

1                   PRESIDENTIAL SEARCH COMMITTEE  
2                   FLORIDA INTERNATIONAL UNIVERSITY

3  
4                   Tuesday, April 12th, 2022

5                   3:00 p.m. - 3:57 p.m.

6                   Graham Center Ballrooms

7                   Florida International University

8                   11200 S.W. 8th Street,

9                   Miami, Florida, 33199

10  
11                   FIU FACULTY SENATE LISTENING SESSION

12  
13  
14  
15  
16  
17  
18  
19                   PRESENT:

20  
21                   ROGER TOVAR, Chair

22  
23                   R. WILLIAM FUNK, Esq.

24  
25                   SOFIA TRELLES, PhD, Ombudsperson

1 MR. TOVAR: My name is Roger Tovar and I'm  
2 the vice chair of the FIU Board of Trustees.  
3 In addition it is my pleasure to serve as the  
4 chair of the Presidential Search Committee. I  
5 would like to extend a warm welcome to the  
6 Presidential Search Committee members and the  
7 FIU community who are joining us for the  
8 listening sessions and thank them for  
9 participating in this important step. The FIU  
10 board of trustees met on April 5th to announce  
11 the Presidential Search Committee members. The  
12 Presidential Search Committee also held its  
13 first meeting on April 5th. To keep all of you  
14 and the members of the FIU community informed,  
15 I am pleased to announce that we have launched  
16 the presidential search website which will  
17 provide information on search process,  
18 meetings, and candidates. This website will  
19 also be updated routinely. We invite you to  
20 visit the website. The website is  
21 <https://trusteesfiuedu/presidential-search>. R.  
22 William Funk and Associates based in Dallas,  
23 Texas has been selected to assist with the  
24 search for FIU's sixth president. The firm has  
25 conducted more than 430 searches for colleges

1 and university presidents and candidates. Mr.  
2 Funk is joining us today as we welcome members  
3 of the university community and the general  
4 public who are joining us via the webcast as we  
5 engage in listening sessions. I now invite Mr.  
6 Funk to begin the listening session.

7 MR. FUNK: Thank you very much, Chair  
8 Tovar. And our firm is delighted to be working  
9 with Florida International University on this  
10 very important recruitment. We believe that  
11 this is one of the most compelling higher  
12 education leadership opportunities in the  
13 nation today. Your location here in Miami,  
14 your growth trajectory, your increasing  
15 research dollars, this is a place that we think  
16 will attract excellent candidates who want to  
17 be a part of this exciting and energy ridden  
18 institution.

19 With that, the board has been very  
20 specific about wanting to make this as  
21 transparent a process as possible. And  
22 certainly on the front end of this search  
23 wanted to make sure that all of the  
24 constituents have an opportunity to share their  
25 opinions and their thoughts relative to the

1 next president. And as you've likely seen in  
2 some of the notices, the three questions we  
3 were hoping to focus on today and to listen and  
4 take notes about what you have to say are, one,  
5 what do you think the major challenges and  
6 opportunities are that this next president will  
7 inherit, both immediately and longer term.  
8 Secondly, if those are the challenges and  
9 opportunities, what kind of person do you think  
10 is best prepared to address the challenges and  
11 exploit the opportunities. What adjectives  
12 would you use to describe the ideal next  
13 president? What kind of experience do you feel  
14 would be most appropriate for this next  
15 president to be successful in the role? And  
16 then thirdly, the search firm's responsibility  
17 really is to be the proactive agent of the  
18 search committee. We are not going to simply  
19 collect resumes and response to the ads in the  
20 Chronicle of Higher Education inside Higher Ed  
21 and the other publications. Our responsibility  
22 really is to reach out to individuals who are  
23 very happy where they are, very successful  
24 where they are, and develop what we call a  
25 scenario of attractability that will help

1 convince those candidates to really think about  
2 coming in to the pool of candidates and serving  
3 in this role as president. So, we have someone  
4 taking copious notes. We will include much if  
5 not all of the comments that we hear today in  
6 the final version of the leadership statement  
7 which will soon be completed and will be shared  
8 with the university community online, and with  
9 all of the candidates who are approached about  
10 the position. But with that, we'd like to  
11 invite you now to share with us your responses  
12 to those three points. And certainly among the  
13 three of us on the stage today, we will hope to  
14 engender a very productive and fruitful  
15 conversation, and we're looking forward to your  
16 comments. I've also always said to groups, you  
17 can't wait to be last because everything you  
18 wanted to say will have already been said. So  
19 who wants to be first? Who wants to share  
20 their views with us initially? We do have a  
21 mic for you, I think.

22 MR. REINHOLD: Joerg Reinhold, the chair  
23 of the -- there seems to be a spot here -- the  
24 chair of the faculty senate, but let me explain  
25 to you what that -- we just -- we just a few

1 minutes ago ended a two hour senate meeting, so  
2 that's -- it's unfortunate scheduling, and many  
3 colleagues probably on their way off to go  
4 teaching again, I myself have a class at 3:30.  
5 I will see you again tomorrow in the morning  
6 when we have the other session and I would  
7 assume many -- many more will probably show up,  
8 and I'm not sure whether anyone is online right  
9 now. I haven't thought -- to be there in the  
10 morning.

11 So the challenges and opportunities, I  
12 think one of the challenges that a new  
13 president will face, in my opinion, we are  
14 living in a very polarized environment right  
15 now with respect to what I would say is  
16 mistrust in faculty, and on the other side  
17 also, mistrust of the faculty in leadership.  
18 And what we need is we need a leader that  
19 understands this and can manage those  
20 relationships. I think a leader that  
21 understands and values academic freedom, that  
22 also values and sees the benefit of a having a  
23 tenured faculty, that these are some of the  
24 things that the faculty concerned, in my  
25 opinion, rightfully concerned about at this

1 time, so that is something that I would look  
2 forward to in the leader -- the university.

3 Compelling reasons, this is an awesome  
4 place. I joined FIU in 1998, end of 1998.  
5 Christmas Eve '98 was my first day on the  
6 payroll. I didn't really know exactly where I  
7 would arrive here. I knew that this was a very  
8 diverse university with a very diverse student  
9 body, that was a plus for me. I did not know  
10 at that point exactly what that meant, I was a  
11 young assistant professor, but over now more  
12 than -- 23 years I have come to love this  
13 institution. We have an excellent faculty  
14 here. We have excellent students. In my  
15 opinion, this is one of the best places you can  
16 come to to lead. We are one of the biggest,  
17 sometimes still unfortunately unknown places in  
18 the country, but better known places as the  
19 years go by. I think this is a message that  
20 should be conveyed and we hope also that we at  
21 some point we get some candidates coming, and  
22 having a look at the university, and will be  
23 able to see what an excellent place this is to  
24 come to.

25 Challenges and opportunities the next

1 president will inherit. I have to think about  
2 this. I hand it off to the next person who  
3 wants to ask a question for now because I will  
4 be back here a few times.

5 MR. FUNK: Good, we will look forward to  
6 that. By the way, the faculty certainly is to  
7 be commended. They've played such a major role  
8 in leading the institution to R1 status. The  
9 trajectory is just so impressive. And  
10 obviously it's the faculty that drives so much  
11 of that. So my compliments to you. Who's  
12 next?

13 MR. TOVAR: Let me just comment. You kept  
14 the mic, so I guess you're going to keep  
15 speaking.

16 MR. REINHOLD: I don't see any other  
17 takers here, so I just took the liberty of  
18 keeping it.

19 MR. TOVAR: Listen, I would encourage you  
20 -- I think we're on the same page. I think,  
21 you know, this is about a true dynamic leader  
22 that understands, regardless of that person's  
23 view on one thing or another, that we have to  
24 listen to everyone and bring people together.  
25 And, you know, this is a place of learning, and



1           there's learning on one side, on the other, and  
2           in the middle, and it's to -- to get people to  
3           have dialogue, and to speak, and to have  
4           civility, and to have conversation, and not  
5           just because I don't agree with you or you  
6           don't agree with me that, you know, we can't  
7           come together. So I hear what you're saying.  
8           The great thing is, and, you know, and I've  
9           said this many times, and I'll say it to you  
10          again, and I hope that you take this back to  
11          your colleagues, a lot of times when you start  
12          a process like this, the end is predetermined.  
13          Here there's no predetermined end. We want to  
14          cast a wide net and see who is the most amazing  
15          leader with charisma, with drive, with work  
16          ethic, there's so many boxes to check. And so,  
17          that's our search. That's why we've hired Mr.  
18          Funk. And I would also extend an invitation to  
19          whoever that whatever concerns they have, to  
20          reach out to me, to call me, to e-mail me. And  
21          I think all the input that's out there is  
22          valued and is a great resource because this is  
23          a big job, and this university is very  
24          important to our students, to our faculty, to  
25          our admin, to all the folks that work here, and

1           then this community. Today I was up at -- what  
2           we voted for to take on the -- Pines facility  
3           for research, center for translational science,  
4           and just you think about the outreach that this  
5           university has and all the places that we  
6           touch, you go to the Botanical Garden in  
7           Coconut Grove that is about to be finished, you  
8           go out to the marine center in the Keys, you go  
9           to the -- some of the other research centers,  
10          it's just amazing. And so we need a very, very  
11          special person to lead us forward because,  
12          again, we've accomplished so much in 50 years,  
13          what are we going to do next, and there's so  
14          much more to accomplish. So we're all on the  
15          same page, looking for the same thing. Thank  
16          you.

17                 MS. TRELLES: I wanted to remind everybody  
18                 that this is our faculty senate listening  
19                 session and we do have just a few people shy of  
20                 50 individuals joining us through both webcast  
21                 and through Zoom, so we hope to have you all  
22                 share your comments --

23                 MR. TOVAR: So I'll be quiet.

24                 MS. TRELLES: No, no, no.

25                 MR. TOVAR: That way we get more people to

1 participate.

2 MS. TRELLES: We definitely want everybody  
3 to participate and to have an opportunity to  
4 share their comments and their feedback for us  
5 throughout this process, so please utilize the  
6 technology that we do have available to do just  
7 that. So I'll transition now over to our next  
8 speaker.

9 MR. CANAVES: And I am Jaime Canaves, a  
10 professor with the school of architecture. I  
11 have been here for 45 years. I have seen or  
12 served under at least 5 presidents. I like the  
13 comment of no preconceived ideas. And, yes, as  
14 broad of a search as possible and, Mr. Funk, I  
15 guess that's your responsibility. I was  
16 wanting to ask for the description of what the  
17 job president is, at least on paper. But then  
18 I realized that that's a description that is  
19 needed, but a president that does almost  
20 everything related to the university is the  
21 main person. We can talk in general about our  
22 leadership, about being able to get funding for  
23 the university recognition, the list goes on  
24 and on. But it's hard to define what makes a  
25 leader special. That's -- it's something that

1 the best that we can do once that we have  
2 those, you know, finalists because it's  
3 impossible for the faculty to go through every,  
4 you know, person that is applying for the job,  
5 but at least for the finalists, what is it that  
6 they have that is special. And I do love this  
7 place. I think that the potential of FIU is  
8 incredible. I think that regardless of  
9 leadership, we are strong enough that we will  
10 continue to grow and improve, but it's so much  
11 easier, so much faster when you have the right  
12 leadership.

13 And I have been responsible for the last  
14 35 years of doing a unique event at FIU where  
15 my students have to walk on water. They have  
16 an assignment in the materials class in the  
17 School of Architecture that they design  
18 envisions and they come to the lake in back of  
19 the library, the whole university comes out,  
20 the press comes out, and the students cross  
21 from one end to the other. So the only thing  
22 that I can say that our next president should  
23 be able to walk on water.

24 MR. FUNK: Thank you very much.

25 MR. REINHOLD: I'm --

1 MR. CANAVES: This was not rehearsed.

2 MR. REINHOLD: We did not talk about this.

3 MR. TOVAR: Joerg, are you ready for the  
4 second part of the questions?

5 MR. REINHOLD: Let me -- one thing I think  
6 is also important for a new president is it  
7 needs to be someone that also understands this  
8 community and is able to engage the community.  
9 My understanding is that one of the important  
10 tasks of a university president is also to --  
11 the fundraising aspect. For that we also need  
12 someone that -- to reach beyond our city, but  
13 also someone that can engage with the city in  
14 our community here in Miami-Dade County, I  
15 think that's very important as well.

16 MR. TOVAR: Joerg, the only thing I'll  
17 tell you as far as understanding the community,  
18 I agree 100 percent that that is very  
19 important, or someone that is from outside that  
20 you could tell has the skills to come in and  
21 understand the community, and assimilate, and  
22 figure out what's what, so there's a balance of  
23 that. Because if we narrow our search down and  
24 all of a sudden we start saying we need  
25 somebody that knows this community and then all

1 of a sudden we narrow it further. So we've  
2 talked in numerous, I think we've talked about  
3 it in the committee that, you know, South  
4 Florida, it's a different place, but to me it's  
5 one of the best places to be in this country,  
6 even in the world. But it is different, and  
7 you've got to understand the moving pieces, but  
8 then there's a lot of people from outside of  
9 here that you could drop in here and with a  
10 short period of time, they'd figure that out  
11 and they'd get going. So what I've tried to  
12 encourage is instead of saying that we have to  
13 have this, that somebody's from here, we have  
14 to have this, let's look at the full picture  
15 and see who fills the most roles. And I agree  
16 with what the professor just said as to, you  
17 know, what is the definition of a president,  
18 and I think it depends on who the person is  
19 that you bring in because leaders will lead in  
20 different ways and it doesn't mean that one is  
21 right and one is the other. Some will come in  
22 and say, okay, who's on my bench and how do  
23 they help me here or there. Some of them will  
24 say, well, I have strengths over here doing  
25 fundraising, so I'm going to take the lead on

1 that, but I'm an -- so, you know, the great  
2 thing is I think we're all talking the same  
3 language and striving for the same thing.

4 MR. REINHOLD: I totally agree with you.  
5 I didn't mean to say that --

6 MR. TOVAR: Oh, no, I know you didn't. I  
7 just wanted to make sure we have clarity for  
8 people outside that are listening --

9 MR. REINHOLD: I understand.

10 MR. TOVAR: -- because before you know it,  
11 somebody says, oh, they just said that we have  
12 to have somebody that's from Miami.

13 MR. REINHOLD: No, no.

14 MR. TOVAR: But you know how that goes.  
15 So, again, we're in complete agreement.

16 MR. REINHOLD: So I have now in five  
17 minutes students waiting for me, radiation  
18 detection measurement. I hand the microphone  
19 to Jaime.

20 MR. FUNK: Thank you very much. Thank  
21 you.

22 MR. TOVAR: Thank you.

23 MR. FUNK: Sofia has several comments that  
24 have come in.

25 MS. TRELLES: Yes, we do. So our first

1 comment from a member of our audience is:  
2 Rumor is that you will be looking for  
3 candidates outside of education. It is true  
4 that a university is business, but it is a  
5 business like no other. It's critical that our  
6 new president have experience with academia.  
7 The candidates must know and understand the  
8 primary task of the university is to educate  
9 and research. The candidates must understand  
10 the notion of collegial governance, that the  
11 faculty is in many ways in charge. They must  
12 understand that a major part of what we do is  
13 prepare students to be well rounded adults.  
14 That means the candidate must support courses  
15 that some regard as frivolous courses that  
16 contribute to civil society, anthropology,  
17 religious studies, literature, philosophy,  
18 courses that do not directly train for jobs,  
19 they train citizens.

20 MR. FUNK: Right. We've been asked to  
21 cast a wide net because no one industry, no one  
22 profession has a monopoly on leadership per  
23 say. But I will tell you that I think the odds  
24 are pretty good that this person will be  
25 steeped in academe and will know academe. Our



1 experience had been that even if someone is not  
2 currently in the academy, if they've been on  
3 advisory boards, if they've been on the boards  
4 of trustees, and really know the different  
5 culture that exists in higher education, those  
6 individuals are the ones that might be  
7 potentially a candidate. I often say that it's  
8 interesting during the interviewing process.  
9 If you have a non-traditional candidate and you  
10 ask them what their views are on shared  
11 governance, and their eyes kind of glaze over,  
12 and, you mean, when I make a decision, I just  
13 can't act upon on it? Well, that doesn't quite  
14 work that way. And then when you ask, well,  
15 what do you think about tenure as a principle  
16 in higher education? And they'll say, gee, you  
17 mean if someone's doing their job, I just can't  
18 let them go? Well, it doesn't work quite that  
19 way either. Let alone when you start to talk  
20 about the programmatic and curricular issues.  
21 So it's a unique individual who would come from  
22 outside the academy, but it does happen  
23 occasionally, but not all that often. But the  
24 board wants to cast a wide net to get the very  
25 best people in the pool of candidates for the

1 search committee to ultimately consider.

2 Another comment I think is coming.

3 MS. TRELLES: That is right. So one of  
4 our members in our community posted this  
5 comment: One of the main challenges will be  
6 navigating the cultural wars practically being  
7 bought by republican ideologies and official  
8 countrywide. Florida is a poster child for  
9 this. There are now and there will always be  
10 in the near future laws and bills introducing,  
11 implementing censorship and control of  
12 educational content, texts, and the like.  
13 There is true assaults on academic freedom. It  
14 is likely that there will be attempt to weaken  
15 or eliminate tenure too. The person's elected  
16 would need to have a clear understanding of the  
17 history, meaning, and the significance of  
18 academic freedom. Ideally they would have to  
19 appreciate and respect such significant values,  
20 policy, and practice, and be able to uphold it  
21 and advocate to preserve it.

22 MR. TOVAR: Would you like to comment?

23 MR. FUNK: Agreed. We're in agreement.  
24 These are challenging times for presidents.  
25 You know, the days of just ribbon cutting and

1 attending events is long gone. I mean, there  
2 are real challenges and real work to be done by  
3 these presidents. It's a very challenging  
4 role. It reflects in the fact that the average  
5 tenure of all four year presidents according to  
6 the American Council in Education has dropped  
7 to 6.5 years, and it was as much as 8.5, 9  
8 years on average, but I think that reflects the  
9 challenges that these individuals face. They  
10 get to a certain point and either they say,  
11 gee, I've done what I can do here, or, gee,  
12 I've had all the fun I can handle. But it's a  
13 very challenging role. Do we have any other  
14 comments?

15 MS. TRELLES: Yes, we do. Okay, our next  
16 comment: The community in Miami is truly  
17 cosmopolitan, and I believe that the incoming  
18 president must appreciate diversity and its  
19 importance in the global world. Diversity goes  
20 beyond ethnicity, but also includes diversity  
21 of perspective and trainings. This is an R1  
22 institution, so diversity in research and  
23 diversity perspectives is also important.

24 MR. FUNK: You bet. I think one of the  
25 real attractors for potential candidates is in

1 fact the City of Miami and the community of  
2 Miami. This is a world class city. You are a  
3 world class institution. And to be a part of  
4 that synergy I think will be very compelling  
5 for very good candidates. In terms of  
6 diversity, equity, and inclusion, that's the  
7 currency of the day, particularly in higher  
8 education. My firm has had the pleasure of  
9 breaking the color line and the gender line in  
10 the presidential role at over 50 institutions  
11 around the country, and in the last 6 years our  
12 placements in the president role, provost  
13 roles, vice presidents and deans, 56 percent of  
14 our placements have been either women or  
15 individuals of color. So we very much  
16 understand the comment, and certainly we will  
17 be hoping to develop a very diverse pool.

18 MR. TOVAR: Well, and I'll add a little  
19 bit to that. If you look at our university as  
20 a whole, we probably rank up there as one of  
21 the top schools as far as representatives to  
22 minority students. But then when you drill  
23 down and you look at the black students and,  
24 you know, outside I think it's FAMU and FAU, we  
25 have I think the percentage of black students

1 is 12 percent from the number I recall. Still  
2 not reflective as to black people in the  
3 population of South Florida because South  
4 Florida I believe has 15, 16 percent, but  
5 higher than most schools, but I still think we  
6 have work to do. And then when I've met with  
7 black students, I think that there's also a  
8 concern as to a feeling of belonging. So it's  
9 not only the population, but feeling that you  
10 belong here, that this is a place you feel like  
11 you're at home, so we have work to do there.  
12 But then you look at the amount of deans, the  
13 amount of faculty, the amount of staff, and  
14 what the representation there is. And so I  
15 would encourage whoever comes in to see, and  
16 this is not how we go and take people from  
17 other universities, but we have an issue, I  
18 believe, as far as developing people and seeing  
19 how we get people into certain roles that  
20 usually they have not been included in or  
21 participated in. So there's things that we're  
22 doing well, there's still much greater work to  
23 do. And so that's one of the things I think we  
24 need to discuss with our candidates and see  
25 what their plans are for addressing some of

1           these things and moving us forward and making  
2           everyone feel that FIU -- and not feel, making  
3           FIU an inclusive place because sometimes we  
4           talk about it and we talk a good game, but what  
5           are our actions, so there are actions to be  
6           done. So great point.

7           MR. FUNK: You bet.

8           MS. TRELLES: I have more questions and  
9           more comments.

10          MR. FUNK: Great.

11          MS. TRELLES: So: I do have some process  
12          concerns. We have had experiences with  
13          searches for senior administrators beginning at  
14          the same time of the year and seeking to be  
15          completed for the fall and it did not turn out  
16          well. Do you really think that this is an  
17          adequate time? Also, isn't requiring signing a  
18          non-disclosure statement incompatible with the  
19          freedom of expression that should be  
20          characterized by a university?

21          MR. TOVAR: I'll take the first one. As  
22          far as our search, we ended up without a  
23          president at the end of the year, and we as a  
24          board, and then as the committee have decided  
25          to go forward as expeditiously as possible to

1 search for the future president of FIU. The  
2 great thing is we're in good hands today. Dr.  
3 Jessell knows the university, and to me he's  
4 capable of leading for as long as we need him  
5 there. We are going to try to do a search and  
6 fill the position, if possible, by the fall,  
7 but we also haven't set that as a deadline. If  
8 it takes longer, we will take longer. We are  
9 not going to settle for someone just because  
10 there's an artificial date that we'd like to  
11 get somebody in there by the fall. If we can,  
12 good, if we don't, we'll continue looking and  
13 searching and finding the right person.

14 MR. FUNK: Great. As many of you, in  
15 higher education there used to be a pattern or  
16 a traditional cycle of doing president searches  
17 and other senior administration type searches.  
18 These searches would begin in the fall, they  
19 would end in the spring, and the person would  
20 arrive sometime over the summer to begin the  
21 fall term. Beginning about ten years ago  
22 though we've been initiating beginning searches  
23 every month of the year, and we've been  
24 completing them every month of the year. The  
25 advantage I think we have about beginning now

1 is that when you do reach out to potential  
2 candidates over the summer, it's a little more  
3 relaxed, they're willing to engage, they really  
4 will consider new opportunities. Whereas, if  
5 you contact them in the school year, you know,  
6 it's rather frenetic. You know, golly, just to  
7 get them on the phone is difficult, let alone  
8 to have a serious conversation, so I think  
9 there is that advantage. Roger from the very  
10 beginning of our conversations has made it  
11 clear that, you know, we'll move forward with  
12 all appropriate momentum, but we won't end  
13 until we find the very best candidate. We  
14 won't be driven by a timeline, but rather by  
15 finding the right person.

16 As it pertains to the NDA, you know, I  
17 can't really -- that's a decision that is made  
18 by the board and even the search committee. I  
19 will tell you that 50 percent of the searches  
20 we do search committees will sign an NDA. And  
21 it's really done, I think, in those cases to  
22 give the search committee members some  
23 protection. If they're approached by  
24 colleagues or by the local newspaper about,  
25 well, is Joe Smith in the pool, you know, you



1 really can't say yes or no. You know, if you  
2 say yes, then you've revealed who one of the  
3 candidates is. If you say no, you've also  
4 revealed that Joe is not a candidate. So if  
5 you've signed an NDA and you're a member of the  
6 search committee, you can say, gee, you know,  
7 the search is going really well, we think  
8 progress is being made, but I've signed a  
9 non-disclosure agreement and I can't really  
10 divulge that kind of information. So, you  
11 know, it's really a protection for the search  
12 committee members. Not everybody -- not every  
13 institution uses them, but that's the  
14 rationale. It's not to counter free speech or  
15 open dialogue, it's rather to kind of protect  
16 the search committee member from having to --  
17 an awkwardness about divulging information that  
18 shouldn't be divulged.

19 MR. TOVAR: Well, and I think also to try  
20 to get as many potential candidates as possible  
21 to apply, and some people don't want to put  
22 their name out there if they don't feel that  
23 they're going to end up in the later round, so,  
24 again, it's part of casting as wide a net as  
25 possible to see who's available to the

1 university is a candidate to present to the  
2 board.

3 MR. FUNK: You bet. And, again, we can  
4 piggyback on this probably for a while, but we  
5 find that the best candidates are usually the  
6 ones that are most sensitive to their candidacy  
7 being made public. There's a relationship  
8 there. And the quickest way to lose a really  
9 good candidate is to prematurely have their  
10 name leak or be released publicly. Typically  
11 what will happen, those individuals will  
12 immediately pull out of the search.

13 MR. TOVAR: Sure.

14 MR. FUNK: So I hope that responds to that  
15 part of the question.

16 MS. TRELLES: I also wanted to mention  
17 that we have general counsel Castillo with us  
18 in case any of us have any comments or  
19 questions that he could help us with.

20 MR. CASTILLO: Thank you. The only point,  
21 and I thought the question --

22 MR. TOVAR: I think I'm going to get  
23 scolded now for answering something wrong.

24 MR. CASTILLO: -- was -- no, no, no, the  
25 question was well answered. I just wanted to

1 add that, you know, the NDA is consistent with  
2 the new presidential search bill and the terms  
3 of that bill, and that it employs some good  
4 practices. Thank you.

5 MR. TOVAR: Thank you.

6 MS. TRELLES: We have a couple more  
7 comments from our virtual participants. The  
8 next one is: Another considerable challenge  
9 would be to strike a balance between STEM and  
10 humanity discipline. The pressure to turn  
11 public universities into professional training  
12 grounds at the expense of a broad education in  
13 the humanities, literature, philosophy,  
14 history, art, music -- is quite great. The  
15 person selected would need to have an  
16 appreciation for the meaning of the humanities  
17 for a well rounded education of critical  
18 citizens and not just productive workers.

19 MR. TOVAR: That's a good point.

20 MR. FUNK: Yeah, that's great.

21 MS. TRELLES: As a 46 year veteran of FIU  
22 and having played both high administrative and  
23 faculty roles I've seen a good deal of  
24 resistance at the state and local levels to the  
25 emergents of FIU. I would hope that the new

1 president will be ambitious for FIU and press  
2 for its continued advancement.

3 MR. TOVAR: Listen, preaching to the  
4 choir. And, you know, I participate every year  
5 going up to Tallahassee and I think, you know,  
6 again, that's another box to check, somebody  
7 that can champion, you know, what FIU is, what  
8 does FIU mean to this community, what are we  
9 accomplishing, the types of students that we're  
10 graduating. So, again, we need to continue  
11 doing a better job telling our story. And at  
12 times it does seem that we are not prioritized,  
13 but I think as time has gone on, that has  
14 improved and we've done better and we've had  
15 good years with funding also, and we have to  
16 acknowledge that also, and we had a relatively  
17 good year this year. But again, yes, that's  
18 part of the role of our future president, to go  
19 out there, knock on the right doors, tell our  
20 stories, and try to continue getting us the  
21 support we need because a lot of our support  
22 does come from the legislature from funding  
23 from the state, so very, very important.

24 MS. TRELLES: One significant issue that  
25 FIU has been facing, particularly in terms of

1 the cost of living in South Florida is the  
2 recruitment and retention of Florida,  
3 particularly junior faculty and even doctoral  
4 students. I know that this is an issue in many  
5 urban areas. Addressing the issue would seem  
6 to require a university leader to have some  
7 significant skills advocating for the  
8 university with state political leaders at  
9 budget times. This would be particularly  
10 important considering the strategic goals of  
11 the university to increase its national and  
12 international visibility.

13 MR. TOVAR: Great point. We were talking  
14 about that with our prior president numerous  
15 times as to what we could do as far as housing  
16 assistance in some of the other areas, so I  
17 think that is a challenge that the university  
18 and our future president faces. I'm  
19 cognoscente of it. I think the rest of the  
20 board is cognoscente of it, and it's something  
21 that we need to discuss and see if there's  
22 something that can be done to affect change.

23 MR. FUNK: I think certainly before we're  
24 done and we have a bit more time, but we've  
25 shared with the search committee members that

1 we really would like for them to participate in  
2 helping us build the pool of candidates. It's  
3 a search committee, not just an evaluation  
4 committee. So we've encouraged members of the  
5 search committee to talk to their colleagues  
6 around the country, in professional  
7 associations to which they belong, if they go  
8 to meetings and they're discipline, ask their  
9 colleagues who on their respective campuses  
10 would be a good candidate for us. And I would  
11 like to extend that same statement to the  
12 faculty. You know, some of the faculty  
13 actually have been on other campuses, have  
14 served other universities, you have a  
15 collection of friends scattered around the  
16 country. If you will get names of people that  
17 are recommended to you, our e-mail address and  
18 a way to communicate those names to us will be  
19 in the ads that we'll run, it will be in the  
20 leadership statement, and we really encourage  
21 you to submit any names that you get or that  
22 are recommended to you, and we promise you that  
23 we'll include each and every one in our  
24 process. We don't need you to call the  
25 candidate, but if you get a name, we promise

1           you that we will track that individual down and  
2           make every effort to bring them into the pool  
3           as an active candidate. Anything else? Any  
4           other comments? Anyone here in attendance,  
5           additional comments or online? See, this is  
6           what happens, what you wanted to say has  
7           already been said.

8           MR. TOVAR: Could we get you on a mic just  
9           so that everybody that's participating online  
10          can hear you?

11          SPEAKER: First, thank you very much for  
12          this opportunity. Ideally -- this is just my  
13          own opinion -- a good candidate would be such  
14          that a person who has outstanding academic  
15          background, excellent political background, and  
16          also excellent business background. A  
17          necessary condition as a mathematician put in a  
18          mathematical framework, the integrity would be  
19          the necessary condition, regardless of the  
20          other expertise. So what I would like to ask,  
21          what is the emphasis of the board when you're  
22          recommending to the recruitment committee which  
23          one is on your opinion you are having more  
24          emphasis on it of the three, political  
25          experience, a strong political experience, a

1 strong business experience, or a strong  
2 academic background?

3 MR. TOVAR: Listen, not to be flippant  
4 about it, but I think it's all of it. And so I  
5 think when you see the candidates, and  
6 remember, the role of the committee is not to  
7 take one candidate to the board, it's to take  
8 three to five to the board. And so, you know,  
9 I'm hoping we identify three to five  
10 individuals that are strong in all those areas,  
11 but you're 100 percent right, it could be  
12 strong in one area and not as strong in the  
13 other, and we will have to balance that as a  
14 committee, and then the board will have to  
15 balance that. The great thing here is the  
16 process that's in place, and there's a lot of  
17 checks and balances, between first of all,  
18 having a committee which I think is a pretty  
19 diverse community, having the input of Funk and  
20 Associates which they've been doing this for a  
21 long time and Bill's knowledge as to the folks  
22 that are out there, but then it goes to the  
23 board. And then also keep in mind that as part  
24 of the committee we have a representative of  
25 the board of governors, and that's a key part



1           also because the board of governors plays a  
2           role in this also, after it goes to the board,  
3           and the board finds their candidate, it needs  
4           to be approved by the board of governors. So,  
5           you know, is one of those more important than  
6           the other? I'll know it when I see it as far  
7           as my opinion, but I think they're all  
8           important. And, you know, I used to watch our  
9           previous President Rosenberg and all the hats  
10          that he wore, and I would just be impressed and  
11          amazed that you'd see him at a basketball game  
12          and a couple hours later you'd see him at a  
13          reception and he'd be out, so it's a tough job.  
14          You're running basically a city here. You've  
15          got 57, 58,000 students, you've got 12, 13,  
16          14,000 faculty and staff, you've got the  
17          community, fundraising everyday is, you know,  
18          one of my colleagues on the board will tell you  
19          that's the number one job. I think it's an  
20          important job. I don't think it's the only  
21          job. I think there's many other jobs that fit  
22          in. So you're again, you know, I agree with  
23          everything that's been said, and I agree with  
24          what you're saying. But I wouldn't necessarily  
25          rank one or the other. I think we're in a very

1 interesting point that we're still a very young  
2 university that has accomplished a lot today.  
3 I look at the medical school that is still very  
4 young, still trying to find its way, still need  
5 to develop a culture there, I see our law  
6 school that has had huge accomplishments, the  
7 engineering and architecture, I mean, and  
8 there's so many great things going on here. So  
9 that's why I'm just very, very optimistic that  
10 we're going to find an amazing leader because I  
11 think this is an amazing opportunity. And I  
12 think this is truly a legacy type job that  
13 somebody that has that drive, that motivation  
14 that wants to make a difference. You know, we  
15 talk a lot about the recognition that we got  
16 from MacKenzie Scott and Dan Jewett with their  
17 \$40 million gift. But more to me than the \$40  
18 million gift is why they gave it to the  
19 university. And they gave it to the university  
20 for specific reasons as to areas in the  
21 community, in our country, and in the world  
22 that we're making a difference, so how do we  
23 continue that, how do we build on that. So I  
24 know I rambled on and on. I hope I answered  
25 your question. But my main point that I want

1 to leave you with is let's see who's out there  
2 that will take us to an even higher level and  
3 fulfill our mission.

4 SPEAKER: Thank you very much.

5 MR. TOVAR: Thank you. Thank you.

6 MS. TRELLES: I know our time is coming to  
7 an end for our first listening session, but I  
8 did have one last comment from our virtual  
9 audience, and then I'll hand it over to Trustee  
10 Tovar.

11 MR. TOVAR: Go.

12 MS. TRELLES: So: Faculty senator has  
13 requested that while we should respect and  
14 uphold the level of confidentiality that is now  
15 required in presidential searches in Florida,  
16 it would be ideal for the FIU academic  
17 community to be briefed by the search committee  
18 in a general way about the profile of some of  
19 the candidates under consideration without the  
20 need of naming any names.

21 MR. TOVAR: Carlos, I think we have the  
22 ability to do that. Why don't -- I think you  
23 would be better to speak on that, but I think  
24 there's a process for that, is there not?

25 MR. CASTILLO: Thank you. The new bill,

1           there are aspects of that bill that  
2           specifically provide that issues related, for  
3           example, to the job description and the type of  
4           president that the university would like to  
5           have by way of that description, even issues  
6           related to compensation, those aren't subject  
7           to the protections of the new bill.  But when  
8           it comes to issues related to the applicant  
9           vetting process, personal identifiable  
10          information, those are protected by the  
11          statute.  With respect to a list of finalists,  
12          once the committee determines that list of  
13          finalists, whether it be three, five, or seven,  
14          there will be a 21 day period when those  
15          applicants will become public and known, if you  
16          will, to the university community and can be  
17          discussed amongst the community.

18                 MR. TOVAR:  But I think the question  
19                 related more as to is there a description in a  
20                 broad way as to the type of candidates that are  
21                 applying as to the number of candidates.  And I  
22                 think we have -- there's a way to do that where  
23                 we're not disclosing --

24                 MR. CASTILLO:  And we can certainly look  
25                 into that, Trustee Tovar, to the extent that

1 we've got some flexibility. Again, the statute  
2 I think as even Chair Colson mentioned the  
3 other day is a new statute, and we're still  
4 working our ways through it, but to the extent  
5 we can do so, then by all means.

6 MR. TOVAR: And what I would say is I hear  
7 -- again, we want to be respectful that if  
8 somebody thinks their name is going to remain  
9 confidential, we want to be respectful of that  
10 and accomplish that. On the other hand, for us  
11 to be able to brief the faculty and say, hey,  
12 we have a lot of people applying and more or  
13 less these are the type of candidates we have,  
14 I think there should be a way to do that also.

15 MR. CASTILLO: And we can work through  
16 that.

17 MR. TOVAR: Okay. Thank you. So you're  
18 turning it over to me and I'm having some  
19 concluding remarks. And I think we have a  
20 second session tomorrow morning with the  
21 faculty senate. And then I would also like to  
22 just mention that a university wide listening  
23 session will take place at 10:00 a.m. on April  
24 13th to get input from our students, faculty,  
25 and staff regarding the qualities and

1            qualifications we want to see in our next  
2            president. So we're going to make sure we give  
3            as many people an opportunity as possible to  
4            voice their opinion and any input. So please  
5            join us in the Graham Center ballrooms, this  
6            too will be live streamed. So this concludes  
7            this session; is that correct? Okay. Thank  
8            you very much. Thank you. And thanks for  
9            those of you who participated here.

10                            (Whereupon, the proceedings  
11                            concluded at 3:57 p.m.).

12                            - - -

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

CERTIFICATE

1  
2  
3 THE STATE OF FLORIDA )  
4 COUNTY OF MIAMI-DADE )  
5

6 I, Daisy L. Amador, a Court Reporter, do  
7 hereby certify that I was authorized to and did  
8 report the proceedings, had and taken at the Graham  
9 Center Ballrooms, Florida International University,  
10 11200 S.W. 8th Street, Miami, Florida, 33199, on  
11 April 12th, 2022, for the Presidential Search  
12 Committee; that the foregoing pages, numbered 1 to  
13 39, inclusive, constitute a true and complete record  
14 of my notes.

15  
16 I further certify that I am not an  
17 attorney or counsel of any of the parties, nor  
18 related to any of the parties, nor financially  
19 interested in the action.

20  
21 Dated this 19th day of April, 2022.

22  
23 <%17328,Signature%>

24 Daisy L. Amador

Notary Public for the State of Florida

25 Commission No.: HH175493

Expires: 10/17/2025

<b>1</b>	<b>58,000</b> 33:15 <b>5th</b> 2:10,13	<b>address</b> 4:10 30:17 <b>addressing</b> 21:25 29:5 <b>adequate</b> 22:17 <b>adjectives</b> 4:11 <b>admin</b> 9:25 <b>administration</b> 23:17 <b>administrative</b> 27:22 <b>administrators</b> 22:13 <b>ads</b> 4:19 30:19 <b>adults</b> 16:13 <b>advancement</b> 28:2 <b>advantage</b> 23:25 24:9 <b>advisory</b> 17:3 <b>advocate</b> 18:21 <b>advocating</b> 29:7 <b>affect</b> 29:22 <b>agent</b> 4:17 <b>ago</b> 6:1 23:21 <b>agree</b> 9:5,6 13:18 14:15 15:4 33:22 33:23 <b>agreed</b> 18:23 <b>agreement</b> 15:15 18:23 25:9 <b>amador</b> 39:6,24 <b>amazed</b> 33:11 <b>amazing</b> 9:14 10:10 34:10,11 <b>ambitious</b> 28:1 <b>american</b> 19:6 <b>amount</b> 21:12,13 21:13 <b>announce</b> 2:10,15 <b>answered</b> 26:25 34:24	<b>answering</b> 26:23 <b>anthropology</b> 16:16 <b>applicant</b> 36:8 <b>applicants</b> 36:15 <b>apply</b> 25:21 <b>applying</b> 12:4 36:21 37:12 <b>appreciate</b> 18:19 19:18 <b>appreciation</b> 27:16 <b>approached</b> 5:9 24:23 <b>appropriate</b> 4:14 24:12 <b>approved</b> 33:4 <b>april</b> 1:3 2:10,13 37:23 39:11,21 <b>architecture</b> 11:10 12:17 34:7 <b>area</b> 32:12 <b>areas</b> 29:5,16 32:10 34:20 <b>arrive</b> 7:7 23:20 <b>art</b> 27:14 <b>artificial</b> 23:10 <b>asked</b> 16:20 <b>aspect</b> 13:11 <b>aspects</b> 36:1 <b>assaults</b> 18:13 <b>assignment</b> 12:16 <b>assimilate</b> 13:21 <b>assist</b> 2:23 <b>assistance</b> 29:16 <b>assistant</b> 7:11 <b>associates</b> 2:22 32:20 <b>associations</b> 30:7 <b>assume</b> 6:7 <b>attempt</b> 18:14
<b>1</b> 39:12 <b>10/17/2025</b> 39:25 <b>100</b> 13:18 32:11 <b>10:00</b> 37:23 <b>11200</b> 1:7 39:10 <b>12</b> 21:1 33:15 <b>12th</b> 1:3 39:11 <b>13</b> 33:15 <b>13th</b> 37:24 <b>14,000</b> 33:16 <b>15</b> 21:4 <b>16</b> 21:4 <b>17328</b> 39:23 <b>1998</b> 7:4,4 <b>19th</b> 39:21	<b>6</b> <b>6</b> 20:11 <b>6.5</b> 19:7 <b>8</b> <b>8.5</b> 19:7 <b>8th</b> 1:7 39:10 <b>9</b> <b>9</b> 19:7 <b>98</b> 7:5 <b>a</b> <b>a.m.</b> 37:23 <b>ability</b> 35:22 <b>able</b> 7:23 11:22 12:23 13:8 18:20 37:11 <b>academe</b> 16:25,25 <b>academia</b> 16:6 <b>academic</b> 6:21 18:13,18 31:14 32:2 35:16 <b>academy</b> 17:2,22 <b>accomplish</b> 10:14 37:10 <b>accomplished</b> 10:12 34:2 <b>accomplishing</b> 28:9 <b>accomplishments</b> 34:6 <b>acknowledge</b> 28:16 <b>act</b> 17:13 <b>action</b> 39:19 <b>actions</b> 22:5,5 <b>active</b> 31:3 <b>add</b> 20:18 27:1 <b>addition</b> 2:3 <b>additional</b> 31:5		
<b>2</b> <b>2022</b> 1:3 39:11,21 <b>21</b> 36:14 <b>23</b> 7:12			
<b>3</b> <b>33199</b> 1:8 39:10 <b>35</b> 12:14 <b>39</b> 39:13 <b>3:00</b> 1:4 <b>3:30</b> 6:4 <b>3:57</b> 1:4 38:11			
<b>4</b> <b>40</b> 34:17,17 <b>430</b> 2:25 <b>45</b> 11:11 <b>46</b> 27:21			
<b>5</b> <b>5</b> 11:12 <b>50</b> 10:12,20 20:10 24:19 <b>56</b> 20:13 <b>57</b> 33:15			



<b>attendance</b> 31:4 <b>attending</b> 19:1 <b>attorney</b> 39:17 <b>attract</b> 3:16 <b>attractability</b> 4:25 <b>attractors</b> 19:25 <b>audience</b> 16:1 35:9 <b>authorized</b> 39:7 <b>available</b> 11:6 25:25 <b>average</b> 19:4,8 <b>awesome</b> 7:3 <b>awkwardness</b> 25:17	<b>beyond</b> 13:12 19:20 <b>big</b> 9:23 <b>biggest</b> 7:16 <b>bill</b> 27:2,3 35:25 36:1,7 <b>bill's</b> 32:21 <b>bills</b> 18:10 <b>bit</b> 20:19 29:24 <b>black</b> 20:23,25 21:2 21:7 <b>board</b> 2:2,10 3:19 17:24 22:24 24:18 26:2 29:20 31:21 32:7,8,14,23,25 33:1,2,3,4,18 <b>boards</b> 17:3,3 <b>body</b> 7:9 <b>botanical</b> 10:6 <b>bought</b> 18:7 <b>box</b> 28:6 <b>boxes</b> 9:16 <b>breaking</b> 20:9 <b>brief</b> 37:11 <b>briefed</b> 35:17 <b>bring</b> 8:24 14:19 31:2 <b>broad</b> 11:14 27:12 36:20 <b>budget</b> 29:9 <b>build</b> 30:2 34:23 <b>business</b> 16:4,5 31:16 32:1	31:3,13 32:7 33:3 <b>candidates</b> 2:18 3:1 3:16 5:1,2,9 7:21 16:3,7,9 17:25 19:25 20:5 21:24 24:2 25:3,20 26:5 30:2 32:5 35:19 36:20,21 37:13 <b>capable</b> 23:4 <b>carlos</b> 35:21 <b>case</b> 26:18 <b>cases</b> 24:21 <b>cast</b> 9:14 16:21 17:24 <b>castillo</b> 26:17,20,24 35:25 36:24 37:15 <b>casting</b> 25:24 <b>ensorship</b> 18:11 <b>center</b> 1:5 10:3,8 38:5 39:9 <b>centers</b> 10:9 <b>certain</b> 19:10 21:19 <b>certainly</b> 3:22 5:12 8:6 20:16 29:23 36:24 <b>certificate</b> 39:1 <b>certify</b> 39:7,16 <b>chair</b> 1:21 2:2,4 3:7 5:22,24 37:2 <b>challenge</b> 27:8 29:17 <b>challenges</b> 4:5,8,10 6:11,12 7:25 18:5 19:2,9 <b>challenging</b> 18:24 19:3,13 <b>champion</b> 28:7 <b>change</b> 29:22 <b>characterized</b> 22:20	<b>charge</b> 16:11 <b>charisma</b> 9:15 <b>check</b> 9:16 28:6 <b>checks</b> 32:17 <b>child</b> 18:8 <b>choir</b> 28:4 <b>christmas</b> 7:5 <b>chronicle</b> 4:20 <b>citizens</b> 16:19 27:18 <b>city</b> 13:12,13 20:1,2 33:14 <b>civil</b> 16:16 <b>civility</b> 9:4 <b>clarity</b> 15:7 <b>class</b> 6:4 12:16 20:2 20:3 <b>clear</b> 18:16 24:11 <b>coconut</b> 10:7 <b>cognoscente</b> 29:19 29:20 <b>colleagues</b> 6:3 9:11 24:24 30:5,9 33:18 <b>collect</b> 4:19 <b>collection</b> 30:15 <b>colleges</b> 2:25 <b>collegial</b> 16:10 <b>color</b> 20:9,15 <b>colson</b> 37:2 <b>come</b> 7:12,16,24 9:7 12:18 13:20 14:21 15:24 17:21 28:22 <b>comes</b> 12:19,20 21:15 36:8 <b>coming</b> 5:2 7:21 18:2 35:6 <b>commended</b> 8:7 <b>comment</b> 8:13 11:13 16:1 18:2,5 18:22 19:16 20:16
<b>b</b>			
<b>back</b> 8:4 9:10 12:18 <b>background</b> 31:15 31:15,16 32:2 <b>balance</b> 13:22 27:9 32:13,15 <b>balances</b> 32:17 <b>ballrooms</b> 1:5 38:5 39:9 <b>based</b> 2:22 <b>basically</b> 33:14 <b>basketball</b> 33:11 <b>beginning</b> 22:13 23:21,22,25 24:10 <b>believe</b> 3:10 19:17 21:4,18 <b>belong</b> 21:10 30:7 <b>belonging</b> 21:8 <b>bench</b> 14:22 <b>benefit</b> 6:22 <b>best</b> 4:10 7:15 12:1 14:5 17:25 24:13 26:5 <b>bet</b> 19:24 22:7 26:3 <b>better</b> 7:18 28:11 28:14 35:23	<b>call</b> 4:24 9:20 30:24 <b>campuses</b> 30:9,13 <b>canaves</b> 11:9,9 13:1 <b>candidacy</b> 26:6 <b>candidate</b> 16:14 17:7,9 24:13 25:4 26:1,9 30:10,25		
	<b>c</b>		

<p>35:8  <b>comments</b> 5:5,16  10:22 11:4 15:23  19:14 22:9 26:18  27:7 31:4,5  <b>commission</b> 39:25  <b>committee</b> 1:1 2:4  2:6,11,12 4:18 14:3  18:1 22:24 24:18  24:22 25:6,12,16  29:25 30:3,4,5  31:22 32:6,14,18  32:24 35:17 36:12  39:12  <b>committees</b> 24:20  <b>communicate</b>  30:18  <b>community</b> 2:7,14  3:3 5:8 10:1 13:8,8  13:14,17,21,25  18:4 19:16 20:1  28:8 32:19 33:17  34:21 35:17 36:16  36:17  <b>compelling</b> 3:11  7:3 20:4  <b>compensation</b> 36:6  <b>complete</b> 15:15  39:13  <b>completed</b> 5:7  22:15  <b>completing</b> 23:24  <b>compliments</b> 8:11  <b>concern</b> 21:8  <b>concerned</b> 6:24,25  <b>concerns</b> 9:19  22:12  <b>concluded</b> 38:11  <b>concludes</b> 38:6  <b>concluding</b> 37:19</p>	<p><b>condition</b> 31:17,19  <b>conducted</b> 2:25  <b>confidential</b> 37:9  <b>confidentiality</b>  35:14  <b>consider</b> 18:1 24:4  <b>considerable</b> 27:8  <b>consideration</b>  35:19  <b>considering</b> 29:10  <b>consistent</b> 27:1  <b>constituents</b> 3:24  <b>constitute</b> 39:13  <b>contact</b> 24:5  <b>content</b> 18:12  <b>continue</b> 12:10  23:12 28:10,20  34:23  <b>continued</b> 28:2  <b>contribute</b> 16:16  <b>control</b> 18:11  <b>conversation</b> 5:15  9:4 24:8  <b>conversations</b>  24:10  <b>conveyed</b> 7:20  <b>convince</b> 5:1  <b>copious</b> 5:4  <b>correct</b> 38:7  <b>cosmopolitan</b>  19:17  <b>cost</b> 29:1  <b>council</b> 19:6  <b>counsel</b> 26:17  39:17  <b>counter</b> 25:14  <b>country</b> 7:18 14:5  20:11 30:6,16  34:21  <b>countrywide</b> 18:8</p>	<p><b>county</b> 13:14 39:4  <b>couple</b> 27:6 33:12  <b>courses</b> 16:14,15  16:18  <b>court</b> 39:6  <b>critical</b> 16:5 27:17  <b>cross</b> 12:20  <b>cultural</b> 18:6  <b>culture</b> 17:5 34:5  <b>currency</b> 20:7  <b>currently</b> 17:2  <b>curricular</b> 17:20  <b>cutting</b> 18:25  <b>cycle</b> 23:16</p> <p style="text-align: center;"><b>d</b></p> <p><b>dade</b> 13:14 39:4  <b>daisy</b> 39:6,24  <b>dallas</b> 2:22  <b>dan</b> 34:16  <b>date</b> 23:10  <b>dated</b> 39:21  <b>day</b> 7:5 20:7 36:14  37:3 39:21  <b>days</b> 18:25  <b>deadline</b> 23:7  <b>deal</b> 27:23  <b>deans</b> 20:13 21:12  <b>decided</b> 22:24  <b>decision</b> 17:12  24:17  <b>define</b> 11:24  <b>definitely</b> 11:2  <b>definition</b> 14:17  <b>delighted</b> 3:8  <b>depends</b> 14:18  <b>describe</b> 4:12  <b>description</b> 11:16  11:18 36:3,5,19  <b>design</b> 12:17  <b>detection</b> 15:18</p>	<p><b>determines</b> 36:12  <b>develop</b> 4:24 20:17  34:5  <b>developing</b> 21:18  <b>dialogue</b> 9:3 25:15  <b>difference</b> 34:14,22  <b>different</b> 14:4,6,20  17:4  <b>difficult</b> 24:7  <b>directly</b> 16:18  <b>discipline</b> 27:10  30:8  <b>disclosing</b> 36:23  <b>disclosure</b> 22:18  25:9  <b>discuss</b> 21:24 29:21  <b>discussed</b> 36:17  <b>diverse</b> 7:8,8 20:17  32:19  <b>diversity</b> 19:18,19  19:20,22,23 20:6  <b>divulge</b> 25:10  <b>divulged</b> 25:18  <b>divulging</b> 25:17  <b>doctorial</b> 29:3  <b>doing</b> 12:14 14:24  17:17 21:22 23:16  28:11 32:20  <b>dollars</b> 3:15  <b>doors</b> 28:19  <b>dr</b> 23:2  <b>drill</b> 20:22  <b>drive</b> 9:15 34:13  <b>driven</b> 24:14  <b>drives</b> 8:10  <b>drop</b> 14:9  <b>dropped</b> 19:6  <b>dynamic</b> 8:21</p>
--	--	--	---

<p><b>e</b></p> <p><b>e</b> 9:20 30:17  <b>easier</b> 12:11  <b>ed</b> 4:20  <b>educate</b> 16:8  <b>education</b> 3:12  4:20 16:3 17:5,16  19:6 20:8 23:15  27:12,17  <b>educational</b> 18:12  <b>effort</b> 31:2  <b>either</b> 17:19 19:10  20:14  <b>elected</b> 18:15  <b>eliminate</b> 18:15  <b>emergents</b> 27:25  <b>emphasis</b> 31:21,24  <b>employs</b> 27:3  <b>encourage</b> 8:19  14:12 21:15 30:20  <b>encouraged</b> 30:4  <b>ended</b> 6:1 22:22  <b>energy</b> 3:17  <b>engage</b> 3:5 13:8,13  24:3  <b>engender</b> 5:14  <b>engineering</b> 34:7  <b>environment</b> 6:14  <b>envisions</b> 12:18  <b>equity</b> 20:6  <b>esq</b> 1:23  <b>ethic</b> 9:16  <b>ethnicity</b> 19:20  <b>evaluation</b> 30:3  <b>eve</b> 7:5  <b>event</b> 12:14  <b>events</b> 19:1  <b>everybody</b> 10:17  11:2 25:12 31:9  <b>everyday</b> 33:17</p>	<p><b>exactly</b> 7:6,10  <b>example</b> 36:3  <b>excellent</b> 3:16 7:13  7:14,23 31:15,16  <b>exciting</b> 3:17  <b>exists</b> 17:5  <b>expeditiously</b> 22:25  <b>expense</b> 27:12  <b>experience</b> 4:13  16:6 17:1 31:25,25  32:1  <b>experiences</b> 22:12  <b>expertise</b> 31:20  <b>expires</b> 39:25  <b>explain</b> 5:24  <b>exploit</b> 4:11  <b>expression</b> 22:19  <b>extend</b> 2:5 9:18  30:11  <b>extent</b> 36:25 37:4  <b>eyes</b> 17:11</p>	<p><b>faster</b> 12:11  <b>fau</b> 20:24  <b>feedback</b> 11:4  <b>feel</b> 4:13 21:10 22:2  22:2 25:22  <b>feeling</b> 21:8,9  <b>figure</b> 13:22 14:10  <b>fill</b> 23:6  <b>fills</b> 14:15  <b>final</b> 5:6  <b>finalists</b> 12:2,5  36:11,13  <b>financially</b> 39:18  <b>find</b> 24:13 26:5  34:4,10  <b>finding</b> 23:13 24:15  <b>finds</b> 33:3  <b>finished</b> 10:7  <b>firm</b> 2:24 3:8 20:8  <b>firm's</b> 4:16  <b>first</b> 2:13 5:19 7:5  15:25 22:21 31:11  32:17 35:7  <b>fit</b> 33:21  <b>fiu</b> 1:11 2:2,7,9,14  7:4 12:7,14 22:2,3  23:1 27:21,25 28:1  28:7,8,25 35:16  <b>fiu's</b> 2:24  <b>five</b> 15:16 32:8,9  36:13  <b>flexibility</b> 37:1  <b>flippant</b> 32:3  <b>florida</b> 1:1,6,8 3:9  14:4 18:8 21:3,4  29:1,2 35:15 39:3,9  39:10,24  <b>focus</b> 4:3  <b>folks</b> 9:25 32:21  <b>foregoing</b> 39:12</p>	<p><b>forward</b> 5:15 7:2  8:5 10:11 22:1,25  24:11  <b>four</b> 19:5  <b>framework</b> 31:18  <b>free</b> 25:14  <b>freedom</b> 6:21 18:13  18:18 22:19  <b>frenetic</b> 24:6  <b>friends</b> 30:15  <b>frivolous</b> 16:15  <b>front</b> 3:22  <b>fruitful</b> 5:14  <b>fulfill</b> 35:3  <b>full</b> 14:14  <b>fun</b> 19:12  <b>funding</b> 11:22  28:15,22  <b>fundraising</b> 13:11  14:25 33:17  <b>funk</b> 1:23 2:22 3:2  3:6,7 8:5 9:18  11:14 12:24 15:20  15:23 16:20 18:23  19:24 22:7,10  23:14 26:3,14  27:20 29:23 32:19  <b>further</b> 14:1 39:16  <b>future</b> 18:10 23:1  28:18 29:18</p>
	<b>f</b>		
	<p><b>face</b> 6:13 19:9  <b>faces</b> 29:18  <b>facility</b> 10:2  <b>facing</b> 28:25  <b>fact</b> 19:4 20:1  <b>faculty</b> 1:11 5:24  6:16,17,23,24 7:13  8:6,10 9:24 10:18  12:3 16:11 21:13  27:23 29:3 30:12  30:12 33:16 35:12  37:11,21,24  <b>fall</b> 22:15 23:6,11  23:18,21  <b>famu</b> 20:24  <b>far</b> 13:17 20:21  21:18 22:22 29:15  33:6</p>	<p><b>g</b></p>	
			<p><b>game</b> 22:4 33:11  <b>garden</b> 10:6  <b>gee</b> 17:16 19:11,11  25:6  <b>gender</b> 20:9  <b>general</b> 3:3 11:21  26:17 35:18  <b>getting</b> 28:20  <b>gift</b> 34:17,18</p>

<p><b>give</b> 24:22 38:2  <b>glaze</b> 17:11  <b>global</b> 19:19  <b>go</b> 6:3 7:19 10:6,8,8  12:3 17:18 21:16  22:25 28:18 30:7  35:11  <b>goals</b> 29:10  <b>goes</b> 11:23 15:14  19:19 32:22 33:2  <b>going</b> 4:18 8:14  10:13 14:11,25  23:5,9 25:7,23  26:22 28:5 34:8,10  37:8 38:2  <b>golly</b> 24:6  <b>good</b> 8:5 16:24 20:5  22:4 23:2,12 26:9  27:3,19,23 28:15  28:17 30:10 31:13  <b>governance</b> 16:10  17:11  <b>governors</b> 32:25  33:1,4  <b>graduating</b> 28:10  <b>graham</b> 1:5 38:5  39:8  <b>great</b> 9:8,22 15:1  22:6,10 23:2,14  27:14,20 29:13  32:15 34:8  <b>greater</b> 21:22  <b>grounds</b> 27:12  <b>groups</b> 5:16  <b>grove</b> 10:7  <b>grow</b> 12:10  <b>growth</b> 3:14  <b>guess</b> 8:14 11:15</p>	<p style="text-align: center;"><b>h</b></p> <p><b>hand</b> 8:2 15:18  35:9 37:10  <b>handle</b> 19:12  <b>hands</b> 23:2  <b>happen</b> 17:22  26:11  <b>happens</b> 31:6  <b>happy</b> 4:23  <b>hard</b> 11:24  <b>hats</b> 33:9  <b>hear</b> 5:5 9:7 31:10  37:6  <b>held</b> 2:12  <b>help</b> 4:25 14:23  26:19  <b>helping</b> 30:2  <b>hey</b> 37:11  <b>hh175493</b> 39:25  <b>high</b> 27:22  <b>higher</b> 3:11 4:20,20  17:5,16 20:7 21:5  23:15 35:2  <b>hired</b> 9:17  <b>history</b> 18:17 27:14  <b>home</b> 21:11  <b>hope</b> 5:13 7:20 9:10  10:21 26:14 27:25  34:24  <b>hoping</b> 4:3 20:17  32:9  <b>hour</b> 6:1  <b>hours</b> 33:12  <b>housing</b> 29:15  <b>https</b> 2:21  <b>huge</b> 34:6  <b>humanities</b> 27:13  27:16  <b>humanity</b> 27:10</p>	<p style="text-align: center;"><b>i</b></p> <p><b>ideal</b> 4:12 35:16  <b>ideally</b> 18:18 31:12  <b>ideas</b> 11:13  <b>identifiable</b> 36:9  <b>identify</b> 32:9  <b>ideologies</b> 18:7  <b>immediately</b> 4:7  26:12  <b>implementing</b>  18:11  <b>importance</b> 19:19  <b>important</b> 2:9 3:10  9:24 13:6,9,15,19  19:23 28:23 29:10  33:5,8,20  <b>impossible</b> 12:3  <b>impressed</b> 33:10  <b>impressive</b> 8:9  <b>improve</b> 12:10  <b>improved</b> 28:14  <b>include</b> 5:4 30:23  <b>included</b> 21:20  <b>includes</b> 19:20  <b>inclusion</b> 20:6  <b>inclusive</b> 22:3  39:13  <b>incoming</b> 19:17  <b>incompatible</b> 22:18  <b>increase</b> 29:11  <b>increasing</b> 3:14  <b>incredible</b> 12:8  <b>individual</b> 17:21  31:1  <b>individuals</b> 4:22  10:20 17:6 19:9  20:15 26:11 32:10  <b>industry</b> 16:21  <b>information</b> 2:17  25:10,17 36:10</p>	<p><b>informed</b> 2:14  <b>inherit</b> 4:7 8:1  <b>initially</b> 5:20  <b>initiating</b> 23:22  <b>input</b> 9:21 32:19  37:24 38:4  <b>inside</b> 4:20  <b>institution</b> 3:18  7:13 8:8 19:22 20:3  25:13  <b>institutions</b> 20:10  <b>integrity</b> 31:18  <b>interested</b> 39:19  <b>interesting</b> 17:8  34:1  <b>international</b> 1:1,6  3:9 29:12 39:9  <b>interviewing</b> 17:8  <b>introducing</b> 18:10  <b>invitation</b> 9:18  <b>invite</b> 2:19 3:5 5:11  <b>issue</b> 21:17 28:24  29:4,5  <b>issues</b> 17:20 36:2,5  36:8</p> <p style="text-align: center;"><b>j</b></p> <p><b>jaimé</b> 11:9 15:19  <b>jessell</b> 23:3  <b>jewett</b> 34:16  <b>job</b> 9:23 11:17 12:4  17:17 28:11 33:13  33:19,20,21 34:12  36:3  <b>jobs</b> 16:18 33:21  <b>joe</b> 24:25 25:4  <b>joerg</b> 5:22 13:3,16  <b>join</b> 38:5  <b>joined</b> 7:4  <b>joining</b> 2:7 3:2,4  10:20</p>
--	---	--	---

<b>junior</b> 29:3	16:22 30:20	<b>m</b>	<b>mic</b> 5:21 8:14 31:8
<b>k</b>	<b>leading</b> 8:8 23:4	<b>mackenzie</b> 34:16	<b>microphone</b> 15:18
<b>keep</b> 2:13 8:14 32:23	<b>leak</b> 26:10	<b>mail</b> 9:20 30:17	<b>middle</b> 9:2
<b>keeping</b> 8:18	<b>learning</b> 8:25 9:1	<b>main</b> 11:21 18:5 34:25	<b>million</b> 34:17,18
<b>kept</b> 8:13	<b>leave</b> 35:1	<b>major</b> 4:5 8:7 16:12	<b>mind</b> 32:23
<b>key</b> 32:25	<b>legacy</b> 34:12	<b>making</b> 22:1,2 34:22	<b>minority</b> 20:22
<b>keys</b> 10:8	<b>legislature</b> 28:22	<b>manage</b> 6:19	<b>minutes</b> 6:1 15:17
<b>kind</b> 4:9,13 17:11 25:10,15	<b>level</b> 35:2,14	<b>marine</b> 10:8	<b>mission</b> 35:3
<b>knew</b> 7:7	<b>levels</b> 27:24	<b>materials</b> 12:16	<b>mistrust</b> 6:16,17
<b>knock</b> 28:19	<b>liberty</b> 8:17	<b>mathematical</b> 31:18	<b>momentum</b> 24:12
<b>know</b> 7:6,9 8:21,25 9:6,8 12:2,4 14:3 14:17 15:1,6,10,14 16:7,25 17:4 18:25 20:24 24:5,6,11,16 24:25 25:1,6,11 27:1 28:4,5,7 29:4 30:12 32:8 33:5,6,8 33:17,22 34:14,24 35:6	<b>library</b> 12:19	<b>mathematician</b> 31:17	<b>monopoly</b> 16:22
<b>knowledge</b> 32:21	<b>line</b> 20:9,9	<b>mean</b> 14:20 15:5 17:12,17 19:1 28:8 34:7	<b>month</b> 23:23,24
<b>known</b> 7:18 36:15	<b>list</b> 11:23 36:11,12	<b>meaning</b> 18:17 27:16	<b>morning</b> 6:5,10 37:20
<b>knows</b> 13:25 23:3	<b>listen</b> 4:3 8:19,24 28:3 32:3	<b>means</b> 16:14 37:5	<b>motivation</b> 34:13
<b>l</b>	<b>listening</b> 1:11 2:8 3:5,6 10:18 15:8 35:7 37:22	<b>meant</b> 7:10	<b>move</b> 24:11
<b>l</b> 39:6,24	<b>literature</b> 16:17 27:13	<b>measurement</b> 15:18	<b>moving</b> 14:7 22:1
<b>lake</b> 12:18	<b>little</b> 20:18 24:2	<b>medical</b> 34:3	<b>music</b> 27:14
<b>language</b> 15:3	<b>live</b> 38:6	<b>meeting</b> 2:13 6:1	<b>n</b>
<b>launched</b> 2:15	<b>living</b> 6:14 29:1	<b>members</b> 16:1 25:5 25:16	<b>name</b> 2:1 25:22 26:10 30:25 37:8
<b>law</b> 34:5	<b>local</b> 24:24 27:24	<b>member</b> 16:1 25:5 25:16	<b>names</b> 30:16,18,21 35:20
<b>laws</b> 18:10	<b>location</b> 3:13	<b>members</b> 2:6,11,14 3:2 18:4 24:22 25:12 29:25 30:4	<b>naming</b> 35:20
<b>lead</b> 7:16 10:11 14:19,25	<b>long</b> 19:1 23:4 32:21	<b>mention</b> 26:16 37:22	<b>narrow</b> 13:23 14:1
<b>leader</b> 6:18,20 7:2 8:21 9:15 11:25 29:6 34:10	<b>longer</b> 4:7 23:8,8	<b>mentioned</b> 37:2	<b>nation</b> 3:13
<b>leaders</b> 14:19 29:8	<b>look</b> 7:1,22 8:5 14:14 20:19,23 21:12 34:3 36:24	<b>message</b> 7:19	<b>national</b> 29:11
<b>leadership</b> 3:12 5:6 6:17 11:22 12:9,12	<b>looking</b> 5:15 10:15 16:2 23:12	<b>met</b> 2:10 21:6	<b>navigating</b> 18:6
	<b>lose</b> 26:8	<b>miami</b> 1:8 3:13 13:14 15:12 19:16 20:1,2 39:4,10	<b>nda</b> 24:16,20 25:5 27:1
	<b>lot</b> 9:11 14:8 28:21 32:16 34:2,15 37:12		<b>near</b> 18:10
	<b>love</b> 7:12 12:6		<b>necessarily</b> 33:24
			<b>necessary</b> 31:17,19
			<b>need</b> 6:18,18 10:10 13:11,24 18:16 21:24 23:4 27:15 28:10,21 29:21 30:24 34:4 35:20
			<b>needed</b> 11:19
			<b>needs</b> 13:7 33:3

<p><b>net</b> 9:14 16:21 17:24 25:24 <b>new</b> 6:12 13:6 16:6 24:4 27:2,25 35:25 36:7 37:3 <b>newspaper</b> 24:24 <b>non</b> 17:9 22:18 25:9 <b>notary</b> 39:24 <b>notes</b> 4:4 5:4 39:14 <b>notices</b> 4:2 <b>notion</b> 16:10 <b>number</b> 21:1 33:19 36:21 <b>numbered</b> 39:12 <b>numerous</b> 14:2 29:14</p>	<p>38:3 <b>optimistic</b> 34:9 <b>outreach</b> 10:4 <b>outside</b> 13:19 14:8 15:8 16:3 17:22 20:24 <b>outstanding</b> 31:14</p>	<p>23:19 24:15 27:15 31:14 <b>person's</b> 8:22 18:15 <b>personal</b> 36:9 <b>perspective</b> 19:21 <b>perspectives</b> 19:23 <b>pertains</b> 24:16 <b>phd</b> 1:25 <b>philosophy</b> 16:17 27:13 <b>phone</b> 24:7 <b>picture</b> 14:14 <b>pieces</b> 14:7 <b>piggyback</b> 26:4 <b>pin</b> 10:2 <b>place</b> 3:15 7:4,23 8:25 12:7 14:4 21:10 22:3 32:16 37:23 <b>placements</b> 20:12 20:14 <b>places</b> 7:15,17,18 10:5 14:5 <b>plans</b> 21:25 <b>played</b> 8:7 27:22 <b>plays</b> 33:1 <b>please</b> 11:5 38:4 <b>pleased</b> 2:15 <b>pleasure</b> 2:3 20:8 <b>plus</b> 7:9 <b>point</b> 7:10,21 19:10 22:6 26:20 27:19 29:13 34:1,25 <b>points</b> 5:12 <b>polarized</b> 6:14 <b>policy</b> 18:20 <b>political</b> 29:8 31:15 31:24,25 <b>pool</b> 5:2 17:25 20:17 24:25 30:2 31:2</p>	<p><b>population</b> 21:3,9 <b>position</b> 5:10 23:6 <b>possible</b> 3:21 11:14 22:25 23:6 25:20 25:25 38:3 <b>posted</b> 18:4 <b>poster</b> 18:8 <b>potential</b> 12:7 19:25 24:1 25:20 <b>potentially</b> 17:7 <b>practically</b> 18:6 <b>practice</b> 18:20 <b>practices</b> 27:4 <b>preaching</b> 28:3 <b>preconceived</b> 11:13 <b>predetermined</b> 9:12,13 <b>prematurely</b> 26:9 <b>prepare</b> 16:13 <b>prepared</b> 4:10 <b>present</b> 1:19 26:1 <b>preserve</b> 18:21 <b>president</b> 2:24 4:1 4:6,13,15 5:3 6:13 8:1 11:17,19 12:22 13:6,10 14:17 16:6 19:18 20:12 22:23 23:1,16 28:1,18 29:14,18 33:9 36:4 38:2 <b>presidential</b> 1:1 2:4 2:6,11,12,16,21 20:10 27:2 35:15 39:11 <b>presidents</b> 3:1 11:12 18:24 19:3,5 20:13 <b>press</b> 12:20 28:1 <b>pressure</b> 27:10 <b>pretty</b> 16:24 32:18</p>
<p><b>o</b></p>	<p><b>p</b></p> <p><b>p.m.</b> 1:4,4 38:11 <b>page</b> 8:20 10:15 <b>pages</b> 39:12 <b>paper</b> 11:17 <b>part</b> 3:17 13:4 16:12 20:3 25:24 26:15 28:18 32:23 32:25 <b>participants</b> 27:7 <b>participate</b> 11:1,3 28:4 30:1 <b>participated</b> 21:21 38:9 <b>participating</b> 2:9 31:9 <b>particularly</b> 20:7 28:25 29:3,9 <b>parties</b> 39:17,18 <b>pattern</b> 23:15 <b>payroll</b> 7:6 <b>people</b> 8:24 9:2 10:19,25 14:8 15:8 17:25 21:2,16,18 21:19 25:21 30:16 37:12 38:3 <b>percent</b> 13:18 20:13 21:1,4 24:19 32:11 <b>percentage</b> 20:25 <b>period</b> 14:10 36:14 <b>person</b> 4:9 8:2 10:11 11:21 12:4 14:18 16:24 23:13</p>		
<p><b>obviously</b> 8:10 <b>occasionally</b> 17:23 <b>odds</b> 16:23 <b>official</b> 18:7 <b>oh</b> 15:6,11 <b>okay</b> 14:22 19:15 37:17 38:7 <b>ombudsperson</b> 1:25 <b>once</b> 12:1 36:12 <b>ones</b> 17:6 26:6 <b>online</b> 5:8 6:8 31:5 31:9 <b>open</b> 25:15 <b>opinion</b> 6:13,25 7:15 31:13,23 33:7 38:4 <b>opinions</b> 3:25 <b>opportunities</b> 3:12 4:6,9,11 6:11 7:25 24:4 <b>opportunity</b> 3:24 11:3 31:12 34:11</p>			

<p><b>previous</b> 33:9  <b>primary</b> 16:8  <b>principle</b> 17:15  <b>prior</b> 29:14  <b>prioritized</b> 28:12  <b>proactive</b> 4:17  <b>probably</b> 6:3,7  20:20 26:4  <b>proceedings</b> 38:10  39:8  <b>process</b> 2:17 3:21  9:12 11:5 17:8  22:11 30:24 32:16  35:24 36:9  <b>productive</b> 5:14  27:18  <b>profession</b> 16:22  <b>professional</b> 27:11  30:6  <b>professor</b> 7:11  11:10 14:16  <b>profile</b> 35:18  <b>programmatic</b>  17:20  <b>progress</b> 25:8  <b>promise</b> 30:22,25  <b>protect</b> 25:15  <b>protected</b> 36:10  <b>protection</b> 24:23  25:11  <b>protections</b> 36:7  <b>provide</b> 2:17 36:2  <b>provost</b> 20:12  <b>public</b> 3:4 26:7  27:11 36:15 39:24  <b>publications</b> 4:21  <b>publicly</b> 26:10  <b>pull</b> 26:12  <b>put</b> 25:21 31:17</p>	<b>q</b>	<p><b>reflective</b> 21:2  <b>reflects</b> 19:4,8  <b>regard</b> 16:15  <b>regarding</b> 37:25  <b>regardless</b> 8:22  12:8 31:19  <b>rehearsed</b> 13:1  <b>reinhold</b> 5:22,22  8:16 12:25 13:2,5  15:4,9,13,16  <b>related</b> 11:20 36:2  36:6,8,19 39:18  <b>relationship</b> 26:7  <b>relationships</b> 6:20  <b>relative</b> 3:25  <b>relatively</b> 28:16  <b>relaxed</b> 24:3  <b>released</b> 26:10  <b>religious</b> 16:17  <b>remain</b> 37:8  <b>remarks</b> 37:19  <b>remember</b> 32:6  <b>remind</b> 10:17  <b>report</b> 39:8  <b>reporter</b> 39:6  <b>representation</b>  21:14  <b>representative</b>  32:24  <b>representatives</b>  20:21  <b>republican</b> 18:7  <b>requested</b> 35:13  <b>require</b> 29:6  <b>required</b> 35:15  <b>requiring</b> 22:17  <b>research</b> 3:15 10:3  10:9 16:9 19:22  <b>resistance</b> 27:24  <b>resource</b> 9:22</p>	<p><b>respect</b> 6:15 18:19  35:13 36:11  <b>respectful</b> 37:7,9  <b>respective</b> 30:9  <b>responds</b> 26:14  <b>response</b> 4:19  <b>responses</b> 5:11  <b>responsibility</b> 4:16  4:21 11:15  <b>responsible</b> 12:13  <b>rest</b> 29:19  <b>resumes</b> 4:19  <b>retention</b> 29:2  <b>revealed</b> 25:2,4  <b>ribbon</b> 18:25  <b>ridden</b> 3:17  <b>right</b> 6:8,14 12:11  14:21 16:20 18:3  23:13 24:15 28:19  32:11  <b>rightfully</b> 6:25  <b>roger</b> 1:21 2:1 24:9  <b>role</b> 4:15 5:3 8:7  19:4,13 20:10,12  28:18 32:6 33:2  <b>roles</b> 14:15 20:13  21:19 27:23  <b>rosenberg</b> 33:9  <b>round</b> 25:23  <b>rounded</b> 16:13  27:17  <b>routinely</b> 2:19  <b>rumor</b> 16:2  <b>run</b> 30:19  <b>running</b> 33:14</p>
	<b>r</b>		
		<p><b>s.w.</b> 1:7 39:10  <b>saying</b> 9:7 13:24  14:12 33:24  <b>says</b> 15:11</p>	

<p><b>scattered</b> 30:15  <b>scenario</b> 4:25  <b>scheduling</b> 6:2  <b>school</b> 11:10 12:17              24:5 34:3,6  <b>schools</b> 20:21 21:5  <b>science</b> 10:3  <b>scolded</b> 26:23  <b>scott</b> 34:16  <b>search</b> 1:1 2:4,6,11              2:12,16,17,21,24              3:22 4:16,18 9:17              11:14 13:23 18:1              22:22 23:1,5 24:18              24:20,22 25:6,7,11              25:16 26:12 27:2              29:25 30:3,5 35:17              39:11  <b>searches</b> 2:25              22:13 23:16,17,18              23:22 24:19 35:15  <b>searching</b> 23:13  <b>second</b> 13:4 37:20  <b>secondly</b> 4:8  <b>see</b> 6:5 7:23 8:16              9:14 14:15 21:15              21:24 25:25 29:21              31:5 32:5 33:6,11              33:12 34:5 35:1              38:1  <b>seeing</b> 21:18  <b>seeking</b> 22:14  <b>seen</b> 4:1 11:11              27:23  <b>sees</b> 6:22  <b>selected</b> 2:23 27:15  <b>senate</b> 1:11 5:24              6:1 10:18 37:21  <b>senator</b> 35:12  <b>senior</b> 22:13 23:17</p>	<p><b>sensitive</b> 26:6  <b>serious</b> 24:8  <b>serve</b> 2:3  <b>served</b> 11:12 30:14  <b>serving</b> 5:2  <b>session</b> 1:11 3:6 6:6              10:19 35:7 37:20              37:23 38:7  <b>sessions</b> 2:8 3:5  <b>set</b> 23:7  <b>settle</b> 23:9  <b>seven</b> 36:13  <b>share</b> 3:24 5:11,19              10:22 11:4  <b>shared</b> 5:7 17:10              29:25  <b>short</b> 14:10  <b>show</b> 6:7  <b>shy</b> 10:19  <b>side</b> 6:16 9:1  <b>sign</b> 24:20  <b>signature</b> 39:23  <b>signed</b> 25:5,8  <b>significance</b> 18:17  <b>significant</b> 18:19              28:24 29:7  <b>signing</b> 22:17  <b>simply</b> 4:18  <b>sixth</b> 2:24  <b>skills</b> 13:20 29:7  <b>smith</b> 24:25  <b>society</b> 16:16  <b>sofia</b> 1:25 15:23  <b>somebody</b> 13:25              15:11,12 23:11              28:6 34:13 37:8  <b>somebody's</b> 14:13  <b>someone's</b> 17:17  <b>soon</b> 5:7  <b>south</b> 14:3 21:3,3              29:1</p>	<p><b>speak</b> 9:3 35:23  <b>speaker</b> 11:8 31:11              35:4  <b>speaking</b> 8:15  <b>special</b> 10:11 11:25              12:6  <b>specific</b> 3:20 34:20  <b>specifically</b> 36:2  <b>speech</b> 25:14  <b>spot</b> 5:23  <b>spring</b> 23:19  <b>staff</b> 21:13 33:16              37:25  <b>stage</b> 5:13  <b>start</b> 9:11 13:24              17:19  <b>state</b> 27:24 28:23              29:8 39:3,24  <b>statement</b> 5:6              22:18 30:11,20  <b>status</b> 8:8  <b>statute</b> 36:11 37:1              37:3  <b>steeped</b> 16:25  <b>stem</b> 27:9  <b>step</b> 2:9  <b>stories</b> 28:20  <b>story</b> 28:11  <b>strategic</b> 29:10  <b>streamed</b> 38:6  <b>street</b> 1:7 39:10  <b>strengths</b> 14:24  <b>strike</b> 27:9  <b>striving</b> 15:3  <b>strong</b> 12:9 31:25              32:1,1,10,12,12  <b>student</b> 7:8  <b>students</b> 7:14 9:24              12:15,20 15:17              16:13 20:22,23,25              21:7 28:9 29:4</p>	<p>33:15 37:24  <b>studies</b> 16:17  <b>subject</b> 36:6  <b>submit</b> 30:21  <b>successful</b> 4:15,23  <b>sudden</b> 13:24 14:1  <b>summer</b> 23:20 24:2  <b>support</b> 16:14              28:21,21  <b>sure</b> 3:23 6:8 15:7              26:13 38:2  <b>synergy</b> 20:4</p> <hr/> <p style="text-align: center;"><b>t</b></p> <p><b>take</b> 4:4 9:10 10:2              14:25 21:16 22:21              23:8 32:7,7 35:2              37:23  <b>taken</b> 39:8  <b>takers</b> 8:17  <b>takes</b> 23:8  <b>talk</b> 11:21 13:2              17:19 22:4,4 30:5              34:15  <b>talked</b> 14:2,2  <b>talking</b> 15:2 29:13  <b>tallahassee</b> 28:5  <b>task</b> 16:8  <b>tasks</b> 13:10  <b>teaching</b> 6:4  <b>technology</b> 11:6  <b>tell</b> 13:17,20 16:23              24:19 28:19 33:18  <b>telling</b> 28:11  <b>ten</b> 23:21  <b>tenure</b> 17:15 18:15              19:5  <b>tenured</b> 6:23  <b>term</b> 4:7 23:21  <b>terms</b> 20:5 27:2              28:25</p>
--	---	---	--



<p><b>texas</b> 2:23  <b>texts</b> 18:12  <b>thank</b> 2:8 3:7 10:15  12:24 15:20,20,22  26:20 27:4,5 31:11  35:4,5,5,25 37:17  38:7,8  <b>thanks</b> 38:8  <b>thing</b> 8:23 9:8  10:15 12:21 13:5  13:16 15:2,3 23:2  32:15  <b>things</b> 6:24 21:21  21:23 22:1 34:8  <b>think</b> 3:15 4:5,9 5:1  5:21 6:12,20 7:19  8:1,20,20 9:21 10:4  12:7,8 13:5,15 14:2  14:18 15:2 16:23  17:15 18:2 19:8,24  20:4,24,25 21:5,7  21:23 22:16 23:25  24:8,21 25:7,19  26:22 28:5,13  29:17,19,23 32:4,5  32:18 33:7,19,20  33:21,25 34:11,12  35:21,22,23 36:18  36:22 37:2,14,19  <b>thinks</b> 37:8  <b>thirdly</b> 4:16  <b>thought</b> 6:9 26:21  <b>thoughts</b> 3:25  <b>three</b> 4:2 5:12,13  31:24 32:8,9 36:13  <b>time</b> 7:1 14:10  22:14,17 28:13  29:24 32:21 35:6  <b>timeline</b> 24:14  <b>times</b> 8:4 9:9,11  18:24 28:12 29:9</p>	<p>29:15  <b>today</b> 3:2,13 4:3  5:5,13 10:1 23:2  34:2  <b>tomorrow</b> 6:5  37:20  <b>top</b> 20:21  <b>totally</b> 15:4  <b>touch</b> 10:6  <b>tough</b> 33:13  <b>tovar</b> 1:21 2:1,1 3:8  8:13,19 10:23,25  13:3,16 15:6,10,14  15:22 18:22 20:18  22:21 25:19 26:13  26:22 27:5,19 28:3  29:13 31:8 32:3  35:5,10,11,21  36:18,25 37:6,17  <b>track</b> 31:1  <b>traditional</b> 17:9  23:16  <b>train</b> 16:18,19  <b>training</b> 27:11  <b>trainings</b> 19:21  <b>trajectory</b> 3:14 8:9  <b>transition</b> 11:7  <b>translational</b> 10:3  <b>transparent</b> 3:21  <b>trelles</b> 1:25 10:17  10:24 11:2 15:25  18:3 19:15 22:8,11  26:16 27:6,21  28:24 35:6,12  <b>tried</b> 14:11  <b>true</b> 8:21 16:3  18:13 39:13  <b>truly</b> 19:16 34:12  <b>trustee</b> 35:9 36:25  <b>trustees</b> 2:2,10 17:4</p>	<p><b>trusteesfiuedu</b> 2:21  <b>try</b> 23:5 25:19  28:20  <b>trying</b> 34:4  <b>tuesday</b> 1:3  <b>turn</b> 22:15 27:10  <b>turning</b> 37:18  <b>two</b> 6:1  <b>type</b> 23:17 34:12  36:3,20 37:13  <b>types</b> 28:9  <b>typically</b> 26:10</p> <p style="text-align: center;"><b>u</b></p> <p><b>ultimately</b> 18:1  <b>understand</b> 13:21  14:7 15:9 16:7,9,12  20:16  <b>understanding</b>  13:9,17 18:16  <b>understands</b> 6:19  6:21 8:22 13:7  <b>unfortunate</b> 6:2  <b>unfortunately</b> 7:17  <b>unique</b> 12:14 17:21  <b>universities</b> 21:17  27:11 30:14  <b>university</b> 1:1,6 3:1  3:3,9 5:8 7:2,8,22  9:23 10:5 11:20,23  12:19 13:10 16:4,8  20:19 22:20 23:3  26:1 29:6,8,11,17  34:2,19,19 36:4,16  37:22 39:9  <b>unknown</b> 7:17  <b>updated</b> 2:19  <b>uphold</b> 18:20 35:14  <b>urban</b> 29:5  <b>use</b> 4:12  <b>uses</b> 25:13</p>	<p><b>usually</b> 21:20 26:5  <b>utilize</b> 11:5</p> <p style="text-align: center;"><b>v</b></p> <p><b>valued</b> 9:22  <b>values</b> 6:21,22  18:19  <b>version</b> 5:6  <b>veteran</b> 27:21  <b>vetting</b> 36:9  <b>vice</b> 2:2 20:13  <b>view</b> 8:23  <b>views</b> 5:20 17:10  <b>virtual</b> 27:7 35:8  <b>visibility</b> 29:12  <b>visit</b> 2:20  <b>voice</b> 38:4  <b>voted</b> 10:2</p> <p style="text-align: center;"><b>w</b></p> <p><b>wait</b> 5:17  <b>waiting</b> 15:17  <b>walk</b> 12:15,23  <b>want</b> 3:16 9:13  11:2 25:21 34:25  37:7,9 38:1  <b>wanted</b> 3:23 5:18  10:17 15:7 26:16  26:25 31:6  <b>wanting</b> 3:20 11:16  <b>wants</b> 5:19,19 8:3  17:24 34:14  <b>warm</b> 2:5  <b>wars</b> 18:6  <b>watch</b> 33:8  <b>water</b> 12:15,23  <b>way</b> 6:3 8:6 10:25  17:14,19 26:8  30:18 34:4 35:18  36:5,20,22 37:14  <b>ways</b> 14:20 16:11  37:4</p>
--	--	--	--

<p><b>we've</b> 9:17 10:12 14:1,2 16:20 23:22 23:23 28:14,14 29:24 30:4 37:1</p> <p><b>weaken</b> 18:14</p> <p><b>webcast</b> 3:4 10:20</p> <p><b>website</b> 2:16,18,20 2:20</p> <p><b>welcome</b> 2:5 3:2</p> <p><b>wide</b> 9:14 16:21 17:24 25:24 37:22</p> <p><b>william</b> 1:23 2:22</p> <p><b>willing</b> 24:3</p> <p><b>women</b> 20:14</p> <p><b>wore</b> 33:10</p> <p><b>work</b> 9:15,25 17:14 17:18 19:2 21:6,11 21:22 37:15</p> <p><b>workers</b> 27:18</p> <p><b>working</b> 3:8 37:4</p> <p><b>world</b> 14:6 19:19 20:2,3 34:21</p> <p><b>wrong</b> 26:23</p>
<p><b>y</b></p>
<p><b>yeah</b> 27:20</p> <p><b>year</b> 19:5 22:14,23 23:23,24 24:5 27:21 28:4,17,17</p> <p><b>years</b> 7:12,19 10:12 11:11 12:14 19:7,8 20:11 23:21 28:15</p> <p><b>young</b> 7:11 34:1,4</p>
<p><b>z</b></p>
<p><b>zoom</b> 10:21</p>