, 43:7, 45:16, 51:20, 52:16, 52:22, 53:4, 53:6, 53:7, 68:5</p> <p>stakeholder [1] - 17:7</p> <p>stakeholders [6] - 16:24, 17:7, 29:13, 33:12, 33:16, 33:20</p> <p>standard [4] - 7:22, 7:24, 21:17, 21:19</p> <p>standing [1] - 19:15</p> <p>standpoint [1] - 8:21</p> <p>start [1] - 19:13</p> <p>started [4] - 48:7, 48:13, 55:2, 55:18</p> <p>starting [2] - 12:18, 22:22</p>	<p>State [4] - 4:23, 5:21, 6:14, 6:15</p> <p>STATE [1] - 70:3</p> <p>state [4] - 7:18, 23:18, 25:21, 49:20</p> <p>statement [1] - 17:18</p> <p>statements [2] - 14:5, 29:14</p> <p>status [1] - 17:6</p> <p>staying [2] - 67:12, 68:7</p> <p>steep [1] - 25:10</p> <p>stenographic [1] - 70:6</p> <p>stenographically [1] - 70:5</p> <p>step [1] - 16:17</p> <p>steps [3] - 13:16, 22:5, 54:17</p> <p>stew [1] - 52:3</p> <p>still [8] - 22:13, 35:3, 40:8, 44:7, 47:21, 51:15, 64:6, 64:12</p> <p>stop [1] - 11:7</p> <p>stove [1] - 67:12</p> <p>stovepipe [1] - 67:12</p> <p>Strategic [1] - 16:8</p> <p>strategic [8] - 16:12, 16:23, 17:2, 17:10, 17:15, 17:16, 40:15, 57:9</p> <p>strategically [1] - 13:5</p> <p>strategies [4] - 18:22, 18:23, 19:18, 21:7</p> <p>strategy [1] - 27:11</p> <p>strengths [1] - 67:9</p> <p>stretch [4] - 6:20, 8:16, 50:9, 67:17</p> <p>stretched [1] - 53:2</p> <p>strong [1] - 18:20</p> <p>student [28] - 3:25, 4:2, 4:5, 4:6, 5:1, 5:16, 5:17, 9:4, 11:20, 11:21, 11:25, 12:2, 13:24, 14:20, 14:24, 15:4, 15:7, 15:13, 19:2, 20:19, 25:17, 27:12, 27:16, 31:25, 50:12, 53:24</p> <p>students [38] - 4:25, 5:12, 5:19, 5:24, 6:3, 7:1, 7:7, 11:24, 12:18, 12:22, 13:10, 13:12, 13:20, 13:21, 14:23, 15:16, 15:17, 17:9, 19:5, 19:12, 19:24, 19:25, 21:23, 22:7, 22:25, 23:15, 24:19,</p>	<p>24:24, 25:2, 30:4, 30:8, 49:6, 49:7, 49:8, 59:13, 67:7</p> <p>studied [1] - 34:23</p> <p>study [3] - 42:22, 65:13, 68:1</p> <p>stuff [1] - 38:20</p> <p>submit [3] - 13:17, 45:15, 52:6</p> <p>submitted [3] - 45:19, 51:11, 51:22</p> <p>submitting [1] - 50:5</p> <p>succeeded [1] - 16:11</p> <p>success [17] - 3:25, 4:1, 4:2, 4:4, 5:1, 5:12, 11:21, 11:25, 13:23, 22:13, 24:4, 24:14, 28:15, 31:25, 53:24, 67:3, 67:20</p> <p>successes [1] - 11:18</p> <p>successful [4] - 8:25, 9:4, 12:7, 17:5</p> <p>successfully [1] - 12:20</p> <p>suggest [1] - 61:2</p> <p>suggested [2] - 38:12, 62:3</p> <p>suggesting [1] - 33:6</p> <p>suggestion [6] - 38:11, 39:2, 61:8, 62:19, 62:22, 63:12</p> <p>suggestions [3] - 32:9, 34:5, 36:9</p> <p>suggests [1] - 27:15</p> <p>sum [1] - 56:2</p> <p>summarize [1] - 15:25</p> <p>summary [1] - 46:4</p> <p>summer [4] - 15:17, 15:18, 18:23, 31:22</p> <p>supplemental [2] - 21:22, 50:25</p> <p>support [15] - 4:7, 4:25, 12:9, 13:23, 14:4, 29:18, 33:2, 53:7, 53:16, 53:17, 53:22, 56:16, 68:5, 68:6</p> <p>supporting [1] - 41:5</p> <p>surprise [1] - 52:10</p> <p>surprised [1] - 53:8</p> <p>SUS [3] - 24:10, 24:14, 53:20</p> <p>Sustainability [5] - 65:3, 65:10, 66:2, 66:4, 67:1</p> <p>sustainability [1] - 67:22</p>	<p>sustained [1] - 10:2</p> <p>System [3] - 4:23, 6:14, 6:16</p> <p>system [3] - 24:10, 24:14, 49:20</p> <p style="text-align: center;">T</p> <p>table [5] - 2:9, 20:6, 31:1, 48:23, 55:3</p> <p>TALLAHASSEE [2] - 1:16, 1:22</p> <p>targets [1] - 25:24</p> <p>team [9] - 14:19, 31:1, 55:2, 56:8, 57:2, 59:8, 60:12, 64:11, 65:8</p> <p>technology [1] - 66:22</p> <p>template [2] - 34:3, 35:21</p> <p>ten [4] - 36:22, 44:25, 47:9, 69:3</p> <p>ten-minute [2] - 36:22, 69:3</p> <p>term [8] - 4:7, 18:20, 19:21, 19:22, 30:24, 48:25, 50:9, 57:11</p> <p>terms [7] - 15:14, 33:23, 48:6, 50:6, 50:20, 50:25, 59:9</p> <p>test [3] - 22:2, 22:4, 22:11</p> <p>testing [2] - 21:22, 32:1</p> <p>tests [1] - 11:23</p> <p>themselves [2] - 32:15, 32:16</p> <p>therapy [3] - 22:16, 22:18, 22:20</p> <p>they've [5] - 22:10, 22:12, 22:23, 23:5</p> <p>thinking [1] - 13:6</p> <p>thinks [1] - 53:24</p> <p>third [1] - 22:16</p> <p>thoroughbreds [1] - 30:25</p> <p>thoughts [1] - 57:22</p> <p>three [2] - 49:4, 56:2</p> <p>throughout [2] - 21:22, 22:11</p> <p>ties [1] - 44:4</p> <p>TIME [1] - 1:13</p> <p>time-bound [1] - 55:16</p> <p>timeline [1] - 17:23</p> <p>today [11] - 3:4, 3:9, 30:11, 31:6, 32:6, 32:8, 38:3, 41:18, 44:13, 48:19, 58:4</p>	<p>together [1] - 60:12</p> <p>tomorrow [6] - 38:18, 50:4, 61:13, 61:22, 62:18, 64:23</p> <p>tomorrow's [1] - 61:2</p> <p>TONNETTE [1] - 1:9</p> <p>took [5] - 4:19, 6:15, 6:17, 10:25, 11:1</p> <p>TOREY [1] - 1:8</p> <p>totally [1] - 48:21</p> <p>touch [1] - 19:12</p> <p>tough [1] - 50:10</p> <p>towards [2] - 21:13, 59:22</p> <p>track [5] - 12:18, 12:23, 19:14, 21:24, 26:17</p> <p>training [1] - 67:25</p> <p>transcript [3] - 29:4, 31:9, 70:6</p> <p>transfer [2] - 5:17, 49:7</p> <p>transfers [1] - 27:14</p> <p>transformative [2] - 30:17, 33:4</p> <p>transition [1] - 23:6</p> <p>trend [2] - 6:2, 8:6</p> <p>trending [1] - 9:25</p> <p>tried [1] - 36:20</p> <p>true [2] - 12:6, 70:6</p> <p>Trustee [32] - 2:11, 2:13, 2:15, 2:19, 2:21, 8:13, 14:7, 23:11, 27:3, 27:5, 27:8, 29:9, 29:19, 29:20, 39:14, 43:5, 43:18, 43:19, 43:25, 44:5, 45:11, 46:21, 47:25, 48:10, 50:15, 50:16, 54:4, 54:22, 60:19, 62:14, 62:20, 68:22</p> <p>TRUSTEE [169] - 1:7, 2:3, 2:12, 2:14, 2:16, 2:18, 2:22, 2:25, 8:12, 8:13, 8:14, 9:10, 9:12, 10:12, 10:21, 11:4, 11:6, 11:11, 11:15, 11:16, 14:6, 14:8, 14:9, 14:13, 15:21, 15:22, 16:2, 16:6, 17:25, 18:3, 20:1, 20:2, 21:10, 23:7, 23:9, 23:11, 23:12, 24:6, 25:7, 26:1, 26:2, 26:3, 27:2, 27:3, 27:6, 28:4, 28:7, 28:23, 28:24, 29:2, 32:3, 33:3, 34:10, 34:15, 34:22, 34:25, 35:15,</p>
--	--	---	--	--

<p>35:19, 35:23, 36:2, 36:16, 36:23, 37:5, 37:9, 37:13, 37:19, 37:22, 37:25, 39:18, 40:12, 40:16, 40:19, 40:22, 40:24, 42:6, 42:12, 42:19, 43:2, 43:4, 43:5, 43:6, 43:17, 43:18, 43:21, 43:24, 44:11, 45:7, 45:10, 45:11, 45:12, 45:17, 45:22, 45:25, 46:6, 46:20, 46:21, 46:22, 46:24, 46:25, 47:2, 47:12, 47:14, 47:24, 47:25, 48:1, 50:14, 50:15, 50:17, 51:6, 51:9, 54:1, 54:2, 54:3, 54:4, 54:5, 56:18, 57:10, 58:4, 58:6, 60:2, 60:8, 60:10, 60:15, 60:17, 60:18, 60:20, 60:21, 60:23, 60:24, 60:25, 61:1, 61:6, 61:7, 61:9, 61:12, 61:14, 61:16, 61:20, 61:23, 61:25, 62:2, 62:4, 62:5, 62:6, 62:7, 62:8, 62:9, 62:14, 62:15, 62:16, 62:17, 62:19, 62:21, 63:8, 63:10, 63:18, 64:2, 64:3, 64:8, 64:9, 64:10, 64:15, 64:19, 64:21, 65:23, 68:9, 68:21, 68:23, 68:24</p> <p>trustee [1] - 2:17</p> <p>Trustees [9] - 4:21, 17:1, 33:21, 36:15, 36:20, 37:4, 51:12, 53:6, 57:19</p> <p>trustees [3] - 33:18, 51:6, 52:5</p> <p>TRUSTEES [1] - 1:2</p> <p>Trustees' [2] - 6:2, 32:20</p> <p>try [11] - 5:18, 14:9, 26:5, 38:23, 39:15, 52:14, 54:5, 56:2, 58:14, 58:16, 58:19</p> <p>trying [8] - 5:9, 13:15, 15:3, 28:15, 53:12, 53:18, 59:6, 59:16</p> <p>turn [1] - 65:25</p> <p>turns [1] - 26:16</p> <p>tweaking [3] - 5:7, 33:22, 34:18</p> <p>two [12] - 11:10, 11:11, 20:4, 21:19,</p>	<p>31:19, 36:12, 42:3, 46:5, 49:1, 49:4, 52:3, 58:9</p> <p>type [7] - 24:19, 27:12, 38:10, 38:17, 41:5, 50:11, 68:12</p> <p>types [5] - 38:25, 48:20, 57:25, 58:3, 66:25</p> <p>typically [1] - 15:1</p> <p style="text-align: center;">U</p> <p>under [4] - 7:13, 27:11, 27:20, 44:10</p> <p>undergraduate [2] - 11:25, 28:15</p> <p>underscored [1] - 21:4</p> <p>undertaking [1] - 19:3</p> <p>unintelligible [1] - 30:10</p> <p>Univers [1] - 31:15</p> <p>Universities [1] - 31:24</p> <p>universities [2] - 49:20, 49:21</p> <p>UNIVERSITY [1] - 1:1</p> <p>University [16] - 4:23, 6:14, 6:16, 9:2, 16:24, 17:11, 33:18, 43:11, 51:25, 57:21, 66:5, 66:9, 66:13, 66:18, 67:6, 67:11</p> <p>university [1] - 48:21</p> <p>University's [2] - 3:6, 3:13</p> <p>University-wide [1] - 66:5</p> <p>unless [3] - 26:3, 46:17, 59:19</p> <p>up [20] - 9:22, 14:10, 15:23, 19:23, 20:15, 20:16, 24:3, 24:16, 25:12, 25:19, 32:19, 34:13, 39:15, 42:10, 52:4, 53:12, 53:15, 56:2, 61:8, 68:14</p> <p>upcoming [1] - 46:25</p> <p>updated [2] - 15:20, 43:13</p> <p>updates [1] - 43:8</p> <p>uploaded [5] - 32:20, 35:13, 35:25, 40:9, 42:5</p> <p>upped [1] - 55:8</p> <p>upper [1] - 12:13</p> <p>urgent [1] - 45:14</p>	<p>UWF [2] - 31:18, 31:19</p> <p style="text-align: center;">V</p> <p>value [1] - 66:1</p> <p>vantage [1] - 51:2</p> <p>various [6] - 22:12, 29:12, 31:21, 33:15, 33:19, 42:16</p> <p>version [2] - 12:19, 45:15</p> <p>viability [1] - 66:7</p> <p>VICE [3] - 22:20, 31:16, 31:18</p> <p>Vice [7] - 5:7, 18:2, 20:1, 44:22, 48:10, 61:24, 62:23</p> <p>view [1] - 50:19</p> <p>vision [1] - 4:8</p> <p>vote [15] - 52:4, 60:5, 60:6, 60:23, 60:25, 61:11, 61:12, 61:17, 61:18, 61:22, 62:11, 62:17, 63:21, 64:14</p> <p>voted [1] - 63:1</p> <p>voting [1] - 51:3</p> <p style="text-align: center;">W</p> <p>wait [1] - 11:15</p> <p>walk [1] - 38:16</p> <p>wants [3] - 26:4, 34:17, 37:6</p> <p>Warren [1] - 2:19</p> <p>ways [2] - 12:9, 22:14</p> <p>website [3] - 32:21, 36:1, 46:11</p> <p>WEDNESDAY [1] - 1:11</p> <p>Wednesday [2] - 51:16, 54:12</p> <p>week [9] - 35:14, 35:25, 36:21, 41:25, 42:10, 45:22, 46:13, 46:14, 58:9</p> <p>weeks [1] - 58:9</p> <p>weigh [5] - 50:18, 51:7, 63:2, 63:23, 65:15</p> <p>welcome [1] - 43:24</p> <p>whereas [1] - 20:22</p> <p>whole [2] - 57:23</p> <p>wide [1] - 66:5</p> <p>window [1] - 25:13</p> <p>withdraw [1] - 63:14</p> <p>withhold [1] - 50:2</p> <p>wondering [1] - 20:11</p>	<p>Woody [2] - 2:21, 62:14</p> <p>WOODY [12] - 1:9, 2:22, 45:22, 60:20, 61:12, 62:6, 62:8, 62:15, 62:17, 63:8, 64:2, 64:8</p> <p>word [4] - 8:16, 30:17, 53:15, 56:9</p> <p>works [1] - 66:8</p> <p>workshop [1] - 17:2</p> <p>wrap [2] - 14:10, 15:23</p> <p style="text-align: center;">Y</p> <p>year [30] - 6:25, 7:1, 7:20, 7:22, 7:23, 9:17, 9:21, 9:24, 10:14, 10:24, 11:3, 18:7, 19:6, 19:8, 25:8, 26:8, 26:13, 26:18, 26:23, 26:24, 28:12, 28:17, 38:20, 38:21, 49:1, 49:4, 57:15, 67:20</p> <p>years [6] - 8:7, 14:2, 16:15, 20:4, 25:22, 49:13</p> <p>yesterday [1] - 32:18</p>
--	---	---	---