

TRANSPERFECT
LEGAL SOLUTIONS



State of Illinois

Admissions Review Commission

July 6, 2009

James R. Thompson Center

100 W. Randolph Street, 16-503

Chicago, IL 60601

1 [START ADMISSIONS_REVIEW_070609.MP3]

2 MR. ABNER MIKVA: Uh, I think Commissioner
3 Scholz is here, but, uh, - - I'm sure he'll show
4 up. Uh, Director--Commissioner Lowry is also
5 expected. Mr. Chung?

6 MR. THEODORE CHUNG: I, I believe so, Judge,
7 yes, - -.

8 MR. MIKVA: I'll remind every - - judges
9 start on time. Okay. Um, Chancellor Herman has
10 kindly agreed to, uh, help us shed light on
11 problems at the University of Illinois.
12 Chancellor, welcome.

13 CHANCELLOR RICHARD HERMAN: Thank you, sir.

14 MR. MIKVA: Appreciate your, uh,
15 contributions and support. And I'm going to ask
16 Mr. Ellis [phonetic] - - the counsel to the
17 commission to, uh, start the questioning and
18 then, - - the commissioners will try to hold
19 their questions - - but they may not. Uh, in
20 any event, uh, - -.

21 MR. HERMAN: Judge, uh, could I ask your
22 indulgence, uh, to offer a, uh, less than two-
23 minute statement?

24 MR. MIKVA: A less than two statement is - -
25 .

1 MR. HERMAN: Oh thank you, sir, thank you.
2 Good afternoon, everyone. It's my privilege and
3 honor to serve as Chancellor of the University
4 of Illinois at Urbana-Champaign, the state's
5 plu-public flagship institution.
6 Recent revelations about the Category I
7 system have been troubling, and have raised
8 appropriate questions about the standards and
9 equity of our admissions process. By the way,
10 it is apparent that some version of Category I
11 has existed for decades at the university. The
12 increasing number of applicants, and the
13 increasingly competitive applicant pool have
14 brought about a growing number of inquiries from
15 an envi--a variety of sources.
16 As chancellor, my intent was to insulate the
17 colleges as much as possible from external
18 requests, and respond promptly and appropriate
19 to inquiries that we received. It is now
20 apparent to me that the Category I system was
21 implemented in a way that was not equitable and
22 transparent. I deeply--I deeply regret that and
23 firmly believe the system for handling external
24 inquiries must be reformed.
25 It is important to note that our admission

1 staff for years has done a stellar job in
2 ensuring a holistic admissions process that
3 brings to our doors each year an increasingly
4 representative portion of the state's
5 population.

6 The present revelations and the work of this
7 commission will assist in, uh, bringing about
8 needed change. Going forward, we need to have a
9 process that is a model for, for the nation,
10 that is equitable and transparent, and that fits
11 the academic reputation of our campus as one of
12 the finest universities in the world. I will
13 work toward, and anticipate, that moment.

14 I would like to express my gratitude to each
15 of you for taking the time to provide this
16 public service to our great university and this
17 state. I'm grateful for the opportunity to
18 address you today and answer your questions.
19 Thank you very much.

20 MR. MIKVA: Thank you, Chancellor Herman.

21 We appreciate your attitude and being
22 forthcoming, and, uh, I hope that out of this
23 commission hearing we can, um, arrive at some
24 suggestions and recommendations that will see to
25 it that, uh, the policies of the university are

1 transparent, fair, and equitable. With that,
2 I'd like to ask Mr. Ellis [phonetic] if he would
3 start the questioning.

4 MR. CHUNG: No, uh, actually, Mr. Ellis
5 [phonetic] will handle the next witness. I--

6 MR. MIKVA: [interposing] Oh, okay. Mr.
7 Chung.

8 MR. CHUNG: I'm prepared to - - the, the
9 chancellor.

10 MR. MIKVA: Let me ask Ted Chung to, uh,
11 proceed with, uh, questioning Chancellor Herman.

12 MR. CHUNG: Thank you, Judge. Chancellor
13 Herman, please state your full name.

14 MR. HERMAN: Uh, Richard H. Herman.

15 MR. CHUNG: And what is your educational
16 background?

17 MR. HERMAN: I have a PhD in mathematics
18 from the University of Maryland, uh, College
19 Park, a bachelor of science from Stevens
20 Institute of Technology in Hoboken, New Jersey.

21 MR. CHUNG: When did you join the University
22 of Illinois?

23 MR. HERMAN: Uh, mid-October 1998.

24 MR. CHUNG: Before joining the University of
25 Illinois did you have, uh, positions with other,

1 uh, universities?

2 MR. HERMAN: Yes, I did. Um, I was, uh,
3 member of the Mathematics - - the College of
4 Computer, Math, and Physical Scientists at the
5 University of Maryland in College Park. Uh, uh,
6 from--and previous to that, I was, uh, a member
7 of the mathematics faculty and - - for six years
8 head of the department of mathematics. Previous
9 to that, I was on the faculty of the math
10 department in UCLA, and uh, previous to that I
11 was, um, I had a postdoctoral position in the
12 physics department at the, uh, the University of
13 Rochester. And obviously leaves [phonetic] in
14 between.

15 MR. CHUNG: And when you joined, uh, the
16 University of Illinois in 1998, what position
17 did you assume?

18 MR. HERMAN: I was a provost and vice-
19 chancellor academic affairs, which is the
20 university's, uh, chief academic and budget
21 officer.

22 MR. CHUNG: For how long did you hold that
23 position?

24 MR. HERMAN: Um, until, um, summer of 2004
25 when I was appointed interim chancellor.

1 MR. CHUNG: For how long were you interim
2 chancellor?

3 MR. HERMAN: Up until May of 2005, when
4 after a, uh, uh, I, uh, surge [phonetic]
5 process, I, uh, received the support of the, uh,
6 the board of trustees and the president of the
7 university for the permanent job.

8 MR. CHUNG: And then you were appointed, uh,
9 chancellor, officially appointed chancellor at
10 the university?

11 MR. HERMAN: In May of 2005.

12 MR. CHUNG: And you held that position ever
13 since?

14 MR. HERMAN: Correct.

15 MR. CHUNG: Can you describe for the members
16 of the commission the, the duties and
17 responsibilities you have as chancellor for the
18 University of Illinois?

19 MR. HERMAN: Uh, in terms of, uh, the
20 corporate world, it might be CEO, but it's, uh,
21 setting the larger, uh, strategic directions,
22 uh, uh, coordinating work, and, and uh, ideas
23 among the various vice-chancellors, uh, and
24 certainly, um, these days, in the middle of a
25 campaign, uh, to support our great institution

1 and I spent about 40% of my time, uh, in, uh,
2 fundraising activities.

3 MR. CHUNG: Who do you report to?

4 MR. HERMAN: I report to, uh, uh, the
5 president of the university, uh, which is the
6 three campus, uh, family, uh, system, and uh,
7 uh, and that would be, day-to-day reporting.
8 Uh, I'm an employee of the board - -.

9 MR. CHUNG: - - you, uh, explain for the
10 members of the commission the work that you do
11 with respect to the university's budget?

12 MR. HERMAN: Well, I would say, um, the, um,
13 the chief budget officer, who is the provost, is
14 responsible for the operating aspects, and for
15 setting the larger, uh, oh, perspective. The
16 detailed perspective. But I would, at the end
17 of the day, uh, get to decide, for instance, on
18 distribution of resources among the vice-
19 chancellors, or help, uh, in generating, uh,
20 some in--some new initiatives. Uh, uh, both
21 internal and external to the institution.
22 But I would expect a lot of those to come
23 through, through the provost, but I would rely
24 on, reasonably [phonetic], her, as, uh, the
25 person to develop those plans.

1 MR. CHUNG: What are the main sources of
2 funding, on an annual basis, for the University
3 of Illinois?

4 MR. HERMAN: Uh, general revenue funds from
5 the state, which account, now, for about--
6 they're 17% of our operating budget, plus, plus
7 benefits. Um, sup-supplied through, uh, central
8 management services. Tuition, um, uh, indirect
9 cost revenue, uh, um, grants, uh, - - and, you
10 know, auxiliary operations, which are, would be
11 housing, uh, athletic - - intermediate world,
12 which is a self-supporting operation. Um, I
13 think that pretty well covers it. The total
14 budget is, uh, around \$1.4 billion.

15 MR. CHUNG: I understand that tuition
16 accounts for what percentage did you say?

17 MR. HERMAN: Well, it's, um, let's see, it's
18 about a quarter now, little more than a quarter,
19 I think. Increasingly so.

20 MR. CHUNG: And the rest of it is grants
21 and--?

22 MR. HERMAN: Well, grants are, uh, not in a
23 way flexible funds in the sense that they're,
24 they are grants gathered through a competitive
25 process, mostly federal, but some within the

1 state, for specific purposes. Um, carrying out
2 research or, or like the Department of Children
3 and Family Studies work we do on campus, uh, or
4 we'll work for the National Science Foundation,
5 and National Institutes of Health. And those
6 are not dollars that, uh, are available to move
7 from one segment to another.

8 MR. CHUNG: - - but you're saying that that,
9 those categories account for over 50% of the
10 budget?

11 MR. HERMAN: Uh, about, uh, somewhere--the
12 research budget is all in around \$400 million.

13 FEMALE VOICE: What--excuse me, what about
14 private donors?

15 MR. HERMAN: Yeah, we - - thank you for
16 that. That's about 4% of our budget - -. And,
17 uh, we are in the midst of a, uh, of a campaign,
18 uh, on, on campus, and it's a broad university
19 campaign to raise \$1 1/2 billion, uh, for
20 support of the institution. And fortunately so
21 far it's succeeding. And - -.

22 MALE VOICE: Chancellor, d-does that--gets
23 aggregated? Is that used for the operational
24 money? Or is that all, uh--

25 MR. HERMAN: Sometimes. So you could

1 imagine, uh, these days, uh individual faculty
2 support at the chair level is, uh, to award a
3 chair--for a donor to award a chair in his or
4 her name would be \$2 million. A small--uh, and
5 that would um--[microphone feedback] uh, at 5%
6 would spin off \$100,000 a year, and--

7 MALE VOICE: So it would be part of the
8 annual - -.

9 MR. HERMAN: And it would be part of the--
10 yeah, some of it might go to salary, but some of
11 it might be--go to graduate student support.
12 Some of it might be supporting a laboratory - -.

13 MALE VOICE: And you spend about 40% of your
14 time on fund development?

15 MR. HERMAN: Correct.

16 MR. CHUNG: Chancellor, you described how
17 you report to the president. Could you provide
18 the members of the commission with an overview
19 of the, uh, leadership structure at the
20 University of Illinois?

21 MR. HERMAN: Um, the, uh, at which--well,
22 let me do the campus and then go up. So the,
23 the campus would include, uh, uh, vice-
24 chancellors, for, uh, student affairs, academic
25 affairs, and, and the provost, that's one who's

1 - -, uh, vice-chancellor for public liaison
2 [phonetic], uh, and vice-chancellor for, uh,
3 research, uh, - - reference, and uh, I've now
4 forgotten one that, uh, student affairs--pub-
5 public advancement, which would be the larger,
6 uh, fundraising, uh, uh, operations, and
7 relations with alumni and that would, uh,
8 coordinate work with the, uh, alumni association
9 and the foundation, which are separate entities.
10 Uh, and then if you go up a level th-there
11 would be the president and, uh, uh, vice-
12 presidents for, uh, vice president for academic
13 affairs, the vice president for technology--t-
14 technology and economic development, a, uh,
15 comptroller, and, and, and, uh, and, uh, um,
16 chief financial--CFO. Uh, and other, other
17 staff around the president.
18 And uh, of course then there are three
19 chancellors, one at Urbana-Champaign, one at
20 Springfield, and one right here in the City of
21 Chicago.
22 MR. CHUNG: And you're one of those three
23 chancellors?
24 MR. HERMAN: I am one of those three
25 chancellors, and we have responsibility to our

1 campus operations, but those are rolled up into
2 the overall, uh, broader university operation,
3 which then works with the board to get things
4 done.

5 MR. CHUNG: Um, what is the role of the
6 board of trustees?

7 MR. HERMAN: The board of trustees ha--is
8 the, uh, has, uh, fiduciary responsibility for
9 the institution. Uh, it is, uh, the guiding
10 body, if you will, uh, um, at--in a, in a given
11 meeting we might handle, uh, capital
12 expenditures, the institution of, uh, new degree
13 programs, uh, so a-a broad, a broad range of
14 items, and certainly, uh, uh, I mentioned
15 earlier that I'm an employee of the board, uh,
16 the board would approve, uh, each of the, uh,
17 the chancellors' appointments, and obviously
18 would, uh--not obviously, but would play a role
19 and, and promote the requirements - - fully
20 informed.

21 MR. CHUNG: And would it be fair to say that
22 the president takes direction from the board?

23 MR. HERMAN: Yeah. I mean, uh, the, the
24 president, uh, President White, is often fond of
25 saying that, you know, we each, uh, the

1 chancellors had one person to report to, and he
2 had 12. Uh, which is the, uh, number of
3 students--number of trustees, including three
4 students, and there's also a treasurer of the
5 board.

6 MR. CHUNG: Where does admissions fit into
7 the organizational structure? Is there an
8 individual who has primary oversight authority
9 over admissions, for instance?

10 MR. HERMAN: Primary responsibility, and
11 this was true when I was provost, was that the
12 admissions office would report directly into the
13 provost's office. Uh, since, uh, uh, that used
14 to be when I was in the provost's office. Uh,
15 more than five years ago. That was a direct
16 report to me. Uh, right now, it's reporting to,
17 uh, a vice-provost.

18 MR. CHUNG: So the director of admissions
19 reports to a vice-provost, who reports to the
20 provost?

21 MR. HERMAN: Yeah. And actually, I'm sorry,
22 in this case, uh, an associate provost, Keith
23 Marshall.

24 MALE VOICE: Am I correct that none of the
25 other officials that you've listed, including

1 yourself, really have any admissions
2 responsibility. Is that correct?

3 MR. HERMAN: Uh, no. In other words, the
4 provost's office, uh, certainly does, and--

5 MALE VOICE: Yeah, I know the provost does,
6 but chancellors of any of the campuses, you
7 don't have any direct responsibility for
8 admissions, do you?

9 MR. HERMAN: Uh, in terms of line
10 responsibility, no.

11 MALE VOICE: And the trustees?

12 MR. HERMAN: Uh, they wouldn't have any
13 responsibility - -.

14 MALE VOICE: And the president?

15 MR. HERMAN: Uh, there's no line
16 responsibility.

17 MALE VOICE: So how do you get involved?

18 How did you get involved?

19 MR. HERMAN: Well, uh, I got--I, I think,
20 uh, to some extent, uh, I've been, uh, uh, my,
21 my ability, uh, my need to get involved was that
22 - - the, uh, how to deal with the number of
23 external requests that were coming in.

24 MALE VOICE: But it sounds to me like in a
25 normal world, a chancellor would say well,

1 that's the responsibility of the provost, and
2 unless he screws up, I have nothing to say about
3 it. Is that, does that sound like a, a, uh,
4 appropriate division of responsibilities?

5 MR. HERMAN: Um, yes and no, in the sense
6 that, um, I, um, felt I had to respond to, uh,
7 the, the trustees, in particular, and the
8 external- -. My, my basic concern was that
9 there was going to be a lot of, uh, reaching in
10 to the, uh, colleges, uh, individually.

11 MALE VOICE: [interposing] By who?

12 MR. HERMAN: Well - - phone calls to the
13 colleges, and I was trying to act as a buffer
14 here.

15 MALE VOICE: Phone calls to the co--to the
16 dean of a college?

17 MR. HERMAN: Yeah. Well th-that was my, my
18 worry, and I - -.

19 MALE VOICE: [interposing] Bypassing the
20 provost's office altogether.

21 MR. HERMAN: Well, that, that concerned me
22 as a possibility.

23 MALE VOICE: Couldn't you have just said - -
24 to the deans--

25 MR. HERMAN: Yeah.

1 MALE VOICE: Uh, whenever anybody calls,
2 just direct them to the provost's office.

3 MR. HERMAN: Yeah. Well, you're, you're
4 correct, sir, and in fact as we, uh, as we think
5 about the future, I have some thoughts about how
6 this, this might be handled. Certainly when I
7 was provost I began to get calls myself, and
8 then I decided to, uh, you know, continue to
9 handle it. - -.

10 MALE VOICE: With all deference, Chancellor,
11 it sounds to me like these other people that
12 you've described, uh, who are in a relationship
13 to the provost's office, from the trustees on
14 down--

15 MR. HERMAN: Correct.

16 MALE VOICE: Really were interfering with
17 the provost's work.

18 MR. HERMAN: Um, I, I'm n--I'm not, uh,
19 quite sure how to answer that, sir.

20 MALE VOICE: Well, we heard from the, the
21 provost. They've been very forthcoming and said
22 that, that, uh, when he changed decisions and
23 when people were put on this so-called I list
24 [phonetic] it was because somebody directed them
25 to. - -.

1 MR. HERMAN: - - this was the associate
2 provost for, uh, the associate provost. - -.

3 MALE VOICE: Mr. Marshall.

4 MR. HERMAN: Keith Marshall, yes.

5 MALE VOICE: Yes. - -.

6 MR. HERMAN: [interposing] I think there
7 are--

8 MALE VOICE: Go ahead.

9 MR. HERMAN: I'm sorry, sir. I think there
10 were many entry points onto that list,
11 including, uh, uh, deans of the colleges. I
12 would, I would, uh, my--well, I mean, my
13 reaction to receiving a request was to forward
14 it to, uh, Mr. Marshall.

15 MALE VOICE: Was there any advice to him?

16 MR. HERMAN: No, it was, uh, I would either
17 forward an e-mail or say this is the request I
18 got, please look at it.

19 MALE VOICE: Never - - qualifying the
20 reports in some way as to who had made the, uh,
21 request? Some way as to who it came from?

22 MR. HERMAN: In some, in some cases, - -
23 very important request. In some cases those
24 names were attached. The initial, uh, uh,
25 initial passing-on had no such editorial

1 comments.

2 FEMALE VOICE: Was it understood, um, that
3 something that came from your office didn't
4 necessarily need any editorial comment?

5 MR. HERMAN: Uh, I can't speak to, uh, the,
6 uh, the state of mind of, of individuals. Uh,
7 my concern is that, uh, whether it came from my
8 office or had somebody's name attached to it,
9 that had the potential to create exactly, you
10 know, what you're, you're speaking about,
11 Commissioner.

12 MALE VOICE: Let me ask you a question.
13 Can, in a more perfect world, should the
14 trustees be at all involved in the admissions
15 process?

16 MR. HERMAN: To the extent that, uh, they
17 receive requests and pass them on, uh, I think
18 there's, uh, nothing wrong with that. Um, being
19 to the extent that there's a, a colloquy that
20 takes place with e-mails back and forth, I think
21 that was a m--a mistake on, on our part, in fact
22 - -.

23 MALE VOICE: Phone calls?

24 MR. HERMAN: Uh, phone calls such as?

25 MALE VOICE: A phone call from the trustee

1 to the vice-provost or to you?

2 MR. HERMAN: Yeah. I, I think those are,
3 uh, other than passing names on, I think those
4 are, uh, again, due to the sense that we engage
5 in a, you know, debate or here's why you should
6 do this or that, I think those should not take
7 place.

8 MALE VOICE: And what about the legislators?

9 MR. HERMAN: What I would actually propose,
10 sir, is that, um, every request, uh, go in
11 writing, and in fact, that those requests get
12 acknowledged. And uh, there may be additional,
13 uh, there may be substantive information
14 provided, and that should be, uh, left to the,
15 uh, director of admissions to handle. Perhaps
16 with the aid of a committee. Which we--

17 [Crosstalk]

18 MALE VOICE: --the trustees and the
19 chancellor, or any of the chancellors, and the
20 president, and the vice president, and uh, all
21 of the other treasurers should just stay out of
22 it altogether, I think.

23 MR. HERMAN: Well, I, you know, I, I think
24 input is fine. Uh, in the sense of offering
25 names, but they ought not to be named - - that,

1 uh, - - credence by who sent them, but with--or
2 we can't be na□ve as to the world we live in,
3 but there are these substantive, uh, requests--
4 I'm sorry, any recommendation should be just
5 that, a recommendation.

6 FEMALE VOICE: But, Chancellor, are you
7 saying that, uh, there were times when the
8 recommendations became something other than
9 recommendations? Or requests? They became
10 directives?

11 MR. HERMAN: I am saying that. And, and I
12 think we'll get to that in some of the, uh, the,
13 the, uh - -.

14 MALE VOICE: But mostly not?

15 FEMALE VOICE: In, in, i--are there um--

16 MALE VOICE: - -.

17 FEMALE VOICE: --be-before we get to the e-
18 mails, are there individuals that you have in
19 mind from whom you considered requests not to be
20 requests but were, indeed, directives?

21 MR. HERMAN: Well, I-I-I think, uh, there's
22 one instance, uh, that will--I will refer to
23 where, uh, sorry, um, we will get to, um, where
24 the, uh, former governor was involved. And I
25 felt that in some instances I was getting a

1 directive.

2 FEMALE VOICE: Y-you mean by former

3 governor, uh--

4 MR. HERMAN: I'm sorry, Mr. Blagojevich.

5 MALE VOICE: Did he have any role to play in
6 the admissions process under the, under, under,
7 uh - -?

8 MR. HERMAN: [interposing] - -? No.

9 MALE VOICE: So this is all informal.

10 MR. HERMAN: That would be--I'm, I'm not
11 sure what you mean by informal, but uh, in
12 answer to your first question, uh, he doesn't
13 have any formal role - -.

14 MALE VOICE: If you were a citizen of
15 Illinois, put a--take off your chancellor's hat.

16 MR. HERMAN: Correct.

17 MALE VOICE: And you had a child that was
18 denied admission to the University of Illinois
19 and you knew that right down the street another
20 child was admitted with an inferior record to
21 your child, and that a reason that person was
22 admitted was simply because he or she had some
23 clout with a legislator or the governor or the,
24 a trustee, wouldn't you be very upset?

25 MR. HERMAN: I, I think, uh, that is really

1 the reason for this hearing, sir. And I would
2 be.

3 MALE VOICE: Especially since you knew your
4 tax money was paying at least 18% of that
5 university's bills.

6 MR. HERMAN: A-agreed, sir.

7 FEMALE VOICE: What did you feel the
8 repercussions would be if you denied the
9 governor's requests?

10 MR. HERMAN: You know, it's hard to--uh,
11 we're talking about, you know, one or two
12 particular items. And it's hard to, uh,
13 frankly, recreate those things. And I think,
14 um, uh, the, the recognition of a, uh, of a, um,
15 in one particular case, uh, the uh, the fact
16 that that was transmitted verbally or from the,
17 uh, from the then chairman of the board, Mr.
18 Epley. Uh, I don't know what the repercussions
19 was, but I was told we needed to do it. And I
20 think we'll get to that, uh, later on. Did I
21 feel some, uh--recognizing, if you will, chain
22 of, chain of command? Yes. Um, on, on
23 occasion.
24 I'm not sure what, uh, that I felt my job
25 was in danger, but did I, did I feel some, some

1 need to, uh, do what would secure the, the
2 broader best interests of the institution? Um,
3 yes. - - and we can talk more about that case
4 later.

5 FEMALE VOICE: Did anyone ever discuss
6 repercussions with you?

7 MR. HERMAN: You mean in terms of a threat?

8 FEMALE VOICE: [interposing] - - possible--
9 yes, - -.

10 MR. HERMAN: In terms of a threat, no. No.

11 FEMALE VOICE: Did you ever raise this issue
12 with the trustees, and saying, this is getting
13 out of control, this is wrong, this is, this is
14 interference with the day-to--uh, day
15 operations. Did you ever, uh, make any
16 complaint to the board of trustees at all?

17 MR. HERMAN: In, in, in some, in some cases,
18 to, uh, some individuals, uh, yes.

19 FEMALE VOICE: And, and who would that be?

20 MR. HERMAN: Uh, I, uh, I certainly, uh, did
21 bring this up with, uh, one or two of the
22 trustees. Uh, and certainly did bring this up
23 with the, with one particular individual who was
24 then chair.

25 FEMALE VOICE: Who was that?

1 MR. HERMAN: I'm sorry?

2 FEMALE VOICE: Ch-Chancellor, who was that?

3 MR. HERMAN: Trustee Epley.

4 FEMALE VOICE: And, and Mr. Epley was a, was
5 one of the trustees who often made
6 recommendations or referrals, is that correct?

7 MR. HERMAN: That would be correct.

8 FEMALE VOICE: And did you have this
9 conversation with him, uh, uh, as a result of a
10 particular referral?

11 MR. HERMAN: Correct.

12 FEMALE VOICE: [interposing] Or was it a
13 general broader conversation?

14 MR. HERMAN: Uh, in, in, uh, one particular
15 instance, as a result of a particular referral.

16 FEMALE VOICE: And, and it was a
17 conversation just between the two of you?

18 MR. HERMAN: That would be correct.

19 FEMALE VOICE: And was it on the telephone?
20 Or was it--?

21 MR. HERMAN: Correct.

22 FEMALE VOICE: Oh, what did you say to him?

23 MR. HERMAN: Uh, uh, I said in particular
24 that I, I don't feel very good about doing this.

25 FEMALE VOICE: And what was his response?

1 MR. HERMAN: We need to get this done.

2 FEMALE VOICE: Was it just that short?

3 MR. HERMAN: - -.

4 FEMALE VOICE: Or was there other parts of
5 the conversation that related to the applicant?

6 MR. HERMAN: To the applicant? That he had
7 gone back to, uh, the governor's office, and was
8 told that we needed to get this done.

9 FEMALE VOICE: And what was your response?
10 To the chairman?

11 MR. HERMAN: Yeah - - I'm not very happy
12 about this.

13 FEMALE VOICE: Mm-hmm. And that's--

14 MR. HERMAN: [interposing] - -.

15 FEMALE VOICE: -- - - the conversation you
16 had about it? Is it--you never - -?

17 MR. HERMAN: [interposing] - -.

18 FEMALE VOICE: Did you have any broader
19 conversation?

20 MR. HERMAN: W-with one o-one or two of the,
21 uh, of the trustees, yes.

22 FEMALE VOICE: Could you describe those?

23 MR. HERMAN: Well, my, my concern was simply
24 that, uh, the, the, uh, the, uh, the numbers
25 appeared to be getting larger.

1 MALE VOICE: Numbers?

2 FEMALE VOICE: [interposing] To what did you
3 attribute that?

4 MALE VOICE: I'm sorry, did you say the
5 numbers of people?

6 MR. HERMAN: The number of, uh, uh,
7 referrals. But by and large, uh, I must say,
8 uh, in fairness that, uh, many of them--the
9 largest portion of them were simple inquiries.

10 FEMALE VOICE: To what did you - -?

11 MALE VOICE: - -. I'm sorry, sir. The
12 largest portion of them were what?

13 MR. HERMAN: Simple inquiries.

14 MALE VOICE: Simple inquiries.

15 FEMALE VOICE: So, so what did you attribute
16 the increase in inquiries?

17 MR. HERMAN: Well, we, um, as you know the,
18 uh, the state high school graduating population
19 is going up, and we're becoming increasingly
20 selective, and when I first came to campus, uh,
21 we had 18,000 applicants. We had more than
22 26,000 last year. The, um, the, uh, price of,
23 uh, education outside of the state and at
24 private universities is extraordinarily high.
25 We have great value. And I expect as we seek to

1 fulfill, uh, what is the nationwide mandate of
2 graduating, uh, from, uh, four-year schools,
3 more--a larger and larger percentage of our
4 population, that that pressure is going to
5 increase.

6 MALE VOICE: Did you speak to the governor
7 at all about this particular, uh, - -?

8 MR. HERMAN: [interposing] No, I, I, I would
9 not, uh--the latter, sir. I would not know how
10 to reach him.

11 MALE VOICE: Okay. Suppose Mr. Epley had
12 come to you and said the governor wants you to,
13 uh, appoint so-and-so as dean of the medical
14 school. What would your response be?

15 MR. HERMAN: Uh, I, I explained quite
16 clearly - - uh, that I would've said no, other
17 than the fact that I don't have a medical school
18 campus, but, well, but I understand your point.

19 MALE VOICE: At what point--suppose it was a
20 faculty member?

21 MR. HERMAN: It wouldn't happen. - -
22 faculty - -.

23 MALE VOICE: Could it be for, um, a non-
24 tenured position of some kind? The engineering-
25 -I mean in the, uh, mechanical departments?

1 MR. HERMAN: No sir.

2 MALE VOICE: Those requests never came to
3 you?

4 MR. HERMAN: The governor never made any
5 such request to me, sir.

6 [Crosstalk]

7 MR. HERMAN: --nor do I--nor did I get any,
8 any - - through anybody else - -. But it was
9 only about students' applications.

10 MALE VOICE: - -.

11 MALE VOICE: Did it ever have to do with,
12 with, uh, graduation?

13 MR. HERMAN: No, sir.

14 MALE VOICE: Just admission.

15 MR. HERMAN: Correct.

16 MALE VOICE: Staying in school?

17 MR. HERMAN: No, sir.

18 MALE VOICE: The--

19 FEMALE VOICE: - -?

20 MALE VOICE: The, uh, almost all these
21 abuses take place in the Category I, is that
22 correct?

23 MR. HERMAN: Uh, could you be a little bit
24 more specific?

25 MALE VOICE: Where the undue influence, I

1 mean, the ones that you're talking about, and
2 others have been talking about in previous
3 testimony, has been the Category I, primarily?

4 MR. HERMAN: Uh, uh, I mean, since you
5 qualified it with, with mostly to m--to my
6 knowledge, I would say the influence, yes.

7 MALE VOICE: So are you going to recommend
8 getting rid of Category I?

9 MR. HERMAN: Yes.

10 MALE VOICE: Thank you.

11 MALE VOICE: - -.

12 FEMALE VOICE: Chancellor, when, you, you,
13 you mentioned that when you were provost, you
14 had begun to get a fair amount of these, um,
15 external calls for, um, inquiries, and that when
16 you became, uh, chancellor, you decided to
17 continue to receive these calls?

18 MR. HERMAN: Correct.

19 FEMALE VOICE: What was the reason why you
20 decided to continue to receive those calls as
21 opposed to allowing whomever took your position
22 to receive those calls? Just a-as a matter of,
23 um, normal process? What was your state of
24 mind? Why did you choose that?

25 MR. HERMAN: Uh, good, good question. Uh,

1 uh, - - I felt, uh, especially from the
2 trustees, since I had, uh, been, um, handling
3 those calls, I decided to, to continue to do
4 that. Uh, should there, in retrospect, have
5 been a, another process created where, uh, - -
6 you know, what I began to describe earlier, yes.
7 Uh, I was doing it simply as, uh, the courtesy
8 to move things along. And as you can see from
9 the e-mails, what was going on, it was a, a, uh,
10 request, if you will, where working their way
11 into the system to, uh, Associate Provost
12 Marshall and then coming back through me, and,
13 uh, being passed back to the trustees or - -
14 anybody else.

15 FEMALE VOICE: I, I, I'm still not clear why
16 you--what's your reason? What's your stated
17 reason for choosing to continue to take the
18 calls yourself, personally?

19 MR. HERMAN: Well, I, I felt that the, uh,
20 the trustees expected it. In, in that
21 particular case.

22 FEMALE VOICE: In what particular case?

23 MR. HERMAN: No, in the case of the
24 trustees.

25 FEMALE VOICE: Okay.

1 MR. HERMAN: That I, I felt that they
2 expected me to respond, so I continued to
3 respond.

4 FEMALE VOICE: So the person who was provost
5 before you would've received external calls, it
6 seems, before your decision to personally accept
7 those calls, anybody in that position of provost
8 would have taken those calls, but you chose to
9 continue to take them as chancellor.

10 MR. HERMAN: I did. I did. We had an a--we
11 had, uh, an interim provost for a while, before
12 the, uh, new provost came on board, and I
13 decided to continue to, uh, uh, follow that
14 practice.

15 FEMALE VOICE: Were the calls that were
16 coming in beginning to become, uh, more--from
17 more and more influential sources?

18 MR. HERMAN: - - in, in the sense, uh, I'm
19 not sure what you mean by that. You mean the---
20 - I'm, I'm not sure the answer is yes, to the
21 best of my recollection. I think the number of
22 calls increased.

23 FEMALE VOICE: And, but from more
24 influential sources?

25 MR. HERMAN: Well, the, if you're talking

1 about calls through the trustees, they had the
2 same influence then as they have now.

3 FEMALE VOICE: Or legislators?

4 MR. HERMAN: I, I got next to no calls from
5 legislators.

6 FEMALE VOICE: So the majority of your calls
7 came from trustees.

8 MR. HERMAN: Correct. With, you know, uh,
9 I, I, uh, sometimes with an indication of who
10 had made the request to them.

11 FEMALE VOICE: And that could've been people
12 in the political structure?

13 MR. HERMAN: Uh--

14 FEMALE VOICE: State political structure?

15 MR. HERMAN: Not that I recall.

16 MALE VOICE: Chancellor, apart from
17 trustees, and you've described your relationship
18 there, and, and general assembly members, and we
19 know you have governmental affairs staff. What
20 about fundraising?

21 MR. HERMAN: Uh, occasionally, um, uh,
22 donors would, uh, uh, make the request, uh, to,
23 to look at somebody, uh--

24 MALE VOICE: And they would go on Category
25 I?

1 MR. HERMAN: There were certainly some on,
2 uh, Category I. Um, I would say 99% o-of them
3 were on Category I.

4 MALE VOICE: And as chancellor you
5 supervised fundraising on--at least for your
6 campus?

7 MR. HERMAN: The latter is correct, sir.

8 MALE VOICE: Well, I'm just wondering since,
9 I mean, you, you've described, uh, the nature of
10 the trustees' relationship with, uh, the
11 university administration, and we, we know that,
12 uh, the general assembly, uh, has played a role
13 here, but it seems with fundraising, that could
14 be handled internally within the university just
15 to, uh, insulate admissions from fundraising.
16 Isn't that something you could just do as a
17 matter of university policy? To eliminate any
18 linkage between, uh, fundraising and, uh, the
19 admissions, uh--

20 MR. HERMAN: Certainly. Uh, but, l-let me,
21 uh, - - [cell phone ringing] Apologize. - -.
22 [Crosstalk]

23 MR. HERMAN: The, um, uh, I, I think, uh,
24 you know, if you will, 99.9% of - - uh, I, I
25 never, uh, received a, uh, a request from a

1 donor that was, uh, in a--in and of itself
2 dispositive. Uh, anyone who was admitted, even
3 those off of the Category I list, uh, which
4 actually, uh, - - the Category I list had as a
5 minimum quality their ability to succeed at the
6 institution. Uh--

7 MALE VOICE: Well, I appreciate that caveat,
8 because, uh, we do need to keep that in
9 perspective. We're talking about a very small
10 percentage.

11 MR. HERMAN: And, and I, and--

12 MALE VOICE: Of those who were admitted, or
13 accepted.

14 MR. HERMAN: And, and--i-if I might just add
15 one comment, Commissioner Scholz, uh, uh, I know
16 what the number is on, on the list. And, uh, I
17 understand, uh, uh, that it - - 150, uh, to 200
18 people, but the reality is, uh, uh, this year,
19 uh, there were roughly 90 people who, uh, uh,
20 got in without any discussion, and the 30 people
21 that were rejected from that discussion by
22 whatever normal procedure took place. That's
23 not an excuse. It's just a statement of scale.

24 MALE VOICE: - - puts it in some
25 perspective, but it wouldn't, uh--

1 MR. HERMAN: No, I, I--

2 MALE VOICE: It wouldn't satisfy that irate
3 neighbor that, uh - -.

4 MR. HERMAN: You're, you're right, sir.

5 MALE VOICE: And I think that's the problem.
6 And we have to fix it.

7 FEMALE VOICE: Chancellor, I'd like to ask
8 you a few questions about the, uh, the role of
9 your government relations staff.

10 MR. HERMAN: - -.

11 FEMALE VOICE: Uh, in this process. You
12 indicated that you kept yourself involved in
13 Category I because, uh, the, the, the numbers
14 were increasing. Um, did some of that increase,
15 uh, was it, was it being funneled through your
16 government relations staff?

17 MR. HERMAN: Uh, if I might make one
18 correction, - - the government relations staff
19 did not report to me. They report to the
20 president. Uh, did they, um, did they come and,
21 and visit with me? Uh, on occasion. I think
22 that's known, and that the answer to that is
23 yes. Um, I, I think, uh, one of the e-mails
24 we're going to explore, uh, talks about, um, my
25 concerns about their role. Um, so now, I'm

1 sorry, I've, I've forgotten the end of your
2 question. I apologize.

3 FEMALE VOICE: I mean they, they were part
4 of the, the, the process for, uh, producing
5 Category I applicants--

6 MR. HERMAN: That is correct.

7 FEMALE VOICE: --is that correct?

8 MR. HERMAN: That is correct.

9 FEMALE VOICE: And was there something
10 about, uh, their role in this process that
11 caused you some concern?

12 MR. HERMAN: Yes.

13 FEMALE VOICE: And what was that?

14 MR. HERMAN: Um, one basic thing, uh, I, I
15 guess I, I uh, understood, and the need to, uh,
16 you know, carry a request forward. Uh, a
17 legislator, uh, an enquiry, uh, what I di--what
18 I didn't understand, and to this day do not
19 understand is how they had access to detailed
20 information about, uh, the, uh, particular, any
21 particular candidates, um, you know, position in
22 the hierarchy of it, uh, of our 26,000
23 applicants. That deeply concerns me, and the
24 extent to which that, uh, uh, information was
25 shared, uh, with legislators, uh, concerns me

1 even more.

2 FEMALE VOICE: So you were concerned about
3 their access to private student data? Is that
4 what you're saying?

5 MR. HERMAN: Private student--

6 FEMALE VOICE: Inf--private student
7 information.

8 MR. HERMAN: That would be correct. And I
9 don't know how it was done.

10 FEMALE VOICE: You--o-once that became clear
11 to you, that access, did you take any steps or
12 to, to limit that access?

13 MR. HERMAN: Uh, both the president and I,
14 um, uh, took action on that. It was eventually,
15 uh, - - staff. He called a, uh, called a halt
16 to the action.

17 FEMALE VOICE: Did you perceive that, uh,
18 government relations, staff members, uh, put
19 pressure on the admissions process?

20 MR. HERMAN: Well, what I--in a way, yes.

21 Uh, our, um, but I, uh, and I, I don't--I
22 wouldn't, uh, in, uh, impute motive. I think
23 what they were, they were, uh, working directly,
24 uh, and quite heavily with the colleges, and uh,
25 and uh, Director Marshall. And I think

1 implicit, uh, implicitly, you know, that's just
2 a lot of, lot of calls please update me on so-
3 and-so. I think that, that should not take
4 place.

5 FEMALE VOICE: But the, but the calls, uh,
6 and, and, and e-mail traffic, i-including names
7 of legislators who were interested, is that
8 correct?

9 MR. HERMAN: That--in some instances, yes.
10 That would be correct.

11 MALE VOICE: Now, Chancellor, I, I
12 appreciate the value of the euphemism as much as
13 anybody, but, uh, several times university
14 people who've testified before this commission -
15 - response to newspaper requests have talked
16 about this as a tracking system. I'd like to
17 believe that that's the only reason that
18 legislators and the governor and trustees were
19 calling - - find out the status of one of these
20 students. But that, that is a euphemism, isn't
21 it? They weren't asking where does this person
22 stand, they were saying, admit this person.
23 Right?

24 MR. HERMAN: I, I, I would say yes and no,
25 in the fact--in the sense that I, I don't think

1 that's a, an accurate characterization of, uh,
2 the largest portion of the list. I mean, I will
3 tell you what I called it in my office, which
4 was a watch list. I had no idea of the - - of
5 the appellation Category I. Okay? So, uh, I do
6 think, uh, it, it started out as a way of
7 tracking the requests. At the end of the day,
8 for a, uh, uh, a small number of individuals, it
9 wound up as you're describing.

10 MALE VOICE: W-would you agree that the, uh,
11 government affairs staff should have no role in
12 the student admissions?

13 MR. HERMAN: Excuse me. Yes. I, I think
14 they're entitled to--if a legislator, uh, wishes
15 to, uh, inquire or offer a recommendation about
16 a student, that recommendation could be offered.
17 But we do not do - -.

18 FEMALE VOICE: Would another fair
19 characterization be that this is part of the
20 favor economy? That by currying the favor of
21 the trustees and legislatures--legislators, you
22 are bringing resources to the university?

23 MR. HERMAN: I'm not, I'm not sure I would,
24 uh, characterize it that directly. Um, uh, w--
25 to some extent, and I think, uh, this morning's

1 paper, uh, uh, had a, um, next to that picture
2 had a little, uh, headli--a little photo - -
3 that says we need to be responsive to the, uh,
4 uh, to the state, and to, and to others who, uh,
5 um, and to others. Um, but I, I, I never saw
6 it, as, as that kind of a direct linkage. On
7 the other hand, uh, I think what Judge - -
8 referred to, and others have referred to it, um,
9 an implicit, um, uh, version of what you've just
10 said. Uh, I would say, uh, we need to avoid
11 that in the future.

12 FEMALE VOICE: Was there ever a time that a
13 donor, uh, withdrew funding? For - -?

14 MR. HERMAN: - -?

15 FEMALE VOICE: Was there ever a time in
16 which a donor withdrew funding for, uh,
17 construction, for the new building, because, uh,
18 their spouse or their relative, I don't know if
19 it's a son, um, did not get in? Have you ever
20 heard that story?

21 MR. HERMAN: I, I, I - -.

22 FEMALE VOICE: It was one of the anecdotes
23 that came up in the interview.

24 MR. HERMAN: [interposing] Uh, I, A, I have
25 no knowledge, and B, I would be amazed.

1 FEMALE VOICE: Okay. Y-you talked a lot
2 about the increase in requests. Was any of it
3 personality-driven? In other words, were there,
4 was it another set of trustees or another
5 governor in which, uh, under whom these things
6 did not happen?

7 MR. HERMAN: Um, as I say, my, my, um,
8 initial, uh, awareness of the request came, uh,
9 towards the end of my time as, as provost, and
10 uh, I really can't comment, uh, on what took
11 place before.

12 FEMALE VOICE: I'd like to take a moment to
13 drill down into your discussions with the
14 trustees.

15 MR. HERMAN: - -.

16 FEMALE VOICE: First of all, were there any
17 trustees that, uh, I, I should say, any trustees
18 who were opposed to the Category I process?
19 Whether they used that term or not?

20 MR. HERMAN: Uh, I w--I, I guess, I guess,
21 uh, w--I can only, uh, speak in the affirmative,
22 and not meaning to exclude o--exclude others. I
23 would say, uh, uh, you know, Trustee Doris
24 [phonetic] had brought that up with me in
25 discussions.

1 FEMALE VOICE: And could you talk about that
2 conversation?

3 MR. HERMAN: Well, - - his concern about,
4 uh, making any requests, period.

5 FEMALE VOICE: So he refused to make any
6 requests?

7 MR. HERMAN: Uh, I'm not sure of the record.
8 I can only re-recall the conversation.

9 FEMALE VOICE: Did he refer to the requests
10 of other trustees?

11 MR. HERMAN: No.

12 FEMALE VOICE: Any conversation?

13 MR. HERMAN: No.

14 FEMALE VOICE: Just talked about his - -.

15 MR. HERMAN: Correct.

16 FEMALE VOICE: Okay. The two--were there
17 two trustees with whom you had discussions,
18 beyond the specific incident in which the
19 governor, uh, Blagojevich asked for sponsorship
20 of a - -?

21 MR. HERMAN: I'd say one, uh, one.

22 FEMALE VOICE: There was one, okay, could
23 you talk about that conversation, and, and when
24 did these conversations occur, please?

25 MR. HERMAN: Uh, when, I can't say, but

1 certainly, uh, more than a year ago, uh, one - -
2 Trustee Bruce.

3 FEMALE VOICE: Please be more specific.

4 MR. HERMAN: [interposing] I-I'm sorry,
5 thank you. Uh, no, I guess my-my concern about,
6 uh, uh, large numbers of requests, and he, he
7 understood that, and we didn't, we didn't go
8 much further - -. I don't know what he did with
9 the information.

10 FEMALE VOICE: If you would be a little bit
11 more specific, what did he say? What did you
12 say? What was your response to what he said?

13 MR. HERMAN: Um, just that I was getting a
14 large number of requests, uh, uh, from, uh, from
15 certain quarters, uh, and I--- - understood
16 that, - - not always sympathetic to it.

17 FEMALE VOICE: Mm-hmm. And, and what when
18 you say he - -?

19 MR. HERMAN: [interposing] But this is, this
20 is - - I, I must confess that this is somewhat
21 reconstructed.

22 FEMALE VOICE: Okay. So when you say he's
23 not sympathetic to it, did he ever give it
24 rationale why this process was important, why it
25 was important for trustees to be able to refer

1 students into the admissions process?

2 MR. HERMAN: Uh, no. No.

3 FEMALE VOICE: And, and so his lack of

4 sympathy is based on, obviously, some sort of

5 philosophy, I would imagine. - -.

6 MR. HERMAN: [interposing] No, I, I, I

7 think, I think more broadly the, uh, my, my

8 feeling is that the trustees, uh, probably felt

9 that they were, and by and large they were, not

10 passing on requests. - -.

11 [Crosstalk]

12 FEMALE VOICE: Let's just clarify one thing

13 if you don't mind.

14 MR. HERMAN: Please.

15 FEMALE VOICE: Um, you mentioned that, uh,

16 when we talked about your choice to continue to

17 receive these calls, were you ever encouraged by

18 the trustees to continue to receive these calls?

19 MR. HERMAN: Uh, not specifically.

20 FEMALE VOICE: What does that mean, not

21 specifically?

22 MR. HERMAN: Y-you mean, you mean, uh, - -

23 you know, please, continue to receive these

24 calls - -?

25 FEMALE VOICE: Well, you said you made the

1 choice to do that, and I'd like to know whether
2 you were encouraged to make that choice. Did
3 this choice--did you make that choice solely on
4 your own? Were you encouraged by any members of
5 the trustees?

6 MR. HERMAN: Uh, probably yes to the former
7 and no to the latter.

8 FEMALE VOICE: Yes, you were encouraged?

9 MR. HERMAN: No, I said--- - I, I
10 effectively made that choice on my own, because
11 of the interim nature of the, of the then-
12 provost, and then just continued to do it.

13 FEMALE VOICE: Okay.

14 MALE VOICE: John?

15 MALE VOICE: Chancellor, by the time you
16 arrived in Illinois in October of 1998 you had
17 spent a considerable amount of time in other, um
18 institutions of higher learning in other states.

19 MR. HERMAN: Correct.

20 MALE VOICE: Um, had you ever in your prior
21 experiences in those other institutions ever
22 come across any other system that, uh, even
23 remotely resembles what we know of as Category I
24 in Illinois?

25 MR. HERMAN: Uh, uh, at those institutions

1 I, uh, I have not. Do I believe something like
2 this exists elsewhere? Yes.

3 MALE VOICE: What's your basis for saying
4 that something like this, um, exists elsewhere?

5 MR. HERMAN: Well, a-anecdotes.

6 MALE VOICE: Anecdotes. But does it not
7 exist at Maryland or UCLA as far as you knew,
8 or?

9 MR. HERMAN: Um, my memory at UCLA is a
10 little bit dim. Uh, I was, uh, a dean at the
11 University of Maryland. Uh, and we did have,
12 uh, an undergraduate admissions person in our
13 office, and there my role was, um, - - be
14 supportive of orientation and, and process
15 issues, but - -.

16 MALE VOICE: - -.

17 MR. HERMAN: [interposing] No, I'm not
18 aware, I'm not aware of anything - -.

19 MALE VOICE: You're not aware of anything
20 like a Category I?

21 MR. HERMAN: No.

22 MALE VOICE: Now once you arrived, uh, in
23 Illinois, 1998, you came to understand, uh, - -
24 that, that something like Category I had, had
25 been in place for some period of time.

1 MR. HERMAN: Yes, and I think I said as much
2 in my opening statements.

3 MALE VOICE: Correct. For how long,
4 roughly, if you can estimate, sir?

5 MR. HERMAN: Well, uh, my b--my best
6 estimate would be, uh, based on the, uh, on the
7 statement of, uh, of Martha Moore who was, uh,
8 uh, in the admissions office for some, uh, 23
9 years, before she retired, and she indicated
10 that this had been going on in he--in her day.
11 So I would say decades.

12 MALE VOICE: And as provost, approximately
13 seven years ago, uh, did you have occasion to
14 consider the application of, um, a child of a
15 major donor to the university?

16 MR. HERMAN: I did.

17 MALE VOICE: Could you describe for the
18 members of the commission how that proceeded?

19 MR. HERMAN: Uh, that proceeded through a
20 request from our, uh, chief development officer
21 at the time, uh, indicating that this person,
22 uh, uh, uh looked like they could succeed, was
23 sort of on the edge, and, uh, and, uh, uh, could
24 we, uh, perhaps, um, uh, inquire to see if this
25 person could succeed, and, um, and, uh, be

1 admitted.

2 MALE VOICE: Who is the person you're

3 referring to?

4 MR. HERMAN: Uh--

5 MALE VOICE: Not the applicant, but the, uh,

6 university official?

7 MR. HERMAN: [interposing] No, I, I

8 understand that. Richard Wilson, who was then,

9 uh, I guess it was associate chancellor for

10 development - -.

11 MALE VOICE: And when, when Mr. Wilson

12 communicated that to you, did you understand him

13 to be advocating for the admission of this

14 applicant?

15 MR. HERMAN: Yes, yes I did.

16 MALE VOICE: Was the applicant admitted?

17 MR. HERMAN: Yes, the applicant was.

18 MALE VOICE: How did that come about?

19 MR. HERMAN: Uh, I actually did--I don't

20 recall, uh, precisely. I don't--I don't believe

21 that I made any, uh, entreaties. He may have.

22 MALE VOICE: I'm sorry, - - what?

23 MR. HERMAN: I say he may have.

24 MALE VOICE: Mr. Wilson?

25 MR. HERMAN: Correct.

1 MALE VOICE: Do you have - -?

2 MR. HERMAN: I'm not, I'm not aware of - -.

3 MALE VOICE: Do you recall who made the
4 decision to admit that applicant?

5 MR. HERMAN: No, I do not.

6 MALE VOICE: Um, were there any--at any
7 point in time in the future, any subsequent
8 gifts provided by the, the family?

9 MR. HERMAN: Con-continual gifts - -.

10 MALE VOICE: Did you see any connection
11 between any gifts provided by that family and
12 the admission of the family's child?

13 MR. HERMAN: Actually, no.

14 MALE VOICE: - - so the record is clear,
15 sir, have you ever, um, while being a University
16 of Illinois employee ever been part of any--
17 something you understood to be a quid pro quo
18 with respect to the admission of an applicant?

19 MR. HERMAN: Certainly not.

20 MALE VOICE: - - normal course of events,
21 you and the other people concerned about the
22 university would've been concerned if this was a
23 substantial gift, turning down the child of the
24 donor could endanger the continuation of such
25 gifts. It crossed your mind, didn't it,

1 Chancellor?

2 MR. HERMAN: Uh, I, I suppose it did, uh,
3 but, um, I've never known any individual to do
4 that. And it, it certainly, uh, didn't motivate
5 my, my own activities.

6 MALE VOICE: Consciously.

7 MR. HERMAN: Cons--correct.

8 MALE VOICE: And to - - up on some of your
9 prior testimony, sir, when you became
10 chancellor, the frequency of Category I
11 inquiries increased, correct? For you?

12 MR. HERMAN: For me, yes.

13 MALE VOICE: And can you estimate roughly
14 how many inquiries in a given year you received
15 in your, uh, position as chancellor.

16 MR. HERMAN: Almost all of the inquiries I
17 received were, uh, in terms of e-mails that I
18 pass on, or were through the board, and they
19 might've been, uh, uh, numbering 40.

20 MALE VOICE: On average in a given year?

21 MR. HERMAN: - - that would be correct,
22 although, uh, I have not gone back to, uh, uh,
23 actually parse the data.

24 MALE VOICE: - - you referred to trustees as
25 being the, the, the most significant source then

1 - -.

2 MR. HERMAN: [interposing] For me

3 personally,

4 MALE VOICE: For you.

5 MR. HERMAN: And, and that is different from

6 entry onto the list.

7 FEMALE VOICE: - -.

8 MALE VOICE: Is that also common nationally?

9 Do the trustees normally get involved in the
10 admissions process to that extent, do you think?

11 MR. HERMAN: Um, you know, I, I can't speak
12 to that, except I'm a, uh, I mean - - um, uh, I
13 - - not encouraged to pass on anecdotes. - -.

14 MALE VOICE: Even anecdotally, though, you
15 don't--?

16 MR. HERMAN: No, I, I think th-there
17 certainly were instances, uh, in other major
18 institutions, but, uh, I, I don't know, uh, uh,
19 I can think of one where, where it did change,
20 but - -.

21 MALE VOICE: What would be the downside of,
22 um, establishing a university policy that the
23 trustees were not to get involved in the
24 admissions policy at all?

25 MR. HERMAN: You know, I, I don't think

1 there'd be any downside. I, I do think that
2 requests for the trustees to enquire is fair. I
3 think, uh, uh, if a family makes an inquiry of
4 the trustee or a trustee, I think the family
5 should be encouraged, or the individual should
6 be encouraged to send in a letter of
7 recommendation for the, for the student,
8 although I must be clear we do not have a
9 process now where we use letters of
10 recommendation.

11 MALE VOICE: So wouldn't it be - - most
12 active transparency for, for the university to
13 say to the trustees, look, uh, you know, it'd be
14 best for all concerned if you just aren't
15 involved in the process at all. When somebody
16 asks, you say write or call the provost's
17 office, or, - -. We can't touch it. This is
18 verboten.

19 MR. HERMAN: Yeah. I, I, I, I think that,
20 uh, with - - first of all, the person who's
21 asking directly should be the person to make the
22 contact rather than through an intermediary - -.
23 And that's--I think that's one of the points
24 you're making. Uh, second, uh, I think part of
25 the difficulty, uh, for us, has been the

1 continued dialog back and forth, uh,
2 occasionally, uh, uh, resulting in, and I don't
3 mean this to be humorous, surplus language.
4 MALE VOICE: Of those 40, Chancellor, uh--
5 MR. HERMAN: And that's an estimate, please.
6 MALE VOICE: Yeah. That estimate, and now
7 I'm going to ask you to estimate the percentage
8 of those where you felt they really wanted, uh,
9 some sort of an appeal process, as opposed to an
10 actual status inquiry?
11 MR. HERMAN: I, you know, I, I think, uh,
12 the largest, largest percentage of them were,
13 uh, status inquiries. Sometimes additional
14 information was added, which I, uh, I, I would,
15 I would view in a few cases, uh, as, A,
16 perfectly appropriate, and uh, representative of
17 the kind of--and I use the word holistic, but,
18 if I look, for instance, at the, um, uh,
19 admissions policies of, uh, UCLA and, um, and
20 Michigan, and I, I - - I know, uh, the
21 commission has made inquiries as to, as to other
22 universities, um, their admissions statements
23 are, uh--both of them are modeled in, in some
24 way or another. Uh, although I know Michigan,
25 um, - - both, both Michigan and UCLA's

1 statements are different, worth looking at.

2 MALE VOICE: Chancellor Herman, - -.

3 MR. HERMAN: I'm sorry. Sorry.

4 MALE VOICE: - -. We've had the opportunity
5 to meet a few people from your admissions, uh,
6 current - - and former employees. Mr. Montoya
7 [phonetic] - - here just a week ago, and then
8 also--

9 MR. HERMAN: [interposing] Right.

10 MALE VOICE: --- - Marshall, I believe, and-
11 -

12 MR. HERMAN: [interposing] Correct.

13 MALE VOICE: They seemed to be really highly
14 qualified professionals in their field, so a-and
15 they also appeared to be very honest and
16 genuinely disturbed that the Category I process
17 existed. So I'm wondering when you have people
18 that are so qualified - - those two individuals
19 and others, then there would be a need to cr--to
20 bring in the provost or chancellor to, to give a
21 - - for specific applicants to determine whether
22 they can succeed at the university when surely
23 th-they're--it's their responsibility to
24 determine that.

25 MR. HERMAN: Uh, I think, they, um, uh, by

1 and large I, I agree with what you just said.
2 Number one. And number two, admission to the
3 university is not to the university but to the
4 u--to, to the colleges, by and large. Except
5 for the Division of General Studies, which
6 report to, now, reports into the provost's
7 office. So I think there is some need for the
8 provost's office, uh, to be involved. And in
9 fact, since admissions reports there, broad
10 policies like the one to which I just alluded
11 should originate there, and the, uh, statement
12 which recognizes individual characteristics, - -
13 individual's ability to, uh, contribute to the
14 whole class. Uh, we use as an example what do
15 you do with a student who's president of the
16 Future Farmers of America - -.

17 MALE VOICE: Mr. Montoya testified that he
18 failed to see any benefit that people in
19 Category I would bring to, to the specific
20 college.

21 MR. HERMAN: Uh, I, I'm not sure I, uh, I, I
22 fully agree with that. Uh, um, but I, I would
23 distinguish his testimony from, uh, that of Mr.
24 Marshall.

25 MALE VOICE: - - question. If you're

1 looking at people, like Mr. Montoya or Mr.
2 Marshall, who seem eminently qualified - -
3 trusted with, uh, great responsibility, wouldn't
4 they be more qualified to decide who would be a
5 successful student at the University of Illinois
6 than a trustee?

7 MR. HERMAN: Oh certainly - -.

8 MALE VOICE: Or a legislator?

9 MR. HERMAN: Certainly.

10 MALE VOICE: Or the governor?

11 MR. HERMAN: Certainly.

12 MALE VOICE: And I think the import of that
13 question is why - - try to keep all those sort
14 of extraneous influencers out of it, and get rid
15 of Category I?

16 MR. HERMAN: Well, I s--I think in response
17 to your earlier question - - judge's question,
18 I, I suggested, in fact, doing entirely that.

19 FEMALE VOICE: How many complaints did--um,
20 pardon me, or, just, just, do you think that
21 moving forward in order to avoid a trustee
22 becoming a quote-unquote go-between between,
23 say, the governor or any other, uh, uh, person
24 or entity--

25 MR. HERMAN: Mm-hmm.

1 FEMALE VOICE: Um, that it would be, uh,
2 feasible to have some type of a policy where
3 they would be required to abstain from even, uh,
4 recommending an applicant that had, uh, any type
5 of a relationship with someone that they had a
6 relationship with, like the governor or a
7 legislator?

8 MR. HERMAN: That, you know, I, in the, uh,
9 in, in an ideal world, uh, for them to say you
10 will be receiving a letter from, about their,
11 uh, from some, uh, family X about their, uh,
12 candidate, their child, I, I guess I wouldn't,
13 uh, generally view that as a difficulty, but I
14 think at the end of the day, uh, and I stated
15 this in response to an earlier question, we need
16 to have, uh, the person who's making the
17 entreaty directly go and send whatever they o-
18 offer into the admissions office. - - judge,
19 and - - about, uh, uh, you know, allowing the
20 admissions officers, together with their
21 counterparts in the college, to do their job.
22 Excuse me, and, uh, and, uh, honestly, uh, uh,
23 we probably need the help of, uh, a group to
24 help the admissions office. I mean it is an
25 issue of, of staff. And how many people can we

1 have. One of the rea--we don't take letters of
2 recommendation now. Most of the big ten does
3 not take letters of recommendation.

4 FEMALE VOICE: How would you see this group?
5 What would that group look like to you?

6 MR. HERMAN: Well, uh, I, I think, uh, given
7 that there were the, uh, well, let me back up -
8 - one is, um, and we, we have, uh, we do have an
9 appeals process, which is not, uh, broadly
10 circulated. In September of this year, our
11 admissions office was working on creating a web-
12 based appeal process for this coming year. That
13 in fact will be up and running, under any
14 circumstance. So - - what it means to appeal,
15 you know, just don't send me a nice letter about
16 this student - - substantive, and I'm not sure
17 of what the details are, but obviously it needs
18 to be substantive for an appeal to be
19 considered. And that's number one. Number two,
20 I think if there are, if there are people who
21 have additional information to offer about the,
22 uh, ability of the person, their character,
23 their leadership in the community, what they,
24 what they could contribute to society, uh,
25 beyond, uh, uh, GPA and ACT, and excuse me, but

1 god help us if that's the only thing we're going
2 on. Uh, I don't, I don't see how we, how we
3 could or should do that. Uh, and then I, I
4 think those, uh, whatever comes in, comes in and
5 gets dealt with, uh, by a, a committee of
6 individuals who would operated under the, uh,
7 auspices of the, uh, the director of admissions.
8 Uh, I do think the, uh, inquiries need to be
9 responded to.
10 Uh, we, we have many people out there, uh, -
11 - worse, in one way or another. I think they,
12 they need to be handled with a degree of, of
13 politeness and courtesy.
14 FEMALE VOICE: Ques--uh, on that note, do
15 you feel that the number of applicants from the
16 Category I process increased after the, uh,
17 Perry Mc--what's his name? Perry, uh--?
18 MALE VOICE: McLennan [phonetic].
19 FEMALE VOICE: McLennan [phonetic] began to
20 participate in those meetings?
21 MR. HERMAN: Um, so you would specifically
22 refer to the number of individuals that came
23 through government relations, for instance.
24 FEMALE VOICE: Yeah.
25 MR. HERMAN: Okay. And, uh, uh, I'm--I wish

1 I could answer that, in the sense that I - -.

2 FEMALE VOICE: I, I'd like to know the
3 answer.

4 MR. HERMAN: We could, we could certainly--

5 FEMALE VOICE: [interposing] Because I know--
6 -

7 MR. HERMAN: I believe, I believe we have
8 that data point, but, uh, I can't, I can't
9 affirm that. - -.

10 FEMALE VOICE: Because he did not always
11 participate in those meetings.

12 MR. HERMAN: That would be correct.

13 FEMALE VOICE: And then he did begin to
14 participate in them. So I think it would be
15 important for us to know whether or not that
16 number began to increase as a result of his
17 participation.

18 MR. HERMAN: I think we - -.

19 [Crosstalk]

20 FEMALE VOICE: And along those lines, uh,
21 uh, I have a question on whether the
22 distribution of that information to legislators
23 would be considered a violation of BURBA
24 [phonetic].

25 MR. HERMAN: I, I have only the--literally,

1 um, it would be specific student data, and I
2 would be greatly worried that it might be, but
3 I'm not of the legal profession. And so I - -.

4 MALE VOICE: We're only asking for the
5 number. We're not asking for the identity.

6 MR. HERMAN: Oh, no, no, no, no. I was
7 answering a different question, I'm sorry,
8 Judge.

9 MALE VOICE: Okay. All right.

10 FEMALE VOICE: The--uh, and, and along that
11 same lines, uh, do you know how long Mr., uh,
12 Mc-McLennan [phonetic] uh, had worked for the
13 University of Illinois?

14 MR. HERMAN: I do not know precisely.

15 FEMALE VOICE: - -.

16 MR. HERMAN: I - -. I mean, uh, I've been
17 there a decade. I, uh, am not sure - - I
18 remember him all that time.

19 FEMALE VOICE: Thank you.

20 FEMALE VOICE: How many staff members
21 complained to you about the Category I or the
22 special, uh, special consideration categories
23 and - -?

24 MR. HERMAN: Um, maybe, uh, and,
25 unfortunately, very few.

1 FEMALE VOICE: Very few complained to you?

2 MR. HERMAN: I mean there, there, there's a
3 large, uh, uh, set of e-mails which, uh, I think
4 it's some 5,000 pages of e-mail have been going
5 over, and, uh, while I was aware, uh, generally
6 of, of some concern, a few concerns, not to the
7 extent that I, I - - in the present e-mails.

8 FEMALE VOICE: Can you identify someone who
9 did make complaints to you about the process?

10 MR. HERMAN: Yeah. I mean, uh, Mr. Marshall
11 was, uh, had, had some concerns about it.

12 FEMALE VOICE: Mm-hmm. Okay. Um, I
13 appreciate, Chancellor, your discussion about,
14 uh, the admissions system and not being a pure
15 score, um--

16 MR. HERMAN: Right.

17 FEMALE VOICE: --but related to that issue
18 maybe, or maybe not, but, possibly related to
19 that issue is the fact that most Category I
20 students came from affluent neighborhoods, um,
21 and there's at least a couple of us on this
22 commission, maybe more, who are very concerned
23 about the statistic that only 500 students from
24 Chicago public schools were admitted to the
25 University of Illinois. Do we have that number

1 correct? And--

2 MR. HERMAN: [interposing] So--

3 FEMALE VOICE: --if so, even though this is
4 part of the--this is part of our, I think,
5 mandate, because we are looking at fairness, and
6 we are looking at Category I, and, uh, I don't
7 know if any students from Chicago public schools
8 are on Category I. I, I don't know if we have
9 the statistics, but I think it's a concern, uh,
10 of, of several of us that, uh, few students are
11 coming from Chicago public schools to, um, you
12 know, such a large public university.

13 MR. HERMAN: Well, and thank you for that
14 question, because, um, um, one is, uh, I think
15 there certainly were, uh, members of, uh,
16 Chicago public schools on, on that list.

17 FEMALE VOICE: There were, okay.

18 MR. HERMAN: Pretty sure - -. Number one.
19 And number two, uh, I have, uh, deep concerns
20 about increasing the number of, uh, individuals
21 from Chicago public schools for many, many
22 reasons. Uh, two years ago I had, uh, dinner
23 with, uh, uh, then-superintendent of schools,
24 Ernie Duncan, about doing just that, along with
25 some donors, who - - help us bring students to,

1 uh, from Chicago public schools to our door.
2 Uh, number two. Number three, I--we had a
3 program called Illinois Promise, uh, which, uh,
4 this year I have 650 students admitted - - in
5 the program from, um, students at poverty level,
6 and there's a large intersection with, with CPS
7 there, uh, and we received an award from the
8 Rainbow/PUSH Coalition. Uh, for, a-as Reverend
9 Jackson said to me, you know, I've been talking
10 about this. You just went out and did it. We
11 have a bridge program which brings to our doors,
12 uh, kids--and unfortunately we know that ACT is
13 tied to, uh, very much to economic
14 circumstances. We have a program which brings
15 in, uh, lower ACT students.
16 Uh, two years ago--sorry--less than three
17 weeks ago I met with members of the Chicago
18 Public School Administration, in an effort to
19 see what we can do to continue to increase those
20 numbers. And finally to your direct question,
21 uh, the number of, uh, students they admitted
22 this year is roughly 550. We have roughly 2,000
23 students from CPS on campus. And as you may
24 have seen, a, uh, report of the, um, University
25 of Chicago study that we have by--at least to my

1 recollection, it's at least 20 points. By far
2 the highest graduation rate for CPS students of
3 any public institution in the state. So please
4 be assured--and when I said to, uh, in, uh,
5 Superintendent Duncan, I wanted to increase the
6 enrollment by 50%. We have been increasing
7 those numbers, uh, but again we need to
8 represent the entire state. So I think we are
9 on a path to - - exactly that, which - - and
10 I'm, uh, pleased to be 100% on board with your,
11 with your - -.

12 FEMALE VOICE: I'd just like to add, if you
13 wouldn't mind, I understand that that's not the
14 scope of this particular, um, uh, task force.
15 However, with the latitude that we have been
16 afforded, I think it's important that we get
17 this type of information on the record. So I, I
18 do support you in that. Um, and I, I applaud
19 you, too, for the recent award you received from
20 the Rainbow/PUSH coalition. I know you were a
21 keynote speaker at their conference this past
22 week. Um, and at the same time I think it's
23 important that we really look at hard numbers,
24 and I want to say for the record that even in
25 addition to everything that you've just said, I,

1 uh, frankly believe that the number 500 is a
2 deplorable number for students out of 17,000,
3 uh, or, or--what was your number?

4 MR. HERMAN: Seven.

5 FEMALE VOICE: Seven, still, same, same
6 ratio, uh, for, uh, admittance into the school.
7 I know that, um, there's a lot that can be done,
8 and so I think we're pleased to note that you
9 are working on, uh, on this, uh, program, and I
10 think moving forward many of the taxpayers would
11 like to know that those programs are being, um,
12 implemented, and that there are even programs
13 that would carry these students from the day
14 they walked in the door all the way through
15 graduation.

16 MR. HERMAN: - - I - - it's not--

17 MALE VOICE: I might just add one, one point
18 in there. Sometimes we, we find that students
19 coming out of any school are not always ready,
20 uh, the university. We try to--we try - - to
21 increase the number of direct admits, but we're
22 also working very closely with community
23 college, which for many reasons including
24 financial ones may be a, a greater choice for
25 people in the years to come, unfortunately. I,

1 I don't mean that they do a bad job. I mean
2 unfortunately economic circumstances. So we
3 have started a major transfer program, where
4 we've doubled and intend to triple the number of
5 transfers we have.

6 FEMALE VOICE: Well, yeah, bringing
7 awareness to this problem is not just a
8 flashlight to your school, but obviously to
9 Chicago Public Schools and what they - ---

10 MR. HERMAN: [interposing] Uh, uh, uh, I c--
11 I couldn't agree with you more.

12 FEMALE VOICE: --as a system.

13 MALE VOICE: John?

14 MALE VOICE: - - Judge. Chancellor Herman,
15 you talked about the use of intermediary--uh,
16 intermediaries who brought forth applicants on
17 behalf of other persons for consideration, and
18 that you stated your opposition to the use of
19 intermediaries - - general matter. Did the
20 athletic department at the university ever
21 operate as an intermediary on behalf of
22 applicants, um, sponsored by other - -?

23 MR. HERMAN: O-outside of athletes, you
24 mean?

25 [Crosstalk]

1 MR. HERMAN: - - of other individuals?
2 MALE VOICE: Not athletes.
3 MR. HERMAN: Uh, yes.
4 MALE VOICE: Could you describe, uh, how
5 that occurred?
6 MR. HERMAN: Well, there, there, there's,
7 there's one, uh, uh, an individual or
8 individuals who, uh, uh, supported, um, the, - -
9 divisions, uh, uh, wondered about, uh, a
10 particular applicant, and, uh, I can recall, uh,
11 two particular instances, one where we, uh,
12 suggested that the, uh, the individual in
13 question begin someplace else, and the second,
14 uh, where we just, uh, said this person isn't
15 getting in. Uh, to my, uh--I mean, I'm aware of
16 the, uh, report in the paper yesterday. And,
17 uh, uh, in particular the, the, an individual
18 from a school that was mentioned prominently
19 there. Uh, that individual was turned down by
20 me. Uh, uh, and ag-again, uh, there were some
21 that were admitted - - I had no specific
22 recollect-recollections one way or another.
23 MALE VOICE: Do you see anything, uh,
24 problematic or inappropriate about one
25 department, not the admissions department,

1 another department within the university, going
2 to the chancellor to seek assistance, uh, and
3 perhaps even going around admissions, with
4 respect to a particular - -?

5 MR. HERMAN: Well, one is I, I don't think
6 they went around admissions. I think, um, what
7 we've agreed here today is that, uh, I mean I, I
8 have, uh, I think I have a, a role to play in
9 balancing things. Uh, but I think the, uh, the
10 larger process that we've, uh, arrived at, if
11 not in this particular - - seems to be the
12 dominant one. So I think that an--that an
13 interest is proffered i-is one thing, that how
14 it's handled is a, is another thing. And I
15 think we've spoken about the future and how
16 things should be handled in that future.

17 FEMALE VOICE: Ch-chancellor.

18 MR. HERMAN: Please.

19 FEMALE VOICE: Um, you said that one thing
20 that, uh, concerned you was the lack of
21 complaints from admissions personnel about the
22 Category I process. Uh, i-in your view, uh,
23 you've heard the, the, the phrase tone at the
24 top? Meaning that it is the top of an
25 organization that sets the tone when it comes to

1 ethics for the rest of the organization. Are
2 you familiar with that?

3 MR. HERMAN: Correct.

4 FEMALE VOICE: [interposing] Do you think
5 that in part the lack of complaints from your
6 own people, uh, may have been, uh, their
7 observations of the behavior of the top?

8 MR. HERMAN: I, I guess I, I can't, uh,
9 fully respond to that, but I can't absolve
10 myself of, uh, participation in this.

11 MALE VOICE: What would be - - let me ask,
12 what would be the downside of the chancellor
13 saying, look, you've got an able admissions
14 office. Unless somebody has a complaint about
15 something that the admissions office did that
16 was wrong, I don't get involved.

17 MR. HERMAN: Judge I, I agree with you
18 fully. Uh, I mean, in the sense that--

19 MALE VOICE: That has not been the policy up
20 to now.

21 MR. HERMAN: Uh--correct. Uh, I don't think
22 there's by and large a-any reason for me to get
23 involved, except to, uh, uh--I need to be, uh,
24 responsive to individuals, uh, appropriately,
25 but that's outside, not inside.

1 MALE VOICE: Yes, and again, the--this may
2 be very negative, but if, if you were to tell a
3 governor or, or, uh, majority leader, or a
4 speaker, or a minority leader, or whoever, look,
5 we have a very good admissions office. Unless
6 you have a complaint about the way they work, I,
7 I have no authority to intervene. You want to
8 take an appeal; we have this appeals process,
9 which hopefully will--

10 MR. HERMAN: [interposing] W-we will have -
11 -.

12 MALE VOICE: --fortify up, but, but there's
13 nothing that even I, as chancellor, can do when
14 the admissions office has made a decision.

15 MR. HERMAN: It were--it would be the better
16 solution. - -.

17 MALE VOICE: Wouldn't it make your job a
18 little bit easier?

19 MR. HERMAN: It, it would. - - greatly so.
20 - -. Although I, I still feel I would need to
21 communicate externally - - something along the
22 lines of what - -.

23 MALE VOICE: Take them out to dinner and,
24 uh, buy 'em a cigar. [Laughter] - - should know
25 that, that, uh, you don't have the authority to

1 admit somebody, that the admissions process
2 found not qualified.

3 MR. HERMAN: Correct.

4 FEMALE VOICE: Let me just clarify. You
5 said you, you feel you would still have an
6 obligation or, or you would still want to
7 communicate with them.

8 MR. HERMAN: Yeah.

9 FEMALE VOICE: Are you saying that you still
10 would track the students, and whether the
11 student was admitted?

12 MR. HERMAN: No. No, no. - -.

13 FEMALE VOICE: Or are you saying that you
14 just - - please elaborate.

15 MR. HERMAN: I'm sorry. It simply is a
16 matter of courtesy.

17 FEMALE VOICE: To, to say what, though?

18 MR. HERMAN: No, if I got a request for
19 something along the lines of what the judge has
20 offered.

21 FEMALE VOICE: Okay. But what kind of
22 communication are you talking about? Are you
23 talking about the kind of communication that
24 Chairman Mikva had just, uh, described?

25 MR. HERMAN: - - right, exactly.

1 FEMALE VOICE: Okay.

2 MR. HERMAN: - - that's what I affirmed.

3 FEMALE VOICE: All right.

4 MR. MIKVA: Mr. Chung.

5 MR. CHUNG: Chancellor, uh, from time to
6 time you attended meetings with Rick Shell
7 [phonetic], Harry McLennan [phonetic], um, uh,
8 Mr. Marshall, and perhaps others, concerning
9 Category I applicants. Is that correct?

10 MR. HERMAN: Correct.

11 MR. CHUNG: And would it be fair to say
12 there were approximately two such meetings in
13 the course of a particular admissions year?

14 MR. HERMAN: Correct.

15 MR. CHUNG: And you--during the course of
16 those meetings, individual applicants were
17 discussed?

18 MR. HERMAN: Correct.

19 MR. CHUNG: When we met the other day I, uh,
20 correct me if I'm wrong, you expressed some
21 concern about the conduct of, uh, the
22 governmental affairs representative, uh, in the
23 context of those meetings. Um, - -.

24 MR. HERMAN: [interposing] - - apologize for
25 - -.

1 MR. CHUNG: I, I believe you referred to
2 their conduct, uh, and characterized it as, um,
3 indicating that they were lobbyists, lobbyists
4 for the legislature, at least that was the
5 impression that they gave you, uh, in terms of
6 what they said on particular applicants. Is
7 that fair to say?

8 MR. HERMAN: Uh, I believe I made that in
9 context to the, uh, in the context of our
10 discussion earlier, in the sharing information,
11 I would not, um, I would not put that in the,
12 uh, - - an overall rubric. Uh, - - that role.
13 I think it, it really, uh, concerned me deeply
14 when they were sharing information and the, the
15 colloquy and the back-and-forth. Uh, it wa-it
16 wasn't clear to me, uh, in certain instances,
17 uh, - - what, what was going on, and that, that
18 was a phrase I used.

19 MR. CHUNG: Okay, well let's talk about the
20 meetings themselves. Were there occasions when
21 representatives from the governmental affairs
22 office, in discussing a particular applicant,
23 suggested, to you, and to others in the meeting,
24 that the applicant ought to be admitted?

25 MR. HERMAN: O-on some occasions, uh, by,

1 uh, as w-we oscillated between, uh, uh, our
2 statement, uh, uh, recently by Mr. Shell, which
3 was, remember, whatever we agree on, we, we all
4 agree on, you know, - - take a phone call from
5 somebody else saying, you know, yes or no,
6 whatever's done here is done here. Uh, to, uh,
7 occasional citation of, well, this is a
8 candidate of, uh, - - which, uh, was, to me was
9 sort of walking up to the line.

10 MR. CHUNG: And the "of" would be followed
11 by the name of a member, for instance?

12 MR. HERMAN: Correct.

13 MR. CHUNG: And what impression did that
14 give you when the name of a particular
15 legislator was mentioned in connection with an
16 applicant?

17 MR. HERMAN: Well, implicitly, that we o-
18 ought to some extent be paying attention - -.

19 MR. CHUNG: Paying attention in what
20 respect?

21 MR. HERMAN: To the candidate.

22 MR. CHUNG: To the candidate or to the
23 sponsor?

24 MR. HERMAN: Well, the sponsor, and hence to
25 the candidate.

1 MR. MIKVA: But the sponsor, he didn't know
2 the grade point or the GPA, or the, uh, test
3 scores--

4 MR. HERMAN: Actually--

5 MR. MIKVA: --how do we--

6 [Crosstalk]

7 MR. HERMAN: I'm sorry, - -.

8 MR. MIKVA: - -?

9 MR. HERMAN: Correct.

10 MR. MIKVA: Some of them may not have even
11 finished high school for all - -.

12 [Laughter]

13 MR. MIKVA: So really, whether - - or
14 whatever euphemistic, uh, adjectives around it
15 you want, this is really the, the, uh,
16 government office saying admit this guy, because
17 this legislator can be nice to us or not be nice
18 to us.

19 MR. HERMAN: You know, I, I, I have to be
20 honest with you, uh, Judge, as I always, uh, am,
21 in, in the whole proceedings. Uh, th-those
22 words were never - -.

23 MR. MIKVA: - - of course not, but - - that,
24 that was the implication from telling you who
25 the, who, who the sponsor was, and maybe even

1 describing what committee affiliations they had.

2 And etcetera, etcetera.

3 MR. HERMAN: Uh, no, I, I can't deny an
4 implicit, uh, feeling along those lines.

5 FEMALE VOICE: The--Chancellor, some of the,
6 um, uh, some of the e-mail messages that I have
7 reviewed, uh, include, uh, your being, uh, uh,
8 e-mailed--you had received an e-mail from, uh,
9 uh, Mr. Epley where he would have the text of
10 another e-mail from uh, another former governor.
11 Do you recall those e-mails?

12 MR. HERMAN: Uh, I do not. Could you be
13 more specific?

14 FEMALE VOICE: Well, you would have an e-
15 mail from Mr. Epley where there would be another
16 e-mail, uh, from former governor Thompson, uh,
17 recommending, uh, the, the admission of, of an
18 applicant? Do you recall those e-mails?

19 MR. HERMAN: My recollection is that was not
20 from, uh, Trustee Epley but from former trustee
21 Sperling, and - -.

22 FEMALE VOICE: Sperling, - - that's, that's
23 correct. You, you've corrected me.

24 MR. HERMAN: Uh, that, that is correct. I
25 did get that.

1 FEMALE VOICE: - - that was, I mean, not
2 that this happened every day, but it, it
3 happened at least one, two, three times a year?
4 MR. HERMAN: I think that, uh, we, we, uh,
5 I'm not sure I have the exact e-mail in my mind
6 that you have in your mind, okay, but on that
7 particular, uh--in that particular incident, I
8 recall responding to, uh, Governor Thompson
9 saying that, thank you for bringing this person
10 to our attention, that they look very good. A-
11 and they did.
12 MALE VOICE: - - response directly to
13 Governor Thompson, not to the trustee.
14 MR. HERMAN: Yes, I copied the trustee.
15 FEMALE VOICE: Do you recall--that wasn't
16 the only--I mean, you only recall that one
17 instance? Is, is that what you're--?
18 MR. HERMAN: In, in relation to, uh,
19 Governor Thompson, that is correct.
20 FEMALE VOICE: Question. Why did you choose
21 to respond directly to Governor Thompson as
22 opposed to back to the, uh, person who sent you
23 the e-mail?
24 MR. HERMAN: Well, I ha--I had just--I had
25 met the man a couple months earlier, so, uh, I,

1 I knew him--I believe I knew him at that point
2 in time.

3 FEMALE VOICE: And you didn't see anything
4 wrong with that in the, just the, just as - -
5 process?

6 MR. HERMAN: I-in retrospect, I can
7 understand it, but I was treating it completely
8 as a courtesy to someone I had - -.

9 FEMALE VOICE: Can you see why someone
10 looking at this system from the outside could
11 actually look at you personally as the
12 chancellor, um, and, and wonder if there was not
13 some, uh, um, reason that you had personally for
14 increasing your relationship with, uh, people on
15 this level.

16 MR. HERMAN: You know, one of the things,
17 uh, about e-mail is it's, it's a list of
18 conversation and letters. And, uh, I, I do
19 understand the impression that some words leave.

20 FEMALE VOICE: Well, it's not just the e-
21 mail, it's also your choice to continue to - -
22 to be the person who, um, is the go-between, as
23 opposed to leaving it in the office of the
24 provost, where it was before you became
25 chancellor. - - number of things that could

1 lead a person to that impression.

2 MR. HERMAN: Yeah. I mean, uh, uh, uh, I, I
3 do understand how that might be an
4 interpretation. Uh, that was not my intent. My
5 intent was to, uh, if you will, as I read in my
6 opening statement, serve as a buffer. Uh, did--
7 was that entirely successful? No. And I regret
8 that.

9 MR. MIKVA: - -?

10 MR. CHUNG: Chancellor, um, is it fair to
11 say that with respect to Category I applicants,
12 you had the ultimate decision-making authority?

13 MR. HERMAN: Yes, uh, in most instances, on,
14 on advice of, uh, um, Marshall. I mean, in the
15 sense that, uh--you made reference to a conver-
16 conversation earlier - - may, uh, take you back
17 to that time. First of all, the va--the vast
18 majority of these individuals were admitted or
19 not under whatever process, uh, took place. Um,
20 there were instances where an individual, uh,
21 would not look good for a specific college, like
22 business or engineering, um, where we made a big
23 effort, uh, to think of a second choice, and how
24 we might place people in, in other, other, uh,
25 colleges if they could do perfectly well there.

1 Implicitly we have, uh, we, well, we do tell
2 people that. One year we actually had pick, you
3 know, pick two choices, your first and second
4 choice. So, uh, our conversations would proceed
5 sometimes, - - this per-person could do
6 perfectly well over here. And not, not where
7 they originally applied. That would happen
8 sometimes.

9 MR. CHUNG: So in the final analysis, if
10 there was disagreement between you and Mr.
11 Watkins, or you and anyone else for that matter,
12 your decision is what governed.

13 MR. HERMAN: Uh, that, that would be
14 correct, uh--

15 MR. CHUNG: And that's specifically as to
16 Category I - -.

17 MR. HERMAN: In some sense, y--well, yes.

18 MR. CHUNG: And there's been, uh, testimony
19 before this commission, uh, previously about the
20 system the admissions office had in place to
21 rate, numerically rate applicants on a one to
22 five scale?

23 MR. HERMAN: Correct.

24 MR. CHUNG: And were, were you familiar with
25 that rating system as you were, uh,

1 participating in these Category I meetings with
2 other, um, university officials?

3 MR. HERMAN: Uh, you know, this is the first
4 year I actually saw numbers. Uh, previous, uh,
5 - - discussions - - look at, you know, the ACT,
6 the high school grade point average, and the
7 predicted grade point average. Uh, and high
8 school ranking, so.

9 MR. CHUNG: But - - my question is, did you
10 understand that in looking at those various data
11 points, ultimately commissions, uh, admissions
12 committees within the admissions office would
13 assign a numeric value, 1, 2, 3, 4, or 5, to
14 particular applicants?

15 MR. HERMAN: I, I'm sorry. I thought I
16 answered that, Mr. Chung. The, the--as of this
17 year, yes.

18 MR. CHUNG: Um, and as of this year, then,
19 did you also understand that in rendering some
20 decisions on Category I applicants, you were in
21 effect admitting candidates that had been graded
22 5, in other words do not accept, by admissions
23 committees?

24 MR. HERMAN: Um, yes, in, and, but uh, I
25 would, uh, there were, there were two points

1 being made here. One is, um, uh, if you look
2 within, uh, those, uh, numbers this year and
3 actually did a retrospective as a result of, uh,
4 the - - the inquiry, uh, uh, this year, uh, half
5 of those applicants, uh, half of those
6 individuals had, uh, ACTs above the median in
7 the division of general studies. Uh, - -.

8 MALE VOICE: They - - fives?

9 MR. HERMAN: I'm sorry?

10 MALE VOICE: They shouldn't have been rated
11 as five in the first place.

12 MR. HERMAN: That would be m-my--well, based
13 on the one data point of ACT, which as we know
14 ha-has its own set of issues. Um, but they
15 might've applied to another college, and, uh,
16 could've been placed well in, in a different
17 college, all right? And honestly I haven't done
18 a case-by-case analysis. I just looked at the,
19 that data point. And this year, frankly, was
20 very, very singular in the sense that we, uh,
21 our acceptances were down, and we got--we were
22 worried about making our class numbers, so we
23 admitted everybody off the wait list. And then
24 actually, uh, there was one of these statements
25 Mr. Marshall offered at his--at the last meeting

1 that took place. And so some, uh, individuals,
2 uh, I would say these individuals, in this
3 particular year, were not fully discussed.

4 MR. CHUNG: - - another way of saying it or
5 asking the question, Chancellor, is were you
6 aware that from time to time you were agreeing
7 to admit applicants that under normal
8 circumstances would've been denied by the
9 admissions office?

10 MR. HERMAN: Uh, yes.

11 MR. CHUNG: And with what frequency, uh,
12 were you doing that?

13 MR. HERMAN: I believe very small.

14 MR. CHUNG: And in your own mind, how did
15 you justify or rationalize or explain the
16 decision to in fact overrule the admissions
17 office recommendation?

18 MR. HERMAN: Well, in, in a very few cases I
19 felt I had additional information, uh, and in
20 other cases, uh, I, I guess I would admit to,
21 uh, feeling some, some imperative.

22 MALE VOICE: What kind of in--additional
23 information did you have?

24 MR. HERMAN: Well, in, in, in, in, in some

25

1 cases, but I admit to these being very few, all
2 right, in some cases you would hear about a
3 particular circumstance of an individual. Uh,
4 in some case it would, you would hear, uh, uh,
5 well, this year, in fact, I got a call from the
6 dean of one college, uh, an individual in his,
7 uh, uh, or an individual applicant to his
8 college had been rated a five by the office of
9 admissions. Uh, that individual, uh, apparently
10 visited the department to which he wished to
11 join, which he wished to join, and the
12 department said we want this individual. And
13 the dean called me and said, can we do this?
14 And this is a student in that dean's college, so
15 I, I said of course.

16 MALE VOICE: Well, I can understand that.
17 What about all the e-mails though, that refer to
18 your overruling the admissions office decision
19 because so-and-so had asked about that
20 individual, or intervened about that individual.
21 You didn't have any more information about them,
22 except as to who their sponsor was, right?

23 MR. HERMAN: I would say to, uh, while, uh,
24 while I would dispute some of the numbers, I, I
25 would say in some instances that was correct.

1 In a number of instances that was correct.

2 FEMALE VOICE: What--?

3 MALE VOICE: Do you know of e-mails where--

4 that refer to other information that had nothing

5 to do with who the sponsor was?

6 MR. HERMAN: Well - -.

7 MALE VOICE: [interposing] those over to us

8 too?

9 MR. HERMAN: Um, I, - - I mean - - I

10 described a particular conversation with a dean.

11 MALE VOICE: Actually I think, I think

12 that's in the list, yeah. That's, that's the

13 one case, I remember, in the e-mail.

14 MR. HERMAN: Yeah.

15 MALE VOICE: But all the e-mails I saw was

16 so-and-so is interested in this individual. The

17 governor called and said this is, this is very

18 important, the, um, so-and-so is on the, the - -

19 finance committee, - - all these other--that

20 isn't addition--you wouldn't call that

21 additional information about the applicant would

22 you?

23 MR. HERMAN: [interposing] No. No, no. As

24 I, I, I think I tried to characterize it as a

25 small number where I did have additional

1 information. And I do think our admissions
2 statements should accordingly allow for--excuse
3 me, additional information.

4 FEMALE VOICE: What con--uh, what
5 conversations did you have with, uh, the
6 president about these special applicants?

7 MR. HERMAN: Uh, about, um, special - -?

8 FEMALE VOICE: [interposing] The process.
9 The process in general.

10 MR. HERMAN: Very little. Very little. Um,
11 the, uh, about, uh, certain individuals, yes, as
12 the e-mails show.

13 FEMALE VOICE: And, and why did you not
14 discuss the process with the president - -?

15 MR. HERMAN: Um, - - at least when, when it
16 came to, uh, the government people--sorry,
17 government relations people, I assumed that
18 those things had taken place already.

19 FEMALE VOICE: But you said, again, you
20 never raised any concerns with the president
21 about--

22 MR. HERMAN: [interposing] Well, I did, - -.

23 FEMALE VOICE: --the increase in the
24 applicants, or--?

25 MR. HERMAN: Yeah, and, and, and, to be

1 honest, uh, I think the question about the
2 increase or not of government relations, uh,
3 inquiries, uh, needs to be addressed, and we are
4 doing that. Now I can't, I can't say that I had
5 any meaningful conversations - -.

6 FEMALE VOICE: Y-y-you know I'm also
7 interested in understanding why at the time you
8 did not think there was anything wrong with this
9 process. Because if you would have, you
10 would've not done it. So what was going on in
11 your mind when you received these requests?

12 MR. HERMAN: Fair question. I, I, you know,
13 I, honestly believe this was, uh, my, my intent
14 to--my intent was to manage the situation. Uh,
15 I, I think in, in, in individual cases I have,
16 uh, had some deep concerns. Um, I think the,
17 um, in some real sense it's only in looking back
18 on it in aggregate, which, uh, the recent
19 revelation--revelations brought to light, that
20 one can step back and say y-you know what? We
21 shouldn't have this process. We need - -.

22 [Crosstalk]

23 MALE VOICE: - -.

24 FEMALE VOICE: Yeah, that doesn't really
25 answer my question.

1 MR. HERMAN: I'm sorry.

2 FEMALE VOICE: Why were you thinking this
3 was okay? Was it just a courtesy? Was it - -
4 earlier it's a favor economy? Why was this okay
5 in your mind?

6 MR. HERMAN: You know, I, I didn't, uh, feel
7 any sense of, uh, I, I'm not sure what you mean,
8 by the phrase favorite economy. Um, and do, uh,
9 did I believe in some sense, uh, consciously or
10 unconsciously, that there was, um, - - wrong?
11 Uh, probably yes. Did I believe--did I ever
12 receive anything personally? No. Uh, was it
13 partly courtesy? Yes.

14 FEMALE VOICE: And, and describe that
15 benefit. What benefit do you think this--how
16 would this benefit the university?

17 MR. HERMAN: Well, in the sense that, uh, we
18 are, we are looked upon as being responsive.

19 FEMALE VOICE: By, by donors, by
20 legislators, by the governor's office?

21 MR. HERMAN: Well, I suppose the answer to
22 that would be yes, - -.

23 MALE VOICE: Did you--do you think President
24 White was aware of the extent of this policy?

25 MR. HERMAN: I, I think, uh, - - certainly,

1 uh, made some entries into the request list.

2 Uh, I think at one point, uh, so, the extent or

3 not, I do no--I do not know. I, I, I have, I

4 have no idea. I think, uh--

5 MALE VOICE: So your conversations with him

6 about this process were very limited?

7 MR. HERMAN: Very limited. - -.

8 MALE VOICE: Did he ever discuss individual

9 cases with you, for admission?

10 MR. HERMAN: Uh, yes.

11 MALE VOICE: Approximately how many?

12 MR. HERMAN: Uh, I can, I can recall a

13 handful.

14 MALE VOICE: Were they--and they were on the

15 I list?

16 MR. HERMAN: I-in one way or another, yes.

17 MALE VOICE: And were they admitted?

18 MR. HERMAN: Um, I can only recall two

19 specific instances and, uh, the answer would be

20 yes.

21 MALE VOICE: All the conversations that you

22 had--were, first of all, were these the subject

23 of any e-mails?

24 MR. HERMAN: Yes, correct.

25 MALE VOICE: And those have been turned

1 over?

2 MR. HERMAN: They have.

3 MALE VOICE: Do you recall any conversations
4 with President White about these students?

5 MR. HERMAN: Just, just an e-mail--well,
6 one, uh, one, some conversation about someone we
7 both knew.

8 MALE VOICE: - - some?

9 MR. HERMAN: Uh, someone we both knew. I'm
10 sorry. And just, you know, - -.

11 MALE VOICE: You knew the applicant or you
12 knew the sponsor?

13 MR. HERMAN: The sponsor.

14 MALE VOICE: And this was the sponsor who
15 had indicated an interest in a particular
16 applicant?

17 MR. HERMAN: Correct.

18 MALE VOICE: And ind-indicated that he or
19 she had indicated that interest as well as you,
20 and the governor, um, and the president?

21 MR. HERMAN: Correct.

22 FEMALE VOICE: Why do you say one way or
23 another when you refer to whether or not they
24 were on that Category I list?

25 MR. HERMAN: Um, I'm not sure what my

1 response--the question my response was.

2 MALE VOICE: I asked if those people that
3 you and President White discussed were all on
4 the I list.

5 MR. HERMAN: Yeah. I, I bel-I believe they
6 were. Let me, let me not qualify that.

7 MALE VOICE: - -?

8 MR. CHUNG: Uh, can we, uh, talk about a
9 couple specific instances, sir?

10 MR. HERMAN: Please.

11 MR. CHUNG: You should have in front of you,
12 um, I provided the council copies of some
13 exhibits, which I had previously shown you.

14 MR. HERMAN: Yes.

15 MR. CHUNG: Do you have, um, the document
16 marked Exhibit 4 in front of you?

17 MR. HERMAN: I do.

18 MR. CHUNG: Can you go to the second-to-last
19 page of Exhibit 4? And this may be, - ---

20 MR. HERMAN: There are--there are two pages
21 here. You mean the top, top page?

22 MR. CHUNG: I'm sorry, Exhibit 4 should have
23 four pages to it. - -.

24 MR. HERMAN: Okay.

25 MR. CHUNG: Oh no, I'm sorry, you're right.

1 I, I've got a different version of it. Two
2 pages. If you go to the bottom of the first
3 page.

4 MR. HERMAN: - -.

5 MR. CHUNG: - - you see an e-mail that, uh,
6 purports to have been sent by, uh, B. Joseph
7 White to Richard Herman on December 8th, uh,
8 2005, at 2:22 p.m.?

9 MR. HERMAN: I do.

10 MR. CHUNG: And the message there reads,
11 Richard, the governor, through Larry Epley, has
12 expressed his support and would like to see
13 admitted to UIUC two candidates, and then, um,
14 appears to be that the candidates names have
15 been redacted?

16 MR. HERMAN: Correct.

17 MR. CHUNG: And the message from, uh,
18 President White concludes, please keep me posted
19 on these applications, thanks, Joe.

20 MR. HERMAN: Correct.

21 MR. CHUNG: Do you recall, uh, these
22 particular applicants? - -?

23 MR. HERMAN: I do.

24 MR. CHUNG: You look above, um, the response
25 that you give to President White's e-mail on

1 December 17th, uh, 2005, 8:36 a.m. Joe, and
2 then there's a redacted portion, is looking
3 rather dicey at this point, let me follow up
4 again on Monday, Richard.

5 MR. HERMAN: Correct.

6 MR. CHUNG: Now, uh, Chancellor Herman, is
7 your response there a reference to one of the
8 two applicants referred to in President White's
9 original e-mail to you?

10 MR. HERMAN: It is.

11 MR. CHUNG: With respect to the applicant
12 that you characterized as looking rather dicey,
13 do you recall who the sponsor of that applicant
14 was?

15 MR. HERMAN: Uh, I think we had the
16 sponsorship, uh, down here in the first e-mail
17 you read, Mr. Chung. The governor.

18 MR. CHUNG: The governor.

19 MR. HERMAN: Correct.

20 MR. CHUNG: Okay. Do you recall having a
21 conversation with either the governor, and at
22 this time the governor was then-governor
23 Blagojevich.

24 MR. HERMAN: Correct.

25 MR. CHUNG: Or Larry Epley concerning, uh,

1 the applicant you characterized as looking
2 rather dicey?

3 MR. HERMAN: Yes. - - when, when Mr. Epley,
4 uh, uh--do I recall the full conversation? No.
5 Uh, and I, I will not endeavor to reconstruct
6 it. The only piece I can recall is, you know,
7 who, uh, uh, the relation is.

8 MALE VOICE: - - I'm sorry, I missed the
9 last piece of that.

10 MR. HERMAN: Well, there were two, there
11 were two names here.

12 MALE VOICE: Yeah. We don't want the names.

13 MR. HERMAN: No, no, I understand that. I,
14 I'm not, uh, I'm not going to offer - -. Um,
15 but the, the names might identify a relation to
16 an individual. And, and there's a--I think
17 there's a, uh, a further--there is a response
18 from the president - -. Uh--

19 MR. CHUNG: To your second e-mail.

20 MR. HERMAN: Yes. Uh, did you respond - -
21 did you respond to the president, this is my
22 assistant, uh--

23 MR. CHUNG: Chancellor, just so we're clear,
24 you do recall having a conversation with Trustee
25 Epley concerning the candidate that you

1 described as looking rather dicey, correct?

2 MR. HERMAN: That would be correct.

3 MR. CHUNG: And in the course of that
4 conversation, with, um, Trustee Epley, you
5 discussed the sponsor or this particular
6 applicant? - -?

7 MR. HERMAN: Well, uh, no, uh, the person
8 whose surname, uh, was mentioned. On the, the,
9 the students' surname.

10 MR. CHUNG: Okay. And this is--do you
11 understand that--

12 MR. HERMAN: [interposing] I'm not, I'm not
13 trying to be, uh, vague here, I just don't want
14 to violate FERPA myself.

15 MALE VOICE: Okay. I understand, but what--
16 first of all, FERPA doesn't, uh, uh, protect the
17 sponsor in any way. It's only to protect - -.

18 MR. HERMAN: [interposing] No, no, no, no,
19 but if I name the spons--

20 MALE VOICE: I understand - -.

21 MR. HERMAN: If I name the ultimate sponsor--
22 -

23 MALE VOICE: [interposing] I understand - -.

24 MR. HERMAN: - - name the students.

25 MALE VOICE: So, but, I think that Mr. Chung

1 was getting at the question, you and Mr. Epley
2 discussed this specific applicant.

3 MR. HERMAN: Right.

4 MALE VOICE: Applicant Dicey, for lack of a
5 better name.

6 MR. HERMAN: Correct.

7 [Laughter]

8 MALE VOICE: And you told Mr. Epley what you
9 had told President White, that this was dicey?

10 MR. HERMAN: Yes.

11 MALE VOICE: And what did Mr. Epley say in
12 response to that?

13 MR. HERMAN: This is where I, I, uh, you
14 know, I'd like to say I remember the
15 conversation, but I'm not going to make it up.
16 The only person--the only thing I recall is he
17 said do you know who so-and-so is.

18 MALE VOICE: And it--and did you have any
19 conversations with the governor, or
20 communications with the governor or his office?

21 MR. HERMAN: Absolutely not.

22 MALE VOICE: On this issue?

23 MR. HERMAN: I've never spoken to the
24 governor other than at the state fair, and, uh,
25 - - various social receptions.

1 MR. CHUNG: - - see if you can parse this
2 out, sir. Um, do you recall that in your phone
3 conversation--was it a phone conversation?

4 MR. HERMAN: Correct.

5 MR. CHUNG: With Mr. Epley.

6 MR. HERMAN: Correct.

7 MR. CHUNG: And I think you just said--the
8 question Mr. Epley posed to you was do you know
9 who so-and-so is, or words to that effect?

10 MR. HERMAN: Correct.

11 MR. CHUNG: But he didn't use the term so-
12 and-so, he actually provided someone's name.

13 MR. HERMAN: Correct.

14 MR. CHUNG: And the someone's name was a
15 person you understood to be the ultimate sponsor
16 behind the applicant who was dicey, - -?

17 MR. HERMAN: [interposing] Correct.

18 MR. CHUNG: Okay. And Mr. Epley provided
19 the name of that ultimate sponsor in c--in the
20 course of his conversation with you, correct?

21 MR. HERMAN: [interposing] Correct.

22 MR. CHUNG: And how did you respond to his
23 question do you know who this person is?

24 MR. HERMAN: Well, I said I did not.

25 MR. CHUNG: And how did Mr. Epley respond?

1 MR. HERMAN: He indicated who it was.

2 MR. CHUNG: Okay. Did he say anything else
3 about that individual?

4 MR. HERMAN: That is the only portion of the
5 conversation that I can actually recall.

6 MR. CHUNG: Okay. Did he say anything to
7 the effect that this person was a large
8 contributor or donor to, uh, - - the governor at
9 the time?

10 MR. HERMAN: Well, that would--that would've
11 been i-in his response to--when I, when I said I
12 don't know who the person is, he said, he
13 offered comments along those lines.

14 MR. CHUNG: Comments along the lines of - -?

15 MR. HERMAN: [interposing] - - as you just
16 described.

17 MR. CHUNG: This person is a large donor--

18 MR. HERMAN: [interposing] Correct.

19 MR. CHUNG: --to the governor.

20 MR. HERMAN: Correct.

21 MR. CHUNG: So when you heard Mr. Epley
22 state that, uh, the person who was ultimately
23 sponsoring the applicant you characterized as
24 dicey was a big donor to the then-governor, what
25 impression did that leave on you with respect to

1 what to do with this applicant?

2 MR. HERMAN: Well, o-honestly, in, in this
3 particular instance, I, I l--I looked at the
4 information I had about the applicant, and uh,
5 decided he, he c-he could succeed. I don't
6 remember, again, - - to be specific, I can't
7 recall that. Uh, and I, and I won't make, make
8 any effort to reconstruct it.

9 MALE VOICE: Was this to a graduate school
10 or was this to--

11 MR. HERMAN: This is undergraduate.

12 MALE VOICE: Undergraduate - -. So what did
13 you tell Mr. Epley?

14 MR. HERMAN: Uh, I d--I don't recall what I
15 t-told Mr. Epley. Eventually it, uh, I thought
16 that the individual student's, applicant's
17 record, uh, was such that, uh, they could
18 succeed, and I admitted them. I--

19 MR. CHUNG: - - admit them.

20 MR. HERMAN: Well, I asked that they be
21 admitted.

22 FEMALE VOICE: Had that applicant, uh, had
23 that application already been submitted?

24 MR. HERMAN: Um, I believe so.

25 FEMALE VOICE: And where was it in the

1 process at that point?

2 MR. HERMAN: I do not know. Except that
3 there were two names here, and, uh, I
4 immediately received - - I - - letter, as you
5 can see, came to, um, me with a copy to--the
6 initial letter--

7 FEMALE VOICE: But this applicant that we're
8 talking about--

9 MALE VOICE: Applicant Dicey.

10 FEMALE VOICE: Right. Dicey.

11 MR. HERMAN: Applicant Dicey, correct.

12 FEMALE VOICE: Um, had Dicey's application
13 already been submitted? You said--

14 MR. HERMAN: I, I be--I believe so.

15 FEMALE VOICE: But you're not sure where it
16 was in the process, so we don't know whether
17 they were on the wait list, whether they had
18 been--

19 MR. HERMAN: I, I, I h--I have no idea. The
20 only reason, uh, that makes me believe the, uh--

21 FEMALE VOICE: Is--

22 MR. HERMAN: --student's application - -.

23 FEMALE VOICE: Is there a way for us to find
24 out on December 8th where that application was
25 in the process? In your tracking system?

1 MR. HERMAN: - - would have to--2005, I
2 seriously doubt those records exist.

3 MALE VOICE: Well, you had already
4 identified, I mean, you had already, uh,
5 characterized--

6 MR. HERMAN: [interposing] - - I'm sorry,
7 his application was in, so I must have inquired
8 at some - -.

9 MALE VOICE: Sure, because you had already
10 characterized him as dicey.

11 MR. HERMAN: [interposing] Yeah, but this,
12 this would have, uh, been far short of our, you
13 know, - - I don't remember when we went to the -
14 - two admit dates, but we're looking at December
15 here, so the earliest admits would've been
16 November.

17 FEMALE VOICE: What do you think if this--if
18 Dicey had been characterized as dicey, what
19 other information would you, would you believe
20 that you had at that point to determine that he
21 could succeed, he or she?

22 MR. HERMAN: I, I looked at the, uh,
23 information about, uh, ACT and GPA.

24 FEMALE VOICE: So you say that your initial
25 determination that Dicey was dicey was

1 incorrect?

2 MR. HERMAN: It was a re-a relative segment
3 for the process. We had here an individual who,
4 uh, had a very good ACT, uh, but was, uh, not
5 doing so well in high school.

6 FEMALE VOICE: How many conversations would
7 you say took place between December 8th and
8 December 17th? December 8th being the first e-
9 mail, and the response on December 17th? Any
10 telephone--?

11 MR. HERMAN: I don't recall more than one.

12 FEMALE VOICE: Just one.

13 MALE VOICE: - -.

14 MR. HERMAN: [interposing] Oh, I'm sorry,
15 you mean - - there would've been one
16 conversation with, uh, somebody related to
17 admissions.

18 MALE VOICE: Right.

19 MR. HERMAN: And there would've been one
20 conversation, as I described, with, uh, Mr.
21 Epley.

22 FEMALE VOICE: Who is Ghosh and Av-Avijit?

23 MR. HERMAN: Okay. So, that's one name.

24 FEMALE VOICE: Okay, who is that?

25 MR. HERMAN: Uh, Avijit Ghosh. And he--

1 Avijit Ghosh, and he was then dean of the
2 business school, and the, uh, Mr. Chung I
3 believe you have the other e-mails here, uh,
4 there were two candidates mentioned, and he
5 responded instantly that that other individual -
6 - admitted to the business school.

7 MALE VOICE: What, what was, um--when you
8 made your determination to, uh, identify Mr.
9 Dicey as dicey--

10 MR. HERMAN: Yes.

11 MALE VOICE: In the normal course of events,
12 that application would've already gone through
13 Mr. Marshall's office, wouldn't it have?

14 [Break in audio]

15 [Long pause]

16 [Dial tone]

17 [Crosstalk, feedback]

18 MR. MIKVA: I think we're going to take a
19 break and see if somebody can fix this. Are we
20 just about through with this?

21 MR. CHUNG: Judge, yeah. Just a few more
22 questions.

23 MR. MIKVA: Why don't we take our few more
24 questions, then we'll take our break. Go ahead.

25 MR. CHUNG: Chancellor Herman, is it fair to

1 say that this applicant would likely not have
2 been accepted were it not for the intervention
3 of the governor's office through Larry Epley.

4 MR. HERMAN: Um, if I could recall, you
5 know, exactly where this individual, uh, sat in
6 the, in the hierarchy. I, I'd be delighted to
7 answer your question, but I simply do not have
8 the information.

9 MR. CHUNG: Sir, could you, uh, refer to the
10 exhibit that's marked number 22? It should also
11 be part of your stack.

12 MR. HERMAN: Correct, I have it. Which
13 page?

14 MR. CHUNG: - - go to the very back.

15 MR. HERMAN: Go ahead.

16 MR. CHUNG: Do you recall this exhibit?

17 MR. HERMAN: I do.

18 MR. CHUNG: Um, is it fair to say that in
19 summary, the very bottom, the very first e-mail
20 is an e-mail from - - to Heidi Hurd within the
21 law school complaining about a particular
22 applicant, and then providing both data and
23 other information concerning prior, uh,
24 situations where the law school was forced to
25 admit substandard applicants. Is that, is the

1 general statement fair?

2 MR. HERMAN: That's a correct statement.

3 MR. CHUNG: And then Heidi Hurd, uh,
4 forwards, uh, Paul Fletcher's e-mail on to you,
5 and you in turn forward both of those e-mails to
6 Trustee Epley. Is that--do you see where that
7 happened, sir?

8 MR. HERMAN: That is correct.

9 MR. CHUNG: Okay. Subsequent to forwarding,
10 um, this e-mail string on to Trustee Epley, did
11 you have occasion to speak with Mr. Epley?

12 MR. HERMAN: I did.

13 MR. CHUNG: And did you specifically speak
14 about the applicant that had generated this e-
15 mail string?

16 MR. HERMAN: I did.

17 MR. CHUNG: How many conversations do you
18 recall having with him?

19 MR. HERMAN: Uh, one, perhaps two. - -.

20 MR. CHUNG: Okay. And, um, sir, could you
21 just, uh, for the benefit of the commissioners,
22 provide the substance of those conversations.

23 MR. HERMAN: - - the, the substance - -.

24 [Pause] As for the substance of the
25 conversation, uh, uh, the basic, uh, not the

1 basic, but, uh, the substance of the
2 conversation was I--this is Epley speaking--h-
3 have been back to the, uh, uh, governor's
4 office, and we need to do this.

5 MR. CHUNG: Mr. Epley told you that he had
6 spoken with the governor's office, and we need
7 to do this, or words to that effect.

8 MR. HERMAN: Correct.

9 MR. CHUNG: And this is the instance you
10 previously talked about earlier today?

11 MR. HERMAN: Correct.

12 MR. CHUNG: And when he said we need to do
13 this, what did you understand that to mean?

14 MR. HERMAN: To be a directive.

15 MR. CHUNG: A directive to do what?

16 MR. HERMAN: To admit the individual.

17 MR. CHUNG: And what then happened?

18 MR. HERMAN: Um, uh, well, eventually with,
19 regarding the admission, I did ask that the
20 person be admitted.

21 MR. CHUNG: So, so the applicant ultimately
22 was admitted.

23 MR. HERMAN: Correct.

24 MR. CHUNG: And in terms of the applicant's,
25 um, profile, um, academic profile, uh, is it

1 safe to say that the applicant was quite
2 substandard?

3 MR. HERMAN: I, I would say, uh, that I, I
4 have--and I don't know specifically. I would
5 characterize it a-as an outlier, and I, I think,
6 uh, perhaps - -.

7 MR. CHUNG: When you say an outlier, what do
8 you mean by that?

9 MR. HERMAN: Uh, at the, uh, at the extreme
10 end of, for those individuals that were accepted
11 to law school.

12 MR. CHUNG: So extreme low end is what you
13 said.

14 MR. HERMAN: Yes, uh, I didn't have the word
15 low, but that's what I meant.

16 MR. CHUNG: Okay. Now, uh, in accepting
17 this particular applicant with Trustee Epley,
18 um, did you also discuss, uh, anything that the
19 law school might be able to obtain in exchange
20 for accepting the student?

21 MR. HERMAN: Well, um, I, I suppose, uh, my
22 quibble with your, uh, the way you stated that,
23 but, uh, I, I can only recall - - this, uh, 24-
24 hour period was one of extreme frustration on my
25 part, and, uh, frankly at this point I had put

1 on my advocate hat. Uh, which I, I often do for
2 the law school, or for anyp-anyplace on campus,
3 - - now, how can, how can we, uh, provide some
4 compensatory action. And so the, uh, the issue
5 of jobs came up. I don't - - I don't honestly
6 recall who brought it up.

7 MALE VOICE: Well, Dean Hurd brought it up
8 in her e-mail to you, didn't she?

9 MR. HERMAN: I'm not sure that's the right
10 sequence there - -.

11 MALE VOICE: - -.

12 MR. HERMAN: Um, and Mr. Epley said to me
13 how many, and I made up a number, but--and
14 honestly, that was just banter. Um--

15 MR. CHUNG: That was just random?

16 MR. HERMAN: Banter--well, random, yes. I
17 mean - -.

18 [Crosstalk]

19 MALE VOICE: You were kidding?

20 MR. HERMAN: No, in, in the sense that I
21 would have no idea how many jobs would be
22 needed--

23 MALE VOICE: Well, bantering means fooling.

24 You aren't fooling. You--

25 MR. HERMAN: [interposing] No, I - - ra-

1 random would be a better choice. Thank you,
2 sir. Uh, but I, I honestly, uh, basically my
3 message was, look, uh, we are--you told me we
4 had to do this, how are we going to help out the
5 law school.

6 MALE VOICE: So he talked about jobs.

7 [Crosstalk]

8 MALE VOICE: Who, who brought up a, a issue
9 of jobs in the first place? You? Or Trustee
10 Epley?

11 MR. HERMAN: That, that is what, uh, in
12 answer to Mr. Chung, I, I said I don't recall
13 who brought it up. But I do remember the how
14 many comment, and, uh, I answered five.

15 MALE VOICE: And what did he say?

16 MR. HERMAN: Uh, we'll, we'll see what we
17 can do.

18 MALE VOICE: And then followed this e-mail
19 from Dean Hurd where she asked about jobs?

20 MR. HERMAN: I, I think I forwarded it, um,
21 the, uh--yeah. I mean, you, you have - - middle
22 of - - the last page. - - my apologies, Larry
23 has promised, etcetera. Larry's promised to
24 work on jobs, five - -. And then follows what,
25 uh, I think everyone agrees is, uh, a sarcastic

1 and facetious e-mail from Dean Hurd.

2 MALE VOICE: Is she being facetious about
3 the jobs?

4 MR. HERMAN: I think i-if you read the text
5 of her response, uh, and the ensuing, uh,
6 responses, nobody, uh, including me, uh, you
7 know, seriously believed that, uh, seriously
8 believed that anything other than that people
9 who are--the best people in the law school are
10 going to get jobs. And those who don't get
11 jobs, you can't find jobs.

12 FEMALE VOICE: There's a saying in some
13 communities that's called crackin' but packin'
14 [phonetic]. And basically what it means is, a
15 joke--a, a statement could be made in the form
16 of a joke, but it's actually quite factual at
17 the same time? And I think that statement there
18 that we're talking about falls into that, um.

19 MR. HERMAN: Um, I, I can't, uh, indicate
20 any familiarity with the statement. I
21 understand the inference, uh, that's drawn. Uh,
22 I think the language is regrettable.

23 MALE VOICE: You were, you were serious,
24 though, about the fact that, that the law
25 school, at your behest, was going to be yielding

1 on something that it considered very important.

2 Admitting somebody that--

3 MR. HERMAN: Correct.

4 MALE VOICE: --euphemistically you call an

5 outlier. And, so, you were serious when you

6 asked Mr. Epley for some--like, what can you do

7 for the law school in return.

8 MR. HERMAN: Yeah, - -.

9 MALE VOICE: [interposing] Or was that also

10 a joke?

11 MR. HERMAN: No, I, uh, what I was doing

12 here, and in the ensuing e-mail was reminding

13 him of the sort of low point here, in, in this

14 admission and the whole process.

15 MALE VOICE: And he responded seriously as

16 well, didn't he? Did he--he asked you what

17 number. He goes--

18 MR. HERMAN: - - in conversation - -.

19 MALE VOICE: And, and you gave him - -.

20 MR. HERMAN: And that was, honestly, random.

21 MALE VOICE: Random, but not jokingly.

22 MR. HERMAN: Well, i-in the sense that, you

23 know, I would, uh, I would affirm Dean Hurd's

24 ensuing responses. I don't know what that

25 means. Uh, did I go out and, and discuss with

1 people who work in law firms, you know, how
2 many, how many of our folks do you employ, do
3 you, uh, uh--

4 MALE VOICE: Chancellor Epley--uh, not
5 Chancellor. Chancellor Herman.

6 MR. HERMAN: Yes.

7 MR. MIKVA: - - Mr. Epley was a fairly
8 influential person in this city, isn't he?

9 MR. HERMAN: Um, I, I don't know the answer
10 to that.

11 MR. MIKVA: Well, - - trustee.

12 MR. HERMAN: - - trustee - -.

13 MR. MIKVA: Chairman of the trustees.

14 MR. HERMAN: Correct.

15 MR. MIKVA: Right. So he probably could
16 influence some large law firms, maybe, to take
17 an outlier, as you put it. Law firms do take
18 outliers.

19 MR. HERMAN: Right. - -.

20 MR. MIKVA: And the state of Illinois
21 certainly takes some outliers every once in a
22 while.

23 [Laughter]

24 MR. MIKVA: Yeah. I love jokes. But I have
25 to tell you, - - this is not something I would

1 think you would want to joke about, or that Dean
2 Hurd would want to joke about. This was an
3 important - - the way she described it, and the
4 way you describe it. The law school was - - so-
5 something very important, of serious importance
6 to them.

7 MR. HERMAN: I, I think that's correct,
8 Judge, and, uh--

9 MR. MIKVA: And, and, and when you were
10 asking for something to compensate--

11 MR. HERMAN: Correct.

12 MR. MIKVA: You weren't joking. It was a
13 legitimate--I don't know if it was legitimate or
14 not, but it certainly was a serious request for
15 what would Mr. Epley do for the law school.

16 MR. HERMAN: That would be a fair
17 characterization.

18 MR. MIKVA: And somebody raised the issue of
19 jobs.

20 MR. HERMAN: Correct.

21 MR. MIKVA: [interposing] Either you or Mr.
22 Epley.

23 MR. HERMAN: Correct.

24 MR. MIKVA: You don't remember which.

25 MR. HERMAN: Correct.

1 MR. MIKVA: And then you suggested five.

2 MR. HERMAN: Correct. Which was a random -

3 -.

4 MR. MIKVA: Which was what?

5 MR. HERMAN: Random - -.

6 MR. MIKVA: Random, but still a serious

7 number.

8 FEMALE VOICE: But for the sake of

9 integrity, this word random, I mean if you go

10 back down to the eleven fifty-fi--11:58 the same

11 day, two hours later, that random number was

12 repeated in a much more formal request.

13 MR. HERMAN: You know, I, I honestly, um, I

14 honestly would, uh, - - refer to this as mere

15 sarcasm.

16 FEMALE VOICE: Even the 11:58 e-mail?

17 MR. HERMAN: I'm sorry, 11:58, where is it?

18 Which page are we?

19 FEMALE VOICE: The, the 11 - -.

20 MR. HERMAN: - - the 11:14, I see 9:38, I

21 see 9:45. You're talking about I'm--my e-mail

22 to - - I'm sorry, where is it?

23 FEMALE VOICE: Yeah. Your e-mail to Epley.

24 MR. HERMAN: 11 fifty...

25 MALE VOICE: Commissioner, if I might, I

1 might be able to really quickly - -.

2 MR. HERMAN: Oh, okay, here we go. I'm
3 sorry, it's on the front page. I was just going
4 back - -.

5 MALE VOICE: - - but, if I, if I could, I'm
6 sorry, just to reconstruct the timeline, if you
7 go to the final page of the exhibit.

8 MR. HERMAN: - - front - -.

9 MALE VOICE: Final page of 22.

10 MR. HERMAN: This is the front, - - the
11 front page, which is an e-mail from me--

12 MALE VOICE: I'm sorry, the last page of
13 that exhibit.

14 FEMALE VOICE: What's the last page for you?

15 MALE VOICE: It has up in the upper corner
16 117.

17 MR. HERMAN: Correct.

18 MALE VOICE: Okay. And on April 28th, 2006,
19 at 11:48 a.m., you forward an e-mail to Larry
20 Epley.

21 MR. HERMAN: Correct.

22 MALE VOICE: And that e-mail contains the
23 lengthy e-mail from Paul - - complaining about
24 this particular applicant.

25 MR. HERMAN: Correct.

1 MALE VOICE: Between 11:48 and the next day,
2 you have a phone conversation or two with Lar-
3 rarry Epley, correct?

4 MR. HERMAN: Correct.

5 MALE VOICE: During the course of that phone
6 conversation, you discussed, the two of you, the
7 possibility of obtaining jobs for law school
8 graduates as compensation for the law school
9 having to take this substandard applicant,
10 correct?

11 MR. HERMAN: Correct.

12 MALE VOICE: Now if you look at, uh, the
13 third page in, the document at the bottom that's
14 date-stamped UIN--UNIVER0000013?

15 MR. HERMAN: 13, okay.

16 MALE VOICE: Right? There's an e-mail in
17 the middle of that page from you to Heidi Hurd
18 at, uh, 9:38 a.m. on Saturday, April 29th, where
19 you say, Heidi, straight from the G, my
20 apologies, Larry has promised to work on jobs,
21 five - -, Richard.

22 MR. HERMAN: Correct.

23 MALE VOICE: So between the time you forward
24 the e-mail to Mr. Epley and the time you write
25 this e-mail to Ms. Hurd on the 29th of April,

1 you have had one or two phone conversations with
2 Larry Epley concerning jobs for this applicant,
3 correct?

4 MR. HERMAN: [interposing] That's correct.

5 MALE VOICE: Okay. So subsequently when you
6 then, then--

7 MR. HERMAN: [interposing] Well--

8 MALE VOICE: I'm sorry?

9 MR. HERMAN: Yeah. I, I, okay, go, go
10 ahead. Uh, I'll, I'll respond - - when you're
11 finished.

12 MALE VOICE: And at this point in time
13 you're dead serious.

14 MR. HERMAN: Where, where are we?

15 MALE VOICE: You are in 9:38 on Saturday,
16 April 29th emailing Heidi Hurd about five jobs.

17 MR. HERMAN: Yeah. Correct.

18 MALE VOICE: Heidi Hurd then picks up on
19 your conversation, right? And says only very
20 high-paying jobs in law firms, etcetera, and
21 then there becomes some banter, is what you're
22 saying, correct?

23 MR. HERMAN: That would be correct.

24 MALE VOICE: Before Heidi Hurd responds to
25 your Saturday, April 29th e-mail, it's all

1 serious.

2 MR. HERMAN: Um, you know, that's a good
3 question. Uh, honestly did I feel Larry, uh, -
4 - advice on compensation, some, some
5 compensatory action, yes. We've already agreed
6 that I ha--that I'd been told to do this. Okay?
7 Do I believe somehow we need to, uh, do
8 something for the law school? Yes. Then we
9 have Hurd's uh, uh--

10 MR. MIKVA: You know, what throws us all
11 off, please, Chancellor, and, and I have to tell
12 you I read Heidi's letter to the newspaper and--

13 MR. HERMAN: Yeah.

14 MR. MIKVA: --and it just throws me off
15 more, frankly.

16 MR. HERMAN: Right.

17 MR. MIKVA: In this e-mail to Heidi you
18 said, straight from the G. Now, the G is
19 governor, isn't it?

20 MR. HERMAN: Correct.

21 MR. MIKVA: So you are telling her
22 throat] her that this request has come straight
23 from the governor's office. By the governor, we
24 mean Blagojevich I assume.

25 MR. HERMAN: That would be correct, - -.

1 MR. MIKVA: Now does the governor have five
2 jobs for lawyers that he could give away?

3 MR. HERMAN: I have no idea.

4 MR. MIKVA: Oh, I'll bet you think he does,
5 though, don't you? I do.

6 [Laughter]

7 MR. MIKVA: So it doesn't sound at all like
8 a joke. It sounds like you are bartering with
9 the governor through Trustee Epley that you're
10 going to take in this outlier, this Dicey, in
11 return for five jobs in the governor's office.

12 MR. HERMAN: Well--

13 MR. MIKVA: That's how I interpret it.

14 MR. HERMAN: Judge, uh, two things. I
15 would, I would resist the "in return for"
16 comment. Uh...

17 MR. MIKVA: [Laughter] So the--what words
18 would you use?

19 [crosstalk]

20 MR. MIKVA: Again, I like euphemisms.
21 Sometimes they, they--

22 MR. HERMAN: [interposing] No, no - -.

23 MR. MIKVA: - - hurts. So sometimes you
24 have to say a spade is a spade, a cow is a cow.

25 MR. HERMAN: I, I understand that. Uh, I

1 mean, I only mean in the sense that - - in my
2 own mind, in the - - sequence here. We agreed,
3 we agree to do this in the sense that I was told
4 I had to do it.

5 MR. MIKVA: But if you were told you had to
6 do it, that's because Epley said it was straight
7 from the Governor's office.

8 MR. HERMAN: Correct.

9 MR. MIKVA: - -.

10 MR. HERMAN: A-after that, what is there we
11 can do in, in a, an, a compensatory way? And,
12 you know, this is, uh, me, uh, - - I guess.

13 MR. MIKVA: Can I ask you another question?

14 MR. HERMAN: Please.

15 MR. MIKVA: Is a response to having to take
16 in a unqualified--an unqualified student, which
17 both you and Dean Hurd at this point seem to
18 have agreed - - but for the intervention this
19 student would not have been admitted to the law
20 school. That, is that something you want to
21 joke about?

22 MR. HERMAN: No, I think the, uh--

23 MR. MIKVA: Isn't that serious?

24 MR. HERMAN: It is. It is. So my point is
25 what can we do to compensate. How can we help

1 the law school out in the future?

2 MR. MIKVA: So then, then compensation takes
3 the m--takes the form of jobs. And I must say
4 that it is ingenuous of both you and Dean Hurd
5 to suggest that this was some kind of spoofing.

6 MR. HERMAN: No, I'm not, I'm not saying
7 that at this point.

8 MR. MIKVA: And I don't read Dean Hurd's e-
9 mails as spoofing.

10 MALE VOICE: Well, we'd been told there was
11 no quid pro quo, but you're saying that you gave
12 something up, you wanted something in return.

13 MR. HERMAN: I'm saying that the decision
14 to, uh, admit the individual was made strictly
15 on the basis of a directive. And what do we do
16 now?

17 MR. MIKVA: Uh, strictly on the basis of the
18 record?

19 FEMALE VOICE: A directive.

20 [crosstalk]

21 MR. MIKVA: A directive, I apologize.

22 MR. HERMAN: Right? And I did not see this
23 as any bargaining beforehand. And it certainly
24 was not my intent.

25 FEMALE VOICE: So once the bargaining

1 opportunity presented itself, you then chose to
2 bargain.

3 MR. HERMAN: I, I chose to, uh, if you will,
4 ask him to help the law school, of which he's a
5 graduate, that's correct.

6 FEMALE VOICE: So if he had then determined
7 that--if, if the response had been no, we cannot
8 give you any jobs?

9 MR. HERMAN: That would've been the end of
10 that. - -.

11 FEMALE VOICE: The end of what? Your
12 advocacy hat, or--?

13 MR. HERMAN: No, uh, you know, the answer's
14 no. And in fact, the answer was no. Nothing
15 happened. This was never pursued further.

16 MR. MIKVA: How do you know that?

17 FEMALE VOICE: [interposing] Well, - -
18 don't--right, we don't--

19 MR. HERMAN: By the--

20 MR. MIKVA: How do you know that?

21 MR. HERMAN: By me.

22 MR. MIKVA: By your own--?

23 MR. HERMAN: [interposing] I can only speak
24 to my own actions.

25 MR. MIKVA: - - but for all you know, there

1 are five people working in, uh, Jones and Jones
2 today who were put there by Mr. Epley's
3 influence.

4 MR. HERMAN: I, uh, I honestly, uh, don't
5 believe that's the case.

6 MR. MIKVA: Or how about in the governor's
7 office?

8 MR. HERMAN: I have no idea.

9 FEMALE VOICE: Can you present any e-mails
10 that actually refute what we would assume would
11 be the most logical conclusion that those jobs
12 actually--that job transfer did take place? Can
13 you present any e-mails that--

14 MR. HERMAN: [interposing] I--

15 FEMALE VOICE: --that say, that speak to
16 this situation that would say no, there are no
17 jobs forthcoming?

18 MR. HERMAN: Uh, - - I'm sure.

19 FEMALE VOICE: What about Mr. Epley's law
20 firm?

21 MR. HERMAN: The only, uh, individual that I
22 ever recall in his law firm - - or, uh, - - was
23 a student intern.

24 FEMALE VOICE: - - record show--

25 FEMALE VOICE: [interposing] Was a student

1 what?

2 MR. HERMAN: Intern.

3 FEMALE VOICE: So his own law firm is not
4 hiring the University of Illinois students?

5 MR. HERMAN: [interposing] No, no, uh, uh, -
6 - you uh, you, uh--

7 FEMALE VOICE: - -?

8 MR. HERMAN: You, uh, y-you asked me, uh,
9 what I, what I had kno--direct knowledge of.

10 FEMALE VOICE: - -.

11 MR. HERMAN: Uh, I honestly don't have any
12 further knowledge.

13 MR. MIKVA: The University hires lawyers
14 too, don't they? I assume Mr. Epley didn't, uh-
15 -

16 MR. HERMAN: - - so.

17 MR. MIKVA: --didn't make good on that
18 bargain by putting some, recommending some
19 people for the University counsel's office?

20 MR. HERMAN: To my knowledge, no, and I
21 don't, and I don't know where, uh, well--I, I
22 don't know what - -.

23 MR. MIKVA: I, I asked that semi-facetiously
24 - -.

25 [crosstalk]

1 MALE VOICE: I thought--I thought this, when
2 I first read this, that you were pushing back
3 hoping he wouldn't make any more requests from
4 you, but you're saying you actually were
5 bargaining with them.

6 MR. HERMAN: No, w-what I'm sa--what I, what
7 I'm saying was, uh, - - someplace, someplace in
8 the middle here. I mean, uh, I didn't honestly,
9 I, I'm not sure I believe that jobs were a
10 reality. And I think--I honestly believe Dean
11 Hurd's e-mail to be a facetious one.

12 MR. MIKVA: But you started - - information.

13 MR. HERMAN: I, I, I, I agree with that,
14 judge. Uh, but w-what I, what I am saying here
15 is that, uh, I am very much in accord with what
16 Dean Hurd says in the sense of, uh, one's
17 ability to provide jobs in the sense that, uh,
18 the, the best, you know, to have low, low-end
19 candidates get jobs, I, I don't know that that's
20 really a possibility.

21 FEMALE VOICE: If you look at the sequence
22 that Mr. Chung was taking you through.

23 MR. HERMAN: Correct.

24 FEMALE VOICE: I, I don't follow what you're
25 saying when I get to this e-mail that was sent

1 at, at 11:58.

2 MR. HERMAN: Yeah.

3 FEMALE VOICE: Because it totally refutes
4 everything you just said.

5 MR. HERMAN: No, uh, uh, well, I, I think
6 earlier I said that e-mail is the worst of
7 conversation, and, and, and - - and I really
8 mean that. This--I actually thought about, you
9 know, forwarding, uh, Dean Hurd's e-mail at the
10 time to Mr. Epley. Instead, you know, I just
11 write this to him, uh, just a reminder that
12 you've got to do something for the law school.
13 Did I believe Dean Hurd in her, uh, her, her
14 dialogue as to the ability to find jobs for, uh,
15 someone of, uh, that nature, low--the low-end
16 nature, I did. Uh, was she being sarcastic? I
17 believe so. Did this represent my way of
18 tweaking, if you will, uh, Larry Epley and
19 reminding him of we--the day's conversa--the
20 previous day's conversation, and that you - - do
21 something for the law school? Yes. Did I
22 believe after, you know, after this, uh, 24-hour
23 dialogue that jobs were a serious possibility?
24 No.

25 MALE VOICE: But Chancellor, was it, was it

1 tweaking or was it you in your capacity as an
2 administrator trying to be a good steward seeing
3 an opportunity to do something that would
4 enhance the university having given something up
5 for this whole process that had previously
6 occurred.

7 MR. HERMAN: [interposing] Well, I, I mean--

8 MALE VOICE: Or were you all just--is your
9 statement that it was just strictly facetious?

10 MR. HERMAN: Well, I think at, at this
11 point, uh, you know, I'm, I'm, I'm looking at
12 the, uh, the previous colloquy and I'm saying,
13 uh, you know, this is--this whole thing is
14 absolutely ridiculous, but darn it, you had us
15 do something that we really didn't want to do.
16 And by the way I, you know, uh, I should've
17 stood in the door.

18 MALE VOICE: You should've?

19 MR. HERMAN: Should've stood in the door.

20 MR. MIKVA: Okay. All right? So why not
21 just say this wasn't your finest hour?

22 MR. HERMAN: I, I'm sorry, I--that was my
23 next sentence, Judge.

24 MR. MIKVA: Okay.

25 FEMALE VOICE: Uh, why is Heidi Hurd no

1 longer the dean?

2 MR. HERMAN: Uh, she decided to step down,
3 uh, uh, herself.

4 FEMALE VOICE: Did it have any relationship
5 to this issue?

6 MR. HERMAN: Not to my, uh, well, absol--

7 FEMALE VOICE: [interposing] - - violation -
8 -?

9 MR. HERMAN: [interposing] Absolutely not.

10 MALE VOICE: Okay.

11 MR. CHUNG: Judge, I just have a few
12 questions.

13 MR. MIKVA: Okay.

14 MR. CHUNG: When Mr. Epley came to you,
15 Chancellor, on behalf of a particular applicant,
16 backed by the governor's office, you understood
17 that did so with the full authority of the
18 governor's office, correct?

19 MR. HERMAN: Are you referring to this
20 specific - -?

21 MR. CHUNG: I'm talking generally. You
22 understood that when Larry Epley was delivering
23 a message on behalf of the governor's office,
24 that he wasn't freelancing, that he in fact had
25 full authority from the governor's office to

1 deliver that message?

2 MR. HERMAN: Well, on this particular
3 instance, I know for a fact, because he told me
4 so, and on the informa--on the previous e-mail
5 we discussed, it's, it, it's already written.
6 But - -.

7 MR. CHUNG: I guess--when--let me just pick
8 up on what you just said. When he told you so,
9 you fully believed him. That he did--

10 MR. HERMAN: Oh.

11 MR. CHUNG: --in fact have that full
12 authority from the governor's office.

13 MR. HERMAN: Correct.

14 MR. CHUNG: What was it, if anything, about
15 Larry Epley's connection to the prior governor's
16 office that led you to believe that he would
17 have the full authority of the governor's office
18 to put forth a candidate?

19 MR. HERMAN: I had, uh, um, seen him with,
20 uh, staffers, uh, and other individuals
21 associated with the, uh, with the governor, uh,
22 at, uh, athletic events.

23 MR. CHUNG: - - that person?

24 MR. HERMAN: Um, I've seen him with, or - -
25 perceive that with, uh, uh, Harrison Clume

1 [phonetic] and, uh, certainly, uh, Mr. Kelly
2 showed up, uh, at, uh, football games.

3 MR. CHUNG: - -.

4 MR. HERMAN: - -.

5 MR. CHUNG: So in the context of this
6 particular applicant that's discussed in Exhibit
7 22, you did understand that in fact it, that the
8 applicant had come straight from the G.

9 MR. HERMAN: Correct. Uh, that's right.

10 No, I, did I believe it? Yes.

11 MR. MIKVA: So, out of curiosity, did--

12 MR. HERMAN: [interposing] - - I'm sorry,
13 Judge.

14 MR. MIKVA: Did you ever contemplate what
15 would've happened if you would've said no
16 anyway?

17 MR. HERMAN: Uh, I think, judge, that, uh, I
18 had said no, and--in other circumstances. I
19 don't recall, uh, - - there's a record of no's
20 in, in there.

21 MR. MIKVA: - - no to the governor?

22 MR. HERMAN: I, I think we actually did have
23 a letter of recommendation from the governor - -
24 for one candidate. Uh, I don't know whether it
25 was the law school - -. Um--

1 MR. MIKVA: So it was within the realm of
2 contemplation.

3 MR. HERMAN: It certainly was. Uh, I think,
4 judge, uh, you correctly characterize, and I'm,
5 uh, about this not being my finest hour. And
6 what, whatever, uh, uh, else had been, uh, done,
7 I think this, uh, this is a, a bad moment for
8 me, uh, personally, and, uh, do I recognize, uh,
9 you know, chain of command? Uh, did we have the
10 then-chair of the board, uh, and putatively the
11 governor's office involved? Yes. Did I, uh,
12 follow that directive? Yes. Uh, and, uh, that
13 was a rough 24-hour period for me, personally,
14 and I am apologetic about that.

15 FEMALE VOICE: So what's--chancellor what
16 are the consequences? - - you have acknowledged
17 a failure in your leadership.

18 MR. HERMAN: Fair enough.

19 FEMALE VOICE: So what are the consequences?

20 MR. HERMAN: Well, I, I honestly, uh, think
21 the, the system, uh, really needs to be
22 reformed, uh, as we discussed earlier. I, I
23 think the, uh, people need to, uh, put, um,
24 letter--uh, sorry, requests in writing, and they
25 need to be clear about the benefit brought by

1 any particular candidate to the, the school, and
2 to be decided therein.

3 MALE VOICE: So as a model going forward,
4 Chancellor, and I think we all share your
5 concern about ACTs and needing other kinds of,
6 uh, ways of evaluating candidates. Uh, this--
7 the FAA president of the community volunteer
8 some way o-of, uh, having input on that so that
9 if we had a transparent process that excluded,
10 uh, trustees, fundraising, governmental
11 relations folks, uh, would that be in the form
12 of an appeal after you ha--you have some kind of
13 appeal process now, but it's--

14 MR. HERMAN: [interposing] We do--

15 MALE VOICE: --but not everyone's aware of
16 it.

17 MR. HERMAN: That, that would be correct.

18 But certainly, you know, I had a half a dozen
19 calls from parents last year, and, you know, can
20 we appeal, and I said, go ahead, and it just
21 went into the system.

22 MALE VOICE: So would that be your model for
23 going forward, to have, uh, an open appeal
24 process?

25 MR. HERMAN: I th--I think we do need an

1 open appeal process. I think we, uh, uh, at the
2 same time, uh, we need to allow, uh, early on,
3 for the, uh, introduction perhaps of the Future
4 Farmers of America president, uh, - -
5 information which would, uh, affect the
6 candidacy of the individual, uh, to complete the
7 class in, uh, in a very holistic way. I think
8 i-it would be--I, I know what the class would
9 look like if we have ACT and - - and, and GPA
10 as, as a determinant. And, uh, that would be a
11 sad day.

12 [Break in audio]

13 MR. HERMAN: - - no financial - - that was
14 offered or received, - - certainly by me, but,
15 uh, compensation here was meant in the, uh, in
16 the broad issue of the, uh, the U.S. News &
17 World Report ranking, uh, which, uh, I think Mr.
18 Pless can speak more, uh, knowledgeably to, uh,
19 but the, uh, the, the simple truth is, uh, uh,
20 the ranking of the law school or any law school
21 is based on the profile of the incoming students
22 as well as, um, uh, their ability to, uh, secure
23 a, a, employment w-within two periods of time.
24 And the first period is either 60 to 90 days.
25 The second one is, I believe, six months or a

1 year. And it was that sort of, uh, compensatory
2 action, uh, that I, that I was seeking, uh for
3 the school an advocate. In other words, if
4 we're going to bring--potentially bring down,
5 uh, the law school, uh, median LSAT by allowing
6 entry of an individual such as, uh, the one we
7 saw, uh, that we ought to be able to find some
8 way to, uh, to help out the ranking in, in
9 another way. And, uh, I think, Judge, you, uh,
10 I characterized this as, uh, not my finest
11 moment, but I, I wouldn't--and I agree with
12 that, and, but I w--I was not engaging in, uh,
13 uh, specific action, uh, for that which I was
14 directed to do, uh, merely, uh, pushing to try
15 and find something that would then help raise
16 the profile of the law school. Uh, I, I, I
17 don't know whether there are any questions on
18 that, but I, I thank you for, uh, allowing me
19 to, uh, add a clarification here, and, uh,
20 again, uh, we do need to, uh, look in a
21 prospective way, and I hope you will help us to
22 create, create a better time for the university
23 - -.

24 MALE VOICE: Thank you.

25 MR. MIKVA: Mr. Ellis?

1 MR. ELLIS: Uh, Mr. Pless, would you come
2 forward and, uh, - -.

3 MALE VOICE: The dean - - well, assistant
4 dean's list.

5 MALE VOICE: - -.

6 MALE VOICE: - - Judge.

7 MALE VOICE: - - dean's list.

8 MR. MIKVA: Mr. Ellis.

9 MR. ELLIS: Thanks. Uh, Mr. Pless, would
10 you introduce yourself, uh, to the commission,
11 and, uh, give your current position at the
12 college of law - -.

13 MR. PAUL DAVID PLESS: Certainly. My name
14 is Paul David Pless. I'm the assistant dean for
15 admissions and financial aid for the University
16 of Illinois College of Law.

17 MR. ELLIS: You're a graduate of College of
18 Law, is that correct?

19 MR. PLESS: I am.

20 MR. ELLIS: Graduated in 2003?

21 MR. PLESS: Yes.

22 MR. ELLIS: When did you first join the law
23 school in a, a employment capacity?

24 MR. PLESS: In August of 2003.

25 MR. ELLIS: What was your position at that

1 time?

2 MR. PLESS: I was the assistant director for
3 admissions and financial aid.

4 MR. ELLIS: Describe what the, uh, what your
5 function was at that time.

6 MR. PLESS: Um, my main job was to be a
7 recruiter, to be on the road recruiting for the
8 college of law. Um, I also, uh, worked on
9 marketing materials for the college and, um, and
10 I did review files and make recommendations for
11 admission or denial, uh, to the assistant dean
12 at the time.

13 MR. ELLIS: Could you explain, uh, for the
14 commission, just a little bit about the various
15 positions at the college of law in admissions
16 and what those functions are? Who has the final
17 say in terms of admissions decisions, those
18 kinds of things?

19 MR. PLESS: Sure. Um, well, in a normal
20 circum-circumstance, the normal view of a file,
21 the, the assistant dean, um, is in charge of, of
22 the admissions office. Um, typically there is
23 an assistant director, uh, for admissions. Um,
24 right now we also have an assistant director,
25 uh, for financial aid, and she deals exclusively

1 with, uh, the financial aid issues at the
2 college, and doesn't review files. And then we
3 have two, um, administrative assistants, uh, who
4 help with the processing and the paperwork, and,
5 and those things. Um, and then we have several
6 student--current law students who work in the
7 office as well, who give tours and answer
8 questions for prospectives.

9 MR. ELLIS: Now, in November of 2000--I'm
10 sorry, in the summer of 2004 you became interim
11 director of admissions at the college of law, is
12 that correct?

13 MR. PLESS: That's correct.

14 MR. ELLIS: Explain the circumstances w--
15 under which you were appointed to that position?

16 MR. PLESS: Um, at the time, the, um, the,
17 the then-assistant dean, uh, for admissions, uh,
18 left the college. I think it was April, um, it
19 might've been May. Um, and Dean Hurd, uh, uh,
20 uh, told me--uh, at that time even though I was
21 still the assistant director, at that time, that
22 I was in charge of the office, and, uh, to bring
23 in the class that was, that was--that we were
24 cycling through at that point in time. Over the
25 summer, um, I was, uh, uh, promoted to director

1 of admissions. There was no assistant dean at
2 the time, so I was running the office. And then
3 in November of that year, after the college
4 conducted a national search, uh, for an
5 assistant dean, um, I was, uh, named assistant
6 dean.

7 MR. ELLIS: You've had that position, um,
8 from then until now, is that correct?

9 MR. PLESS: Yes, sir.

10 MR. ELLIS: Explain, uh, for the commission
11 the admissions process for candidates to the
12 college of law.

13 MR. PLESS: Okay. Well, cut me off when I
14 get too long, okay?

15 MR. ELLIS: [interposing] Okay. - -.

16 MR. PLESS: Um, uh, the, the main part of
17 the, the, the law school application--there are,
18 there are five parts to, to a typical law school
19 application. Uh, those parts are the law school
20 admissions test, the standardized tests that,
21 that everyone takes. Um, their undergraduate
22 record. Um, a personal statement that at
23 Illinois, typically two pages long, a resume,
24 and two letters of recommendation. Um, this,
25 these files are reviewed, um, based on the order

1 that they were--they complete in our office.

2 Um, they're reviewed by admissions staff, um,

3 and we make the decisions on who's to be

4 admitted, who's to be held or wait-listed, and

5 then who's to be denied.

6 MR. MIKVA: Who's the "we"? You and the

7 staff?

8 MR. PLESS: And the staff. I, it's

9 ultimately my decision, Judge, but, um, I listen

10 to the recommendations of my staff. - -. Um,

11 we, when we're making these decisions, a whole

12 host of factors come into, uh, consideration.

13 Um, LSAT score and undergraduate GPA are, are

14 certainly some of those. The quality of the

15 undergraduate institution that they're coming

16 from, the quality of the, um, uh, degree program

17 within that institution, um, as well as any

18 relevant work experience that they've had, the

19 quality of their writing, um, any unique

20 experiences that they've had. Um, all of those

21 factor into how we make our decision.

22 MR. ELLIS: Okay. Now, um, we've heard some

23 testimony on undergraduate admissions, and how

24 there is, you know, a certain level of candidate

25 who just based on the numbers, ACT and GPA, that

1 candidate would be admitted. Does the law
2 school have something like that?

3 MR. PLESS: We do not have presumptive admit
4 categories at the college of law.

5 MR. ELLIS: Is the same true for presumptive
6 denial?

7 MR. PLESS: That's true, we do not have any
8 presumptive category.

9 MR. ELLIS: Now, um, when we talked last
10 week you explained that the admissions process,
11 since you've been there, has undergone a, a
12 little bit of a change in terms of how that
13 process works, and particularly involved in a
14 faculty and file review. Could you explain that
15 a little bit?

16 MR. PLESS: Sure. When I first started at
17 the college, um, there were presumptive
18 categories, um, based solely on the LSAT of, um,
19 an applicant. Uh, presumptive admit,
20 presumptive deny, and then a middle category
21 that we often referred to it just as a middle
22 category. Um, when I first started with the co-
23 -at the college, um, the, those middle files
24 were reviewed by, uh, um, members of the
25 faculty, um, who were appointed to the, the

1 admissions committee. Um, the files were often
2 read by, uh, two separate members, two separate
3 faculty members. Their recommendations were
4 then, um, given to the assistant dean for
5 admissions, and the assistant dean would, would
6 consider those recommendations, but still the
7 final decision was, was made by the assistant
8 dean, uh, for admissions. Over time, um, that--
9 the number of files that the faculty review has
10 shrunk, um, and now the faculty admissions
11 committee, committee just holds a, um, a--
12 basically a policy, um, uh, orientation where
13 they--we talk about the kinds of things that
14 we're looking for, and the, the kinds of
15 applicants that we want, and the kinds of
16 student that they want in their classroom. Uh,
17 but they do not read individual files anymore.

18 MR. ELLIS: Now, um, is it--is my
19 understanding correct that some of the reason to
20 move to taking the faculty out of the review
21 process and have you involved, you know, solely
22 in the admission process, y--it had to do with
23 the U.S. News & World Report ranking system?

24 MR. PLESS: Um, I would say that's part of
25 it. Also, um, part of it would be, um, the--

1 just the sheer number of applications that we
2 receive, and in the competitive environment that
3 is law school admissions, um, giving applicants
4 a quick decision on their file is very
5 important. Um, um, and, and so in the faculty
6 review process, because the faculty have so many
7 other things that they're responsible for, um,
8 it can, it can slow down the process.

9 MR. MIKVA: Why don't you tell us the
10 numbers that you're talking about? How many
11 people apply for admission - -?

12 MR. PLESS: In this, in this current cycle,
13 3,500 students have applied.

14 MR. MIKVA: How many--how large - - the
15 freshman class?

16 MR. PLESS: In past years, the incoming class
17 has b-been between 170 and 200. This year the
18 class will probably be between 240 and 260.

19 MR. MIKVA: 240, 260?

20 MR. PLESS: Yes, sir.

21 MR. MIKVA: - -. And you indicated before
22 that your, your prior duties included
23 recruiting.

24 MR. PLESS: Yes, sir.

25 MR. MIKVA: That number of applications that

1 come in, obviously you could get enough to fill
2 up the cla--the incoming class. What kind of
3 recruiting, uh, - -?

4 MR. PLESS: Well, as hard as it may believe,
5 uh, people on the East Coast and the West Coast
6 don't understand that the Midwest exists. And
7 it's often necessary to go to those places and
8 talk to them about the strengths of the
9 University of Illinois College of Law, and the
10 oppor--the, the kind of education that we can
11 provide to them. And we are looking for the
12 very best students from all over the country,
13 um, for our class. And, um, so it's, it's
14 necessary to go out there and, and, and tell
15 them, uh, how good the school is.

16 MR. MIKVA: You're constantly striving to
17 increase the, uh, the field, uh, with quality -
18 -.

19 MR. PLESS: Yes, sir.

20 MR. MIKVA: It isn't that you're looking for
21 a larger number per se, but you're looking for
22 the higher quality that you can get.

23 MR. PLESS: Yes, sir.

24 FEMALE VOICE: What was the--what, what,
25 what happened between 2003, where, uh, there was

1 a, a--an intended goal to reduce the size of the
2 incoming class to now, where there seems to be a
3 push to increase the size?

4 MR. PLESS: Not necessarily a push to
5 increase the size of the class, um--

6 FEMALE VOICE: - - the quality.

7 MR. PLESS: Right.

8 FEMALE VOICE: But the numbers are still
9 greater.

10 MR. PLESS: Right. You...one of the
11 difficulties of the job is you admit people, and
12 you don't know how many are going to say yes to
13 your offer of admission. And so, um, over time
14 I have records that, that point me in the right
15 direction. People with this kind of LSAT score,
16 um, and this undergraduate GPA from these
17 schools tend to accept our offers at this rate.
18 And so you put all of that together and try to
19 estimate how many people you need to admit to
20 get the right size class. This year, um, there
21 are so many factors in play that we've never
22 dealt with before, it was difficult to predict
23 what would happen. The--

24 FEMALE VOICE: So in 2003, when you were
25 hired--

1 MR. PLESS: Mm-hmm.

2 FEMALE VOICE: --for this role.

3 MR. PLESS: Mm-hmm.

4 FEMALE VOICE: There was an intended goal to
5 reduce the size of the class. Why?

6 MR. PLESS: That was mainly to, um, uh,
7 increase the profile of the class, the median
8 numbers of the class, the median LSAT and the,
9 and the, uh, undergraduate GPA.

10 FEMALE VOICE: What would that num--what's
11 the--how does that number compare with today's
12 240 to 260?

13 MR. PLESS: Um, the--well, for the class of,
14 uh, 2008--sorry, for the class of--in 2003
15 would've been the class of o--'06. Their median
16 LSAT was a 162 and around a 3.4 GPA. Um, the
17 class, um, that--those numbers have steadily
18 increased over time, um, so the class of 2008,
19 that was the first class where we moved the LSAT
20 three, uh, uh, three LSAT points, uh, from 163
21 to a 166, and that was the first class that that
22 was solely my class, that I admitted, and that,
23 um, the goal was to shrink the size of the class
24 to improve--to improve the median. So, um, I
25 don't think it was exactly in 2003 that we were

1 having that, that goal to in--to shrink the size
2 of the class, but when we did we improved the
3 median LSAT by three points.

4 MR. MIKVA: And you--so now, how does the
5 admission--this, uh, 2009 admittee--

6 MR. PLESS: Mm-hmm.

7 MR. MIKVA: For the fall of 2009. How do
8 their LSATs and GPAs compare to previous years?

9 MR. PLESS: They're the - - they're going to
10 be the best class that we've ever had.

11 MR. MIKVA: Really?

12 MR. PLESS: Yes, sir.

13 MR. MIKVA: And how--what are the factors
14 that account for that improvement? Better
15 recruiting?

16 MR. PLESS: Well, um, I think it's a lot of
17 factors. Um, better, better recruiting. Um, I
18 think hopefully I get better at my job every
19 year, um, that I do it. Um, we've greatly
20 increased the, uh, our scholarship budget over
21 years, and, and that has a huge impact in who
22 we're able to admit, and who we're able to, uh,
23 have accept our offers. Um, we have done a good
24 job over the past five or six years in hiring
25 some of the top professors from anywhere in the

1 country, and that reputational bounce that we
2 get from that has helped us.

3 MR. MIKVA: Even though the ratings in U.S.
4 News & World Reports has not gone up - -?

5 MR. PLESS: This year we moved to 23rd.

6 MR. MIKVA: - -?

7 MR. PLESS: So we did, we did, we did move
8 up, and I think that, that certainly is a
9 factor. I don't want to say that U.S. News &
10 World Report is an accurate reflection of the
11 quality of a law school.

12 MR. MIKVA: It is not - -.

13 MR. PLESS: [interposing] But, but students
14 look at that.

15 MR. MIKVA: It gets too much credit as it
16 is.

17 FEMALE VOICE: - -.

18 MR. ELLIS: You had no SI students in this
19 class. Why is that?

20 MR. PLESS: I don't know.

21 FEMALE VOICE: Mr. Pless, how, how diverse
22 is your, your, uh, incoming class?

23 MR. PLESS: Um, typically, uh, anywhere
24 between 25% and 35% of our students are students
25 of color.

1 FEMALE VOICE: Mm-hmm.

2 MR. PLESS: Um, it depends on the year. But
3 in any given year that would put us in the, uh,
4 in the top ten of any, uh, public law school.
5 Um, we're usually in the top of any of the, uh,
6 big ten law schools, as far as diversity goes.

7 FEMALE VOICE: What is that number this
8 year?

9 MR. PLESS: The class is changing e-every
10 moment. Um, so the--I won't have accurate
11 numbers on the class of 2012 until the first day
12 of orientation.

13 FEMALE VOICE: Which is when?

14 MR. PLESS: Um, August 17th, I believe.
15 Might be the 19th.

16 FEMALE VOICE: [interposing] What was, what
17 was it the last, the very last class?

18 MR. PLESS: Um, I can provide you with--I
19 could--I could certainly provide the commission
20 with accurate, exactly, precise numbers from
21 that--from every, all the past years. Um, in
22 writing, later.

23 FEMALE VOICE: [interposing] Well, we'd
24 appreciate that, but--

25 MR. PLESS: Okay.

1 FEMALE VOICE: --what's your guess?

2 MR. PLESS: I would say that it was, uh,
3 roughly, uh, 8% African American, 8%, uh,
4 Latino, um, students, 10% Asian students, and
5 then typically we have one or two Native
6 American students in the class.

7 FEMALE VOICE: So 25% to 30% people of
8 color, what is people of color?

9 MR. PLESS: It would, it would include, um,
10 uh, African American students, um, Latino
11 students, uh, Asian students, Native American
12 students.

13 FEMALE VOICE: - -.

14 MR. PLESS: And we don't include students who
15 are of, uh, foreign birth into that. So if
16 you're from--if you're a Columbian, and you're
17 not a U.S. citizen, you do not count towards
18 those Latino numbers.

19 MR. MIKVA: You have a separate - ---

20 MR. PLESS: [interposing] - - international
21 students.

22 MR. MIKVA: Don't you have a separate LLN
23 program, or a separate graduate student program-
24 -?

25 MR. PLESS: We do, but, uh, everything that

1 I'm discussing is completely separate. We have
2 international students who get JDs at, at - -.

3 FEMALE VOICE: And you were saying you
4 couldn't supply the numbers for the 2012.
5 That's the incoming class?

6 MR. PLESS: Right, because they can still
7 change their mind.

8 FEMALE VOICE: Well, what is it right now?

9 MR. PLESS: It's right around 6% African
10 American, 6% Latino.

11 MR. MIKVA: And I assume that, uh, gender-
12 wise - - it's about half - -?

13 MR. PLESS: Right now we're about 60/40.

14 MR. MIKVA: 60% women?

15 MR. PLESS: 60% male.

16 MR. MIKVA: 60% male.

17 MR. PLESS: Our applicant pool is over 60%
18 male.

19 FEMALE VOICE: You're below the diversity
20 goal that you had set.

21 MR. PLESS: Yes, ma'am. Well, I'm sorry,
22 ma'am, we don't--we don't have a set goal.

23 FEMALE VOICE: Oh, understood.

24 MR. PLESS: Okay.

25

1 [Crosstalk]

2 [Laughter]

3 MR. PLESS: Um, I don't--I'm trying to
4 remember the documents that we produced, and I
5 don't recall that the, the, the documents
6 include ethnicity. Um, but I have a--I have a--
7 in my own personal recollection of the students
8 I, I admit.

9 FEMALE VOICE: So what percentage of these
10 special - - special students, uh, are, uh,
11 people of color?

12 MR. PLESS: I would guess 5%.

13 FEMALE VOICE: 5%? So it's lower than the
14 general population.

15 MR. PLESS: Um, slightly - -.

16 MALE VOICE: But in terms of standards, you
17 don't have a policy, I think that was the
18 statement that you made in the interview? It's
19 just LSAT, undergrad, resume, and, uh, the, uh,
20 recommendations they receive?

21 MR. PLESS: Sir, it's called full file
22 review. And so all the factors are, are, are,
23 are considered in making decisions. There's no
24 minimum LSAT score or minimum undergraduate GPA
25 that an applicant must obtain to be admitted.

1 FEMALE VOICE: - - letters of
2 recommendation, do the authors of the letters
3 have to know that person?

4 MR. PLESS: Well, if they, if it, if they
5 don't, and it comes across in the letter that
6 they don't, that letter is given very little
7 consideration in the application process.

8 FEMALE VOICE: What would you think about
9 formalizing a policy, and as part of that policy
10 excluding letters of recommendation in which the
11 author of the letter does not know the
12 applicant?

13 MR. PLESS: I wouldn't have a problem with
14 that at all.

15 MALE VOICE: - -.

16 MR. ELLIS: The college of law does not use,
17 uh, what we've heard as Category I, is that
18 correct? You have a different designation for
19 these, uh, special interest candidates?

20 MR. PLESS: Yes, sir.

21 MR. ELLIS: Okay. And, and generally it's
22 been referred to in the documents as special
23 interest or SI, correct?

24 MR. PLESS: Yes.

25 MR. ELLIS: When did you first learn about

1 that category of applicants?

2 MR. PLESS: I don't remember the exact date.

3 I would imagine it wouldn't be too long after I

4 started working at the college. We use a

5 database system. The reason that it's called

6 Category I, from my understanding, is that in

7 the Banner, name of the computer system that's

8 used, that, that's the designation within the

9 computer system. We don't use Banner for

10 admissions. We use a separate program that's

11 provided by the Law School Admissions Council,

12 uh, called ACES 2. And I, I can't remember what

13 ACES stands for, but it's an acronym. Um,

14 within that there's, there's fields for address

15 and undergraduate record, and one of those

16 fields within there is called special interest.

17 That's just built into the system. So that's

18 why we, we called it special interest, because

19 it's, that's what it's named in our database.

20 And, um, it's a normal part of, of, of an

21 application that if there is a special interest

22 it would be marked in there, so I would imagine

23 I would've found out about it sometime in the

24 fall of 2003.

25 MR. ELLIS: You also have a, an area, a

1 comments section that allows you to identify in
2 the database who has, um, requested to have a
3 candidate identified as special interest, is
4 that correct?

5 MR. PLESS: [interposing] Yes. Yes.

6 MR. ELLIS: That would generally allow you
7 to identify the name of the person who is, uh,
8 for lack of a better term, sponsor of that
9 candidate.

10 MR. PLESS: At times. Um, if, if the, if
11 the--if government relations would contact us
12 and ask us to, to track, uh, a applicant or the
13 chancellor's office would contact, contact us
14 and ask us to track an applicant, they would
15 often not tell us who the sponsor was. So it
16 would say things like, um, SI government
17 relations, or SI chancellor's office.

18 FEMALE VOICE: But you said in your
19 interview - - that you would often know who the
20 sponsor was, or sometimes know who the sponsor
21 was, by their last name?

22 MR. PLESS: There was a, um...well, sometimes
23 I would know who the sponsor was by re-reviewing
24 the file, or I could guess who the sponsor is by
25 reviewing the file to see, maybe who someone,

1 who had worked--who they had worked for in the
2 past, or who a letter of recommendation in their
3 file was from. Um, there was one instance where
4 because of a previous situation I was made
5 familiar, uh, uh, of a, of a person's name, last
6 name, and so when, when that file was requested
7 to be, um, uh, made special interest I kn--I
8 could guess who the sponsor was.

9 FEMALE VOICE: Can, can, can--are you
10 allowed to tell us who the individual who was
11 sponsoring - -?

12 [crosstalk]

13 FEMALE VOICE: Is that appropriate - -?

14 MALE VOICE: Well, not if it tells us the
15 name of the applicant.

16 MR. PLESS: Right.

17 FEMALE VOICE: Okay.

18 MR. PLESS: [interposing] The, the last
19 name's the same.

20 FEMALE VOICE: It's one we would all know?

21 MR. PLESS: Yeah. It's been widely recorded,
22 I would - - say.

23 MR. MIKVA: But - - the applicant been
24 identified, the law student?

25 MR. PLESS: At one point in time, one of the

1 documents was, was given to the Chicago Tribune,
2 and it was not redacted, and that for a brief
3 period of time, that, that--the student's name
4 was on the Chicago Tribune website, and I have
5 to tell you, judge, that that's something that
6 upsets me greatly, because I'm the person who
7 wrote that e-mail. Um, I wasn't the person who
8 provided it to the Chicago Tribune, it was part
9 of FOIA request. And I have to say that in the
10 case of all of these, these, these kids that
11 were put on this list, for the most part they
12 had no idea that anybody was trying to do
13 anything for them behind the scenes. And so the
14 fact that this person, um--

15 FEMALE VOICE: How do you know that?

16 MR. PLESS: Because I know the kids. I mean,
17 after they come to the--after they come to the
18 college of law, I, I get to know them as part of
19 my job. And I, I think it, it's relatives and
20 things like that doing things for, for, for
21 them. Um, and so--

22 MALE VOICE: They're, they're all--there
23 isn't anybody under 21 that comes to that law
24 school, is there?

25 MR. PLESS: Yes, sir.

1 MALE VOICE: I mean, kids are usually, you
2 know, like 13, 14.

3 MR. PLESS: - - I refer to them as kids.

4 [crosstalk]

5 [Laughter]

6 MR. PLESS: Sorry.

7 [crosstalk]

8 [Laughter]

9 MR. PLESS: I'm 37 years old.

10 [Laughter]

11 MR. ELLIS: Would you, uh, explain, there
12 were two categories, as I understand it, of SI
13 students or SI candidates, which you refer to as
14 internal, and what you refer to as external.

15 MR. PLESS: Yeah.

16 MR. ELLIS: Explain the differences.

17 MR. PLESS: Sure. Internal candidates, um,
18 could be from a professor. Sometimes a
19 professor would, would contact me and say that
20 they had a particular person who was applying to
21 the law school who they had in an undergraduate
22 class that they taught, or was a research
23 assistant, or was a neighbor, or something, and
24 they would ask me about it. And so I would mark
25 that. Um, sometimes it would be somebody that I

1 met, um, at one of these recruiting events that
2 I particularly liked, and that I wanted to make
3 sure that when their file came across in the
4 process, that I could put my recollections of
5 meeting them, um, with, with, uh, the file.
6 And, and - - have a fuller picture uh, before
7 making that decision. Um, sometimes they would
8 come from--internal w=would come from our own
9 alumni and development, um, staff at the time.
10 Now it's called advancement. At the time it was
11 called alumni and development.
12 MR. MIKVA: This is a staff.
13 MR. PLESS: It--yes.
14 MR. MIKVA: What about alumni of the school
15 or--?
16 MR. PLESS: Alumni of the school would
17 typically not contact me directly. Um, they
18 might write a letter of recommendation. In, in,
19 in, in my, my view there's always, there's
20 always been a difference between someone who
21 writes a letter of recommendation for, for
22 somebody, and that's a normal part of their
23 application, versus somebody who picks up a
24 phone and has somebody else call me about it.
25 Um, occasionally there would be, uh, alums

1 that would contact me directly. Um, sometimes
2 former classmates of mine who, who would do
3 that, um, but often if it was, uh, I would put
4 that through alumni, uh, and development, and
5 then it would come back to me, uh, and that's
6 how we would track that.

7 MR. ELLIS: Do you have a legacy policy at
8 the College of Law?

9 MR. PLESS: We ask a legacy question on our
10 application. Um, and it could be a, a, a factor
11 in admissions, but it'd be a very small factor
12 in admissions. Um, so to completely answer, uh,
13 Mr. Ellis, um, the external, uh, would be, would
14 be one--requests that we received through the
15 university.

16 MR. ELLIS: That would include, um,
17 government relations or the chancellor's office,
18 correct?

19 MR. PLESS: Yes.

20 MR. ELLIS: Okay. Now, um, a large donor to
21 the College of Law who made an inquiry on behalf
22 of a candidate, would that fall within the
23 internal category?

24 MR. PLESS: Yes.

25 MR. ELLIS: Did you ever feel pressure to

1 admit a candidate who you otherwise would not
2 have admitted, through the internal SI process?
3 MR. PLESS: True that there were times that
4 professors were adamant about how good, um, one
5 of these students, uh, was, uh, that they had in
6 one of their, uh, previous classes, and, and
7 being a former student of some of these
8 professors, I think everyone understands how y-
9 you can have a great deal of respect, um, uh,
10 for a former professor. Um, but I was never
11 ordered to admit anybody otherwise that I, that
12 I, that I wouldn't have ad--that--wouldn't
13 admit--now, I, I guess I could--I would take
14 their evaluation seriously of a student. But I-
15 -pressure would probably be the wrong term.
16 FEMALE VOICE: Were there categories of, um,
17 you know, you mentioned professors, personal
18 knowledge, alumni, just if we look at a whole
19 group of people--
20 MR. PLESS: Mm-hmm.
21 FEMALE VOICE: --um, if a file were to be
22 requested to be labeled special interest, what
23 entities would you accept a file to be requested
24 to be labeled as opposed to recommended to be
25 labeled? So even though they may not issue an

1 order or a, um--

2 MALE VOICE: - -.

3 FEMALE VOICE: --directive, just given where
4 it's coming from, that you would look at it, and
5 a, and, and, and, and receive that as a request.

6 MR. PLESS: It's important to realize I'm
7 talking about the College of Law process. I
8 don't have any knowledge of the undergraduate
9 admissions process.

10 FEMALE VOICE: I understood.

11 MR. PLESS: Um, it wasn't very difficult to
12 be on the, the special interest list. As I
13 said, a professor could mention something. A, a
14 former classmate of mine could, could mention
15 some - -. It could be somebody that I've met.
16 So if, if anybody from the university made an
17 inquiry about an applicant, they were then
18 placed on the special interest list. The, the
19 reason for that was so that we could notify--and
20 the reason that we put who it came from was so
21 then when a decision was made, we could notify
22 the, the right person.

23 MR. MIKVA: That really was just a tracking
24 device.

25 MR. PLESS: That was the--that's the, that's

1 the purpose of the system. - - just to track -
2 -.

3 MR. MIKVA: [interposing] Suppose - - the,
4 um, the suggestion that it go on the special
5 interest came from a trustee?

6 MR. PLESS: Right.

7 MR. MIKVA: - - on the file you'd put this
8 was a recommendation of Trustee So-and-so,
9 right?

10 MR. PLESS: If I knew that the request came
11 from a trustee or who it came from directly.
12 Not in the file but in the database, it would be
13 noted.

14 MR. MIKVA: But there wouldn't be any red
15 bands across the file or anything like that.

16 MR. PLESS: We didn't do anything like that,
17 no.

18 MR. ELLIS: That request from the trustee,
19 then, that would be an external--

20 MR. PLESS: Yes.

21 MR. ELLIS: --SI.

22 MR. PLESS: Yes - -.

23 MR. ELLIS: Were there instances with
24 respect to external SI candidates where you felt
25 pressure to admit somebody that you believed

1 shouldn't be admitted to the college of law?

2 MR. PLESS: - - I w--I didn't feel pressure.

3 I was directed to or--I was directly to admit
4 somebody.

5 MR. ELLIS: And there were instances then
6 where candidates were admitted to the college
7 who you believed should not have been admitted,
8 based on campus SI classifications.

9 MR. PLESS: Yes.

10 MR. ELLIS: Um, could you go through some of
11 the sources of, um, pressure that you would've
12 felt or the sources of the direction of
13 admissions, um, to the college of law from the
14 campus-wide, uh, SI process?

15 MR. PLESS: Sure. Um, some would come from
16 government relations, and they would ask to be,
17 um, tracked. And so, um, then at times we would
18 respond back to government relations, and it was
19 different people at different times. Um, to say
20 we were going to, um, deny this, these three
21 people, we are going to admit this person, and
22 these two people are going to be put on our wait
23 list. And those decisions would be made, um,
24 were being made independent of any outside
25 influence. Those were internal College of Law

1 decisions. Um, from time to time when I would
2 give them, a, a group of people who I was
3 notifying them that were going to be denied,
4 they would tell me to hold the letter. And
5 then--and so at that point in time, it went into
6 a different process.

7 Um, same would go from requests from the
8 chancellor's office. Sometimes they would ask,
9 uh, for a file to be tracked, and I would call
10 and tell them or send them an e-mail and say
11 this is what we're going to do, and they would
12 say fine. And then sometimes they would say you
13 can, you can do it for these particular people,
14 but this person you have to hold on to.

15 MR. ELLIS: This was based on kind of a
16 hierarchy of the level of importance of a
17 particular sponsor.

18 MR. PLESS: I never asked.

19 MR. ELLIS: Could you tell from some of the
20 names of the folks who you weren't being allowed
21 to deny, but instead holding, that it was based
22 on the level of significance of the sponsor?

23 MR. PLESS: I had suspicions at times.

24 MR. ELLIS: Uh, you related, um, an
25 instance, I believe, with a state senator where

1 a decision to deny had been made, that had to be
2 changed, is that correct?

3 MR. PLESS: Yes.

4 MR. ELLIS: Could you explain, uh, that
5 circumstance to the commission, please?

6 MR. PLESS: Um, the--- - there, there are
7 applicants that apply to the law school who, who
8 in my judgment and professional opinion, are
9 capable of doing the work at the law school and
10 being a successful law student, um, but don't
11 fit our other goals. Or there are a number of
12 applications with the same qualifications and we
13 only have so many seats. Um--

14 [END ADMISSIONS_REVIEW_070609.MP3]

15

16

17

18

19

20

21

22

23

24

25

1 C E R T I F I C A T E

2 The prior proceedings were transcribed from
3 audio files and have been transcribed to the
4 best of my ability.

5

6 Signature __Rachel K. Bevilacqua_

7 Date _____ July 24, 2009 _____

8

9

10

11

12

13

14

15

16

17

18

19

20

21

22

23

24

25

<u> </u> \$	18% 23:4	23 48:8	<u> </u> 5	117:19
\$1 10:19	18,000	23rd 149:5	5 83:13,22	118:18
\$1.4 9:14	27:21	24 109:23	5% 11:5	a-a 13:13
\$100,000	1998 5:23	168:7	153:12,13	A-after
11:6	6:16	240	5,000 63:4	122:10
\$2 11:4	46:16	144:18,19	50% 10:9	A-agreed
\$400 10:12	47:23	147:12	66:6	23:6
<u> </u> 1	19th 150:15	24-hour	500 63:23	a--an 146:1
1 83:13	<u> </u> 2	128:22	67:1	a-and 55:14
1/2 10:19	2 83:13	133:13	550 65:22	a-anecdotes
10% 151:4	155:12	25%	<u> </u> 6	47:5
100 1:17	2,000 65:22	149:24	6 1:15	a-any 71:22
100% 66:10	2:22 94:8	151:7	6% 152:9,10	a-as
11	20 66:1	26,000	60 135:24	30:22
116:19,24	200 35:17	27:22	60 135:24	65:8
11:14	144:17	37:22	60%	109:5
116:20	2000--I'm	260	152:14,15	ability
11:48	139:9	144:18,19	,16,17	15:21
117:19	2003	147:12	60/40	35:5
118:1	137:20,24	28th 117:18	152:13	56:13
11:58	145:25	29th	60601 1:18	59:22
116:16,17	146:24	118:18,25	650 65:4	127:17
128:1	147:14,25	119:16,25	<u> </u> 8	128:14
117 117:16	155:24	<u> </u> 3	8% 151:3	135:22
12 14:2	2004 6:24	3 83:13	8:36 95:1	168:4
13 118:15	139:10	3,500	8th 94:7	able
159:2	2005 7:3,11	144:13	102:24	44:25
14 159:2	94:8 95:1	3.4 147:16	104:7,8	71:13
150 35:17	2006 117:18	30 35:20	<u> </u> 9	109:19
162 147:16	2008 147:18	30% 151:7	9:38 116:20	117:1
163 147:20	2008--sorry	35% 149:24	118:18	136:7
16-503 1:17	147:14	37 159:9	119:15	148:22
166 147:21	2009 1:15	<u> </u> 4	9:45 116:21	ABNER 2:2
17% 9:6	148:5,7	4 83:13	90 35:19	absol 130:6
17,000 67:2	168:7	93:16,19,	135:24	absolutely
170 144:17	2012 150:11	22	99% 34:2	98:21
17th 95:1	152:4	4% 10:16	99.9% 34:24	129:14
104:8,9	21 158:23	40 51:19	<u> </u> A	130:9
150:14	22 106:10	54:4	a.m 95:1	absolve
	117:9	40% 8:1		71:9
	132:7	11:13		abstain
				58:3
				abuses
				29:21

academic	154:5	125:12	143:22	161:11,12
4:11	160:3	adamant	144:11	163:9
6:19,20	164:15	162:4	146:13	165:13
11:24	act 16:13	add 35:14	admissions	ADMISSIONS_
12:12	59:25	66:12	1:14	REVIEW_07
108:25	65:12,15	67:17	3:9 4:2	0609.
accept 32:6	83:5	136:19	14:6,9,12	MP3 2:1
83:22	84:13	added 54:14	,18	167:14
146:17	103:23	addition	15:1,8	admission--
148:23	104:4	66:25	19:14	this
162:23	135:9	additional	20:15	148:5
acceptances	141:25	20:12	22:6	admit 39:22
84:21	action	54:13	34:15,19	50:4 73:1
accepted	38:14,16	59:21	38:19	77:16
35:13	110:4	85:19	40:12	85:7,20
106:2	120:5	87:21,25	45:1	86:1
109:10	136:2,13	88:3	47:12	101:19
accepting	actions	addition--	48:8	103:14
109:16,20	124:24	you 87:20	52:10,24	106:25
access	active	address	54:19,22	108:16
37:19	53:12	4:18	55:5 56:9	123:14
38:3,11,1	activities	155:14	58:18,20,	142:3,19
2	8:2 51:5	addressed	24	146:11,19
accord	ACTs 84:6	89:3	59:11	148:22
127:15	134:5	adjectives	60:7	153:8
accordingly	actual	77:14	63:14	162:1,11
88:2	54:10	administrat	69:25	164:25
account 9:5	actually	ion 34:11	70:3,6,21	165:3,21
10:9	5:4 14:21	65:18	71:13,15	admit--
148:14	20:9 35:4	administrat	72:5,14	now
accounts	49:19	ive 139:3	73:1	162:13
9:16	50:13	administrat	74:13	admits
accurate	51:23	or 129:2	82:20	67:21
40:1	77:4	admission	83:11,12,	103:15
149:10	80:11	3:25	22	admittance
150:10,20	82:2 83:4	22:18	85:9,16	67:6
ACES	84:3,24	29:14	86:9,18	admitted
155:12,13	87:11	49:13	88:1	22:20,22
acknowledge	99:12	50:12,18	104:17	35:2,12
d 20:12	100:5	56:2	137:15	49:1,16
133:16	112:16	78:17	138:3,15,	63:24
acronym	125:10	91:9	17,22,23	65:4,21
155:13	127:4	108:19	139:11,17	69:21
across	128:8	113:14	140:1,11,	73:11
46:22	132:22	138:11	20	75:24
	actually--		141:2,23	81:18
	that		142:10	84:23
			143:1,5,8	91:17
			,10 144:3	
			155:10,11	

94:13	s 78:1	a--I	am 12:24	89:25
101:18,21	affirm 61:9	96:16	14:24	90:21
105:6	113:23	153:6	21:11	91:19
108:20,22	affirmative	aid 20:16	62:17	106:7
122:19	42:21	137:15	77:20	111:12
141:4	affirmed	138:3,25	127:14,15	114:9
142:1	74:2	139:1	133:14	124:14
147:22	affluent	a--in 35:1	137:19	139:7
153:25	63:20	allow	amazed	161:12
162:2	afforded	88:2	41:25	answered
165:1,6,7	66:16	135:2	America	83:16
admittee	African	156:6	56:16	111:14
148:5	151:3,10	allowed	135:4	answering
admitting	152:9	157:10	American	62:7
83:21	afternoon	166:20	151:3,6,1	answer's
113:2	3:2	allowing	0,11	124:13
ad--that--	ag--again	30:21	152:10	an--that
wouldn't	69:20	58:19	among	70:12
162:12	aggregate	136:5,18	7:23 8:18	anticipate
advancement	89:18	allows	amount	4:13
12:5	aggregated	156:1	30:14	any--at
160:10	10:23	all--	46:17	50:6
advice	ago 14:15	there	analysis	anybody
18:15	44:1	158:22	82:9	17:1 29:8
81:14	48:13	alluded	84:18	31:14
120:4	55:7	56:10	and--i-if	32:7
advocacy	64:22	already	35:14	39:13
124:12	65:17	88:18	and--in	158:12,23
advocate	ago--	101:23	132:18	162:11
110:1	sorry--	102:13	and-so 39:3	163:16
136:3	less	103:3,4,9	99:12	anymore
advocating	65:16	105:12	anecdotally	143:17
49:13	agreed 2:10	120:5	52:14	anyone 24:5
affairs	70:7	131:5	anecdotes	35:2
6:19	120:5	altogether	41:22	82:11
11:24,25	122:2,18	16:20	47:6	anyp-
12:13	agreeing	20:22	52:13	anyplace
33:19	85:6	alumni	annual	110:2
40:11	ahead	12:7,8	9:2 11:8	anything
74:22	18:8	160:9,11,	answer 4:18	47:18,19
75:21	105:24	14,16	17:19	69:23
affairs--	106:15	161:4	22:12	80:3 89:8
pub 12:4	119:10	162:18	32:20	90:12
affect	134:20	alums	36:22	100:2,6
135:5		160:25	61:1,3	109:18
affiliation				112:8

131:14	50:4,18	106:25	2:14 4:21	33:18
158:13	58:4	143:15	35:7	34:12
164:15,16	69:10	144:3	39:12	assign
anyway	75:22,24	155:1	63:13	83:13
132:16	76:16	167:7	150:24	assist 4:7
anywhere	78:18	applicant's	appropriate	assistance
148:25	86:7	101:16	3:8,18	70:2
149:23	87:21	108:24	16:4	assistant
apart 33:16	92:11,16	application	54:16	96:22
apologetic	95:11,13	48:14	157:13	137:3,14
133:14	96:1 97:6	101:23	appropriate	138:2,11,
apologies	98:2,4	102:12,22	ly 71:24	21,23,24
111:22	99:16	,24 103:7	approve	139:21
118:20	100:23	105:12	13:16	140:1,5
apologize	101:1,4,2	140:19	approximate	143:4,5,7
34:21	2	154:7	ly	159:23
37:2	102:7,9,1	155:21	48:12	assistants
74:24	1	160:23	74:12	139:3
123:21	106:1,22	161:10	91:11	associate
apparent	107:14	application	April	14:22
3:10,20	108:21	s 29:9	117:18	18:1,2
apparently	109:1,17	94:19	118:18,25	31:11
86:9	117:24	144:1,25	119:16,25	49:9
appeal 54:9	118:9	167:12	139:18	associated
59:12,14,	119:2	application	area 155:25	131:21
18 72:8	130:15	--there	aren't	association
134:12,13	132:6,8	140:17	53:14	12:8
,20,23	142:19	applied	110:24	assume 6:17
135:1	152:17	82:7	are--the	120:24
appeals	153:25	84:15	112:9	125:10
59:9 72:8	154:12	144:13	are--	126:14
appeared	156:12,14	apply	there	152:11
26:25	157:15,23	144:11	93:20	assumed
55:15	163:17	167:7	are--you	88:17
appears	applicants	applying	111:3	assured--
94:14	3:12	159:20	arrive 4:23	and 66:4
appellation	27:21	appoint	arrived	a--take
40:5	37:5,23	28:13	46:16	22:15
applaud	55:21	appointed	47:22	athletes
66:18	60:15	6:25	70:10	68:23
applicant	68:16,22	7:8,9	Asian	69:2
3:13	74:9,16	139:15	151:4,11	athletic
26:5,6	75:6	142:25	aspects	9:11
49:5,14,1	81:11	appointment	8:14	68:20
6,17	82:21	s 13:17	assembly	131:22
	83:14,20	appreciate		
	84:5 85:7			
	88:6,24			
	94:22			
	95:8			

at--in 13:10	105:1	110:16	becoming 27:19 57:22	120:7 125:5 127:9,10 128:13,17 ,22 131:16
attached 18:24 19:8	avoid 41:10 57:21	bargain 124:2 126:18	beforehand 123:23	132:10 135:25 145:4 150:14 166:25
attended 74:6	award 11:2,3 65:7 66:19	bargaining 123:23,25 127:5	begin 61:13 69:13	beginning 32:16
attention 76:18,19 79:10	aware 47:18,19 50:2 63:5 69:15	bartering 121:8	be--go 11:11	believed 112:7,8 131:9 164:25 165:7
attitude 4:21	attitude 85:6 90:24 134:15	based 45:4 48:6 59:12 84:12 135:21 140:25 141:25 142:18 165:8 166:15,21	behalf 68:17,21 130:15,23 161:21	believe-- did 90:11
attribute 27:3,15	awareness 42:8 68:7	basic 16:8 37:14 107:25 108:1	behavior 71:7	benefit 56:18 90:15,16 107:21 133:25
audio 105:14 135:12 168:3	away 121:2 a--we 32:10	bachelor 5:19	behest 112:25	benefits 9:7
August 137:24 150:14	<hr/> B <hr/>	back-and- forth 75:15	behind 99:16 158:13	best 24:2 32:21 48:5 53:14 112:9 127:18 145:12 148:10 168:4
auspices 60:7	backed 130:16	basically 111:2 112:14 143:12	be--I 102:14 135:8	bet 121:4
author 154:11	background 5:16	basis 9:2 47:3 123:15,17	be--I'm 22:10	better 72:15 98:5 111:1 136:22 148:14,17 ,18 156:8
authority 14:8 72:7,25 81:12 130:17,25 131:12,17	bad 68:1 133:7	b-been 144:17	bel-I 93:5	Bevilacqua 168:6
authors 154:2	balancing 70:9	be-before 21:17	believe 2:6 3:23 39:17 47:1 49:20 55:10 61:7 67:1 75:1,8 80:1 85:13 89:13 90:9 93:5 101:24 102:14,20 103:19 105:3	beyond 43:18 59:25
auxiliary 9:10	bands 164:15	became 21:8,9 30:16 38:10 51:9 80:24 139:10		
available 10:6	Banner 155:7,9	become 32:16		
Av-Avijit 104:22	banter 110:14 119:21	becomes 119:21		
average 51:20 83:6,7	bantering 110:23			
Avijit 104:25	Banter-- well			

billion	56:19	business	162:1	142:4,18
9:14	64:25	81:22	candidates	159:12
10:19	136:4	105:2,6	37:21	162:16
bills 23:5	139:22	but--and	83:21	category
birth	bringing	110:13	94:13,14	3:6,10,20
151:15	4:7 40:22	buy 72:24	105:4	29:21
bit 29:23	68:6 79:9	by--at	127:19	30:3,8
44:10	bring--	65:25	134:6	33:24
47:10	potential	Bypassing	140:11	34:2,3
72:18	ly 136:4	16:19	154:19	35:3,4
138:14	brings	<hr/>	159:13,17	36:13
142:12,15	4:3	<hr/>	164:24	37:5 40:5
Blagojevich	65:11,14	C	165:6	42:18
22:4	broad 10:18	campaign	capable	46:23
43:19	13:13	7:25	167:9	47:20,24
95:23	56:9	10:17,19	capacity	51:10
120:24	135:16	campus 4:11	129:1	55:16
b--my 48:5	broader	8:6	137:23	56:19
board 7:6	13:2 24:2	10:3,18	capital	57:15
8:8	25:13	11:22,23	13:11	60:16
13:3,6,7,	26:18	13:1	carry 37:16	62:21
15,16,22	broadly	27:20	67:13	63:19
14:5	45:7 59:9	28:18	carrying	64:6,8
23:17	brought	34:6	10:1	70:22
24:16	3:14	65:23	case	74:9
32:12	42:24	110:2	14:22	81:11
51:18	68:16	165:8	23:15	82:16
66:10	89:19	campuses	24:3	83:1,20
133:10	110:6,7	15:6	31:21,22,	92:24
body 13:10	111:8,13	campus-wide	23 86:4	142:8,20,
bottom 94:2	133:25	165:14	87:13	22 154:17
106:19	Bruce 44:2	can--are	125:5	155:1,6
118:13	budget 6:20	157:9	158:10	161:23
bounce	8:11,13	candidacy	case-by-	caused
149:1	9:6,14	135:6	case	37:11
break	10:10,12,	candidate	84:18	caveat 35:7
105:14,19	16 148:20	58:12	cases	cell 34:21
,24	buffer	76:8,21,2	18:22,23	Center 1:16
135:12	16:13	2,25	24:17	central 9:7
bridge	81:6	96:25	54:15	CEO 7:20
65:11	building	131:18	85:18,20	certain
brief 158:2	41:17	132:24	86:1,2	44:15
bring	built	134:1	89:15	75:16
24:21,22	155:17	141:24	91:9	88:11
55:20	BURBA 61:23	142:1	categories	141:24
		156:3,9	10:9	certainly
		161:22	62:22	7:24

13:14	30:12,16	character	21	82:9,15,1
15:4 17:6	32:9	59:22	48:14	8,24
24:20,22	33:16	characteris	50:12,23	83:9,16,1
34:1,20	34:4 36:7	tics	58:12	8
44:1	39:11	56:12	Children	85:4,11,1
50:19	46:15	characteriz	10:2	4
51:4	49:9	ation	choice	93:8,11,1
52:17	51:1,10,1	40:1,19	45:16	5,18,22,2
57:7,9,11	5 54:4	115:17	46:1,2,3,	5
61:4	55:2,20	characteriz	10	94:5,10,1
64:15	63:13	e 40:24	67:24	7,21,24
90:25	68:14	87:24	80:21	95:6,11,1
114:21	70:2	109:5	81:23	7,18,20,2
115:14	71:12	133:4	82:4	5
123:23	72:13	characteriz	111:1	96:19,23
132:1	74:5	ed 75:2	choice--did	97:3,10,2
133:3	80:12,25	95:12	46:3	5
134:18	81:10	96:1	choices	99:1,5,7,
135:14	85:5 95:6	100:23	82:3	11,14,18,
137:13	96:23	103:5,10,	choose	22,25
141:14	105:25	18 136:10	30:24	100:2,6,1
149:8	114:4,5	charge	79:20	4,17,19,2
150:19	120:11	138:21	choosing	1
chain	128:25	139:22	31:17	101:19
23:21,22	130:15	ch-	chose	105:2,21,
133:9	134:4	chancello	32:8	25
chair	chancellors	r 25:2	124:1,3	106:9,14,
11:2,3	8:19	Ch-	Chung 2:5,6	16,18
24:24	11:24	chancello	5:4,7,8,1	107:3,9,1
chair--	12:19,23,	r 70:17	0,12,15,2	3,17,20
for 11:3	25	c-he 101:5	1,24	108:5,9,1
chairman	13:17	Chicago	6:15,22	2,15,17,2
23:17	14:1 15:6	1:18	7:1,8,12,	1,24
26:10	20:19	12:21	15	109:7,12,
73:24	chancellor'	63:24	8:3,9	16 110:15
114:13	s 22:15	64:7,11,1	9:1,15,20	111:12
chancellor	156:13,17	6,21	10:8	127:22
2:9,12,13	161:17	65:1,17,2	11:16	130:11,14
3:3,16	166:8	5 68:9	12:22	,21
4:20	change	158:1,4,8	13:5,21	131:7,11,
5:9,11,12	4:8 52:19	chief	14:6,18	14,23
6:19,25	142:12	6:20 8:13	74:4,5,11	132:3,5
7:2,9,17	152:7	12:16	,15,19	cigar 72:24
10:22	changed	48:20	75:1,19	c--in 99:19
11:16	17:22	child	76:10,13,	circulated
15:25	167:2	22:17,20,	19,22	59:10
17:10	changing		81:10	circum-
20:19	150:9			circumsta
21:6				nce

138:20 circumstances 59:14 86:3 167:5 circumstances 65:14 68:2 85:8 132:18 139:14 citation 76:7 citizen 22:14 151:17 city 12:20 114:8 clarification 136:19 clarify 45:12 73:4 class 56:14 84:22 135:7,8 139:23 144:15,16 ,18 145:2,13 146:2,5,20 147:5,7,8 ,13,14,15 ,17,18,19 ,21,22,23 148:2,10 149:19,22 150:9,11, 17 151:6 152:5 159:22 classes 162:6	classifications 165:8 classmate 163:14 classmates 161:2 classroom 143:16 class--the 145:2 clear 31:15 38:10 50:14 53:8 75:16 96:23 133:25 clearing 120:21 clearly 28:16 closely 67:22 clout 22:23 Clume 131:25 co 142:22 coalition 65:8 66:20 Coast 145:5 college 5:18 6:3,5 16:16 56:20 58:21 67:23 81:21 84:15,17 86:6,8,14 137:12,16 ,17 138:8,9,1	5 139:2,11, 18 140:3,12 142:4,17, 23 145:9 154:16 155:4 158:18 161:8,21 163:7 165:1,6,1 3,25 colleges 3:17 16:10,13 18:11 38:24 56:4 81:25 colloquy 19:19 75:15 129:12 color 149:25 151:8 153:11 Columbian 151:16 comes 60:4 70:25 154:5 158:23 coming 15:23 31:12 32:16 59:12 64:11 67:19 141:15 163:4 command 23:22 133:9	comment 19:4 35:15 42:10 111:14 121:16 comments 19:1 100:13,14 156:1 commission 1:14 2:17 4:7,23 7:16 8:10 11:18 39:14 48:18 54:21 63:22 82:19 137:10 138:14 140:10 150:19 167:5 Commissioner 2:2 19:11 35:15 116:25 commissioners 2:18 107:21 commissions 83:11 committee 20:16 60:5 78:1 87:19 143:1,11 committees 83:12,23 common 52:8 communicate 72:21 73:7	communicated 49:12 communication 73:22,23 communications 98:20 communities 112:13 community 59:23 67:22 134:7 compare 147:11 148:8 compensate 115:10 122:25 compensation 118:8 120:4 123:2 135:15 compensatory 110:4 120:5 122:11 136:1 competitive 3:13 9:24 144:2 complained 62:21 63:1 complaining 106:21 117:23 complaint 24:16 71:14 72:6 complaints 57:19 63:9
---	---	---	--	---

70:21	125:11	constructio	81:15	79:14
71:5	Con-	n 41:17	conversa--	copies
complete	continual	contact	the	93:12
135:6	50:9	53:22	128:19	copy 102:5
141:1	conduct	156:11,13	conversatio	corner
completely	74:21	159:19	n	117:15
80:7	75:2	160:17	25:9,13,1	corporate
152:1	conducted	161:1	7	7:20
161:12	140:4	contains	26:5,15,1	correct
comptrroller	conference	117:22	9	7:14
12:15	66:21	contemplate	43:2,8,12	11:15
computer	confess	132:14	,23 80:18	14:24
6:4	44:20	contemplati	81:16	15:2
155:7,9	connection	on 133:2	87:10	17:4,15
concern	50:10	context	92:6	22:16
16:8 19:7	76:15	74:23	95:21	25:6,7,11
26:23	131:15	75:9	96:4,24	,18,21
37:11	consciously	132:5	97:4	29:15,22
43:3 44:5	51:6 90:9	continuatio	98:15	30:18
63:6 64:9	Cons--	n 50:24	99:3,20	33:8 34:7
74:21	correct	continue	100:5	37:6,7,8
134:5	51:7	17:8	104:16,20	38:8
concerned	consequence	30:17,20	107:25	39:8,10
16:21	s	31:3,17	108:2	43:15
38:2	133:16,19	32:9,13	113:18	46:19
50:21,22	consider	45:16,18,	118:2,6	48:3
53:14	48:14	23	119:19	49:25
63:22	143:6	65:19	128:7,20	51:11,21
70:20	considerabl	80:21	conversatio	55:12
75:13	e 46:17	continued	ns	61:12
concerning	considerati	32:2	43:24	64:1 71:3
74:8	on	46:12	82:4 88:5	73:3
95:25	62:22	54:1	89:5	74:9,10,1
96:25	68:17	contribute	91:5,21	4,18,20
106:23	141:12	56:13	92:3	76:12
119:2	154:7	59:24	98:19	77:9
concerns	considered	contributio	104:6	78:23,24
36:25	21:19	ns 2:15	107:17,22	79:19
37:23,25	59:19	contributor	119:1	82:14,23
63:6,11	61:23	100:8	conversatio	86:25
64:19	113:1	control	n--was	87:1
88:20	153:23	24:13	99:3	91:24
89:16	constantly	con--uh	coordinate	92:17,21
concludes	145:16	88:4	12:8	94:16,20
94:18	conclusion	conver	coordinatin	95:5,19,2
conclusion			g 7:22	4
			copied	97:1,2
				98:6
				99:4,6,10

,13,17,20	33:11	31:5	23:25	d-does
,21	84:16	creating	darn 129:14	10:22
100:18,20	council	59:11	data 38:3	dead 119:13
102:11	93:12	credence	51:23	deal
106:12	155:11	21:1	61:8 62:1	15:22
107:2,8	counsel	credit	83:10	162:9
108:8,11,	2:16	149:15	84:13,19	deals
23	counsel's	crossed	106:22	138:25
113:3	126:19	50:25	database	dealt
114:14	count	crosstalk	155:5,19	60:5
115:7,11,	151:17	20:17	156:2	146:22
20,23,25	counterpart	29:6	164:12	dean
116:2	s 58:21	34:22	date 155:2	16:16
117:17,21	country	45:11	Date _____	28:13
,25	145:12	61:19	_July	47:10
118:3,4,1	149:1	68:25	168:7	86:6,13
0,11,22	couple	77:6	dates	87:10
119:3,4,1	63:21	89:22	103:14	105:1
7,22,23	79:25	105:17	date-	110:7
120:20,25	93:9	110:18	stamped	111:19
122:8	course	111:7	118:14	112:1
124:5	12:18	121:19	David	113:23
127:23	50:20	123:20	137:13,14	115:1
130:18	74:13,15	126:25	day 8:17	122:17
131:13	77:23	153:1	24:14	123:4,8
132:9	86:15	157:12	37:18	127:10,16
134:17	97:3	159:4,7	40:7	128:9,13
137:18	99:20	cr--to	48:10	130:1
139:12,13	105:11	55:19	58:14	137:3,14
140:8	118:5	curiosity	67:13	138:11,21
143:19	courtesy	132:11	74:19	139:17,19
154:18,23	31:7	current	79:2	140:1,5,6
156:4	60:13	55:6	116:11	143:4,5,8
161:18	73:16	137:11	118:1	deans 16:24
167:2	80:8	144:12	135:11	18:11
corrected	90:3,13	currying	150:11	dean's
78:23	covers 9:13	40:20	days 7:24	86:14
correction	cow 121:24	cut 140:13	11:1	137:4,7
36:18	CPS 65:6,23	cycle	135:24	debate 20:5
correctly	66:2	144:12	day's	decade
133:4	crackin	cycling	128:19,20	62:17
cost 9:9	112:13	139:24	day-to-	decades
co--to	create 19:9	_____	day 8:7	3:11
16:15	136:22	D	day-to--	48:11
could--I	created	danger	uh 24:14	December
150:19				94:7 95:1
162:13				
could've				

102:24	degree	11:16	128:14,23	41:6
103:14	13:12	17:12	dicey	65:20
104:7,8,9	60:12	33:17	95:3,12	67:21
decide 8:17	141:16	34:9	96:2 97:1	directed
57:4	delighted	73:24	98:4,9	17:24
decided	106:6	87:10	99:16	136:14
17:8	deliver	97:1	100:24	165:3
30:16,20	131:1	100:16	102:9,10,	direction
31:3	delivering	104:20	11	13:22
32:13	130:22	115:3	103:10,18	146:15
101:5	denial	describing	,25 105:9	165:12
130:2	138:11	40:9 78:1	121:10	directions
134:2	142:6	designation	Dicey's	7:21
decision	denied	154:18	102:12	directive
32:6 50:4	22:18	155:8	did--I	22:1
72:14	23:8 85:8	detailed	49:19	108:14,15
82:12	141:5	8:16	did--um	123:15,19
85:16	166:3	37:19	57:19	,21
86:18	deny 78:3	details	difference	133:12
123:13	142:20	59:17	160:20	163:3
141:9,21	165:20	determinant	differences	directives
143:7	166:21	135:10	159:16	21:10,20
144:4	167:1	determinati	different	directly
160:7	department	on 103:25	52:5 55:1	14:12
163:21	6:8,10,12	105:8	62:7	38:23
167:1	10:2	determine	84:16	40:24
decision-	68:20	55:21,24	94:1	53:21
making	69:25	103:20	154:18	58:17
81:12	70:1	determined	165:19	79:12,21
decisions	86:10,12	124:6	166:6	160:17
17:22	departments	develop	difficult	161:1
83:20	28:25	8:25	146:22	164:11
138:17	depends	development	163:11	165:3
141:3,11	150:2	11:14	difficultie	director
153:23	deplorable	12:14	s 146:11	14:18
165:23	67:2	48:20	difficulty	20:15
166:1	describe	49:10	53:25	38:25
deep	7:15	160:9,11	58:13	60:7
64:19	26:22	161:4	dim 47:10	138:2,23,
89:16	31:6	device	dinner	24
deeply 3:22	48:17	163:24	64:22	139:11,21
37:23	69:4	d--I 101:14	72:23	,25
75:13	90:14	Dial 105:16	direct	Director--
deeply--I	115:4	dialog 54:1	14:15	Commissio
3:22	138:4	dialogue	15:7 17:2	ner 2:4
deference	described			disagreemen
17:10				t 82:10

discuss	69:9	door 65:1	72:18	5:2,4
24:5	di--what	67:14	East 145:5	136:25
88:14	37:17	129:17,19	economic	137:1,8,9
91:8	document	doors 4:3	12:14	,17,20,22
109:18	93:15	65:11	65:13	,25
113:25	118:13	Doris 42:23	68:2	138:4,13
discussed	documents	doubled	economy	139:9,14
74:17	153:4,5	68:4	40:20	140:7,10,
85:3 93:3	154:22	doubt 103:2	90:4,8	15 141:22
97:5 98:2	158:1	downside	edge 48:23	142:5,9
118:6	dollars	52:21	editorial	143:18
131:5	10:6	53:1	18:25	149:18
132:6	dominant	71:12	19:4	154:16,21
133:22	70:12	dozen	education	,25
discussing	done 4:1	134:18	27:23	155:25
75:22	13:4	drawn	145:10	156:6
152:1	26:1,8	112:21	educational	159:11,16
discussion	38:9 67:7	drill 42:13	5:15	161:7,13,
35:20,21	76:6	due 20:4	e-every	16,20,25
63:13	84:17	Duncan	150:9	164:18,21
75:10	89:10	64:24	effect	,23
discussions	133:6	66:5	83:21	165:5,10
42:13,25	148:23	During	99:9	166:15,19
43:17	donor	118:5	100:7	,24 167:4
83:5	11:3 35:1	duties 7:16	108:7	else 29:8
dispositive	41:13,16	144:22	effectively	31:14
35:2	48:15	<hr/>	46:10	69:13
dispute	50:24	E	effort	76:5
86:24	100:8,17,	earlier	65:18	82:11
distinguish	24 161:20	13:15	81:23	100:2
56:23	donors	31:6	101:8	133:6
distributio	10:14	57:17	either	160:24
n 8:18	33:22	58:15	18:16	elsewhere
61:22	64:25	75:10	95:21	47:2,4
disturbed	90:19	79:25	115:21	em 72:24
55:16	don't--I	81:16	135:24	e-mail
diverse	38:21	90:4	elaborate	18:17
149:21	49:20	108:10	73:14	39:6 63:4
diversity	don't--	128:6	eleven	78:6,8,10
150:6	I'm 153:3	133:22	116:10	,16
152:19	don't--	earliest	eliminate	79:5,23
division	right	103:15	34:17	80:17
16:4 56:5	124:18	early 135:2	Ellis 2:16	87:13
84:7	don't--we	easier		94:5,25
divisions	152:22			95:9,16
				96:19
				106:19,20
				107:4,10
				110:8

111:18	137:23	58:17	equitable	108:18
112:1	encouraged	entries	3:21 4:10	everybody
113:12	45:17	91:1	5:1	84:23
116:16,21	46:2,4,8	entry 18:10	equity 3:9	everyone
,23	52:13	52:6	Ernie 64:24	3:2
117:11,19	53:5,6	136:6	especially	111:25
,22,23	endanger	envi--a	23:3 31:1	140:21
118:16,24	50:24	3:15	establishin	162:8
,25	endeavor	environment	g 52:22	everyone's
119:25	96:5	144:2	estimate	134:15
120:17	engage 20:4	Epley 23:18	48:4,6	everything
127:11,25	engaging	25:3,4	51:13	66:25
128:6,9	136:12	28:11	54:5,6,7	128:4
131:4	engineering	78:9,15,2	146:19	151:25
158:7	28:24	0 94:11	etcetera	exact
166:10	81:22	95:25	78:2	79:5
e-mailed--	enhance	96:3,25	111:23	155:2
you 78:8	129:4	97:4	119:20	exactly
emailing	enquire	98:1,8,11	ethics 71:1	19:9 66:9
119:16	53:2	99:5,8,18	ethnicity	73:25
e-mails	enquiry	,25	153:6	106:5
19:20	37:17	100:21	euphemism	147:25
31:9	enrollment	101:13,15	39:12,20	150:20
36:23	66:6	104:21	euphemisms	example
51:17	ensuing	106:3	121:20	56:14
63:3,7	112:5	107:6,10,	euphemistic	except
78:11,18	113:12,24	11	77:14	52:12
86:17	ensuring	108:2,5	euphemistic	56:4
87:3,15	4:2	109:17	ally	71:23
88:12	entire 66:8	110:12	113:4	86:22
91:23	entirely	111:10	evaluating	102:2
105:3	57:18	113:6	134:6	exchange
107:5	81:7	114:7	evaluation	109:19
125:9,13	entities	115:15,22	162:14	exclude
e-mail--	12:9	116:23	event 2:20	42:22
well 92:5	162:23	117:20	events	excluded
eminently	entitled	118:3,24	50:20	134:9
57:2	40:14	119:2	105:11	excluding
employ	entity	121:9	131:22	154:10
114:2	57:24	122:6	160:1	exclusively
employee	entreaties	126:14	eventually	138:25
8:8 13:15	49:21	128:10,18	38:14	excuse
50:16	entreaty	130:14,22	101:15	35:23
employees		Epley's	Epley--uh	40:13
55:6		125:2,19	114:4	58:22
employment		131:15		
135:23		Epley's		
		125:2,19		
		131:15		
		Epley--uh		
		114:4		

59:25	expressed	59:13	107:1	72:20
exhibit	74:20	63:19	115:16	73:5 90:6
93:16,19, 22	94:12	85:16	133:18	120:3
106:10,16	extent	86:5	fairly	161:25
117:7,13	15:20	112:24	114:7	165:2
132:6	19:16,19	124:14	fairness	feeling
exhibits	37:24	130:24	27:8 64:5	45:8 78:4
93:13	40:25	131:3,11	fall	85:21
exist	52:10	132:7	148:7	felt 16:6
47:7	63:7	158:14	155:24	21:25
103:2	76:18	fact--in	161:22	23:24
existed	90:24	39:25	falls	31:1,19
3:11	91:2	factor	112:18	32:1 45:8
55:17	external	141:21	familiar	54:8
exists	3:17,23	149:9	71:2	85:19
47:2,4	8:21	161:10,11	82:24	164:24
145:6	15:23	factors	157:5	165:12
expect 8:22	16:8	141:12	familiarity	FEMALE
27:25	30:15	146:21	112:20	10:13
expected	32:5	148:13,17	family	19:2
2:5 31:20	159:14	153:22	8:6	21:6,15,1
32:2	161:13	factual	10:3	7 22:2
expenditure	164:19,24	112:16	50:8,11	23:7
s 13:12	externally	faculty	53:3,4	24:5,8,11
experience	72:21	6:7,9	58:11	,19,25
141:18	extraneous	11:1	family's	25:2,4,8,
experiences	57:14	28:20,22	50:12	12,16,19,
46:21	extraordina	142:14,25	Farmers	22,25
141:20	rily	143:3,9,1	56:16	26:2,4,9,
explain 8:9	27:24	0,20	135:4	13,15,18,
85:15	extreme	144:5,6	favor 40:20	22
138:13	109:9,12,	failed	90:4	27:2,10,1
139:14	24	56:18	favorite	5 29:19
140:10	<hr/>	failure	90:8	30:12,19
142:14	F	133:17	feasible	31:15,22,
159:11,16	<hr/>	fair 5:1	58:2	25
167:4	FAA 134:7	13:21	federal	32:4,15,2
explained	facetious	30:14	9:25	3
28:15	112:1,2	40:18	feedback	33:3,6,11
142:10	127:11	53:2	11:5	,14
explore	129:9	74:11	105:17	36:7,11
36:24	fact 17:4	75:7	feel	37:3,7,9,
express	19:21	81:10	23:7,21,2	13
4:14	20:11	89:12	5 25:24	38:2,6,10
	23:15	98:24	60:15	,17
	28:17	105:25		39:5
	56:9	106:18		40:18
	57:18			41:12,15,
				22

42:1,12,1 6 43:1,5,9, 12,14,16, 22 44:3,10,1 7,22 45:3,12,1 5,20,25 46:8,13 52:7 57:19 58:1 59:4 60:14,19, 24 61:2,5,10 ,13,20 62:10,15, 19,20 63:1,8,12 ,17 64:3,17 66:12 67:5 68:6,12 70:17,19 71:4 73:4,9,13 ,17,21 74:1,3 78:5,14,2 2 79:1,15,2 0 80:3,9,20 87:2 88:4,8,13 ,19,23 89:6,24 90:2,14,1 9 92:22 101:22,25 102:7,10, 12,15,21, 23 103:17,24 104:6,12, 22,24 112:12 116:8,16, 19,23	117:14 123:19,25 124:6,11, 17 125:9,15, 19,24,25 126:3,7,1 0 127:21,24 128:3 129:25 130:4,7 133:15,19 145:24 146:6,8,2 4 147:2,4,1 0 149:17,21 150:1,7,1 3,16,23 151:1,7,1 3 152:3,8,1 9,23 153:9,13 154:1,8 156:18 157:9,13, 17,20 158:15 162:16,21 163:3,10 FERPA 97:14,16 fiduciary 13:8 field 55:14 145:17 fields 155:14,16 fifty 116:24 fifty-fi-- 11:58 116:10 file 138:20 142:14	144:4 153:21 156:24,25 157:3,6 160:3,5 162:21,23 164:7,12, 15 166:9 files 138:10 139:2 140:25 142:23 143:1,9,1 7 168:3 fill 145:1 final 82:9 117:7,9 138:16 143:7 finally 65:20 finance 87:19 financial 67:24 135:13 137:15 138:3,25 139:1 financial-- CFO 12:16 fine 20:24 166:12 finest 4:12 129:21 133:5 136:10 finished 77:11 119:11 firm 125:20,22 126:3	firmly 3:23 firms 114:1,16, 17 119:20 first 22:12 27:20 42:16 53:20 81:17 82:3 83:3 84:11 91:22 94:2 95:16 97:16 104:8 106:19 111:9 127:2 135:24 137:22 142:16,22 147:19,21 150:11 154:25 fit 14:6 167:11 fits 4:10 five 14:15 82:22 84:11 86:8 111:14,24 116:1 118:21 119:16 121:1,11 125:1 140:18 148:24 fives 84:8 fix 36:6 105:19 flagship 3:5 flashlight	68:8 Fletcher's 107:4 flexible 9:23 FOIA 158:9 folks 114:2 134:11 166:20 fond 13:24 fooling 110:23,24 football 132:2 force 66:14 forced 106:24 foreign 151:15 for--excuse 88:2 forgotten 12:4 37:1 form 112:15 123:3 134:11 formal 22:13 116:12 formalizing 154:9 former 21:24 22:2 46:6 55:6 78:10,16, 20 161:2 162:7,10 163:14 forth 19:20 54:1 68:16 131:18
---	--	--	---	--

forthcoming	151:16	96:17	Ghosh	77:16
4:22	from--	future 17:5	104:22,25	88:16,17
17:21	internal	41:11	105:1	89:2
125:17	160:8	50:7	gift 50:23	156:11,16
fortify	front	56:16	gifts	161:17
72:12	93:11,16	70:15,16	50:8,9,11	165:16,18
fortunately	117:3,8,1	123:1	,25	governmenta
10:20	0,11	135:3	given 13:10	l 33:19
forward 4:8	frustration	<hr/>	51:14,20	74:22
18:13,17	109:24	G	59:6	75:21
37:16	fulfill	games 132:2	129:4	134:10
57:21	28:1	gathered	143:4	governor
67:10	full 5:13	9:24	150:3	21:24
107:5	96:4	gender	154:6	22:3,23
117:19	130:17,25	152:11	158:1	28:6,12
118:23	131:11,17	general 9:4	163:3	29:4
134:3,23	153:21	25:13	giving	39:18
137:2	fuller	33:18	144:3	42:5
forwarded	160:6	34:12	goal	43:19
111:20	fully 13:19	56:5	146:1	57:10,23
forwarding	56:22	68:19	147:4,23	58:6 72:3
107:9	71:9,18	84:7 88:9	148:1	78:10,16
128:9	85:3	107:1	152:20,22	79:8,13,1
forwards	131:9	153:14	goals	9,21
107:4	function	generally	167:11	87:17
foundation	138:5	58:13	go-	92:20
10:4 12:9	functions	63:5	between	94:11
four-year	138:16	130:21	57:22	95:17,18,
28:2	fund 11:14	154:21	80:22	21,22
frankly	funding 9:2	156:6	god 60:1	98:19,20,
23:13	41:13,16	generated	60:1	24
67:1	fundraising	107:14	gone 26:7	100:8,19
84:19	8:2	generating	51:22	120:19,23
109:25	12:6	8:19	105:12	121:1,9
120:15	33:20	genuinely	149:4	131:21
freelancing	34:5,13,1	55:16	got--I	132:21,23
130:24	5,18	gets 60:5	15:19	governor's
frequency	134:10	149:15	got--we	23:9 26:7
51:10	funds	getting	84:21	90:20
85:11	9:4,23	21:25	governed	106:3
freshman	funneled	24:12	82:12	108:3,6
144:15	36:15	26:25	government	120:23
from--and	further--	30:8	36:9,16,1	121:11
6:6	there	44:13	8 38:18	122:7
from--if		69:15	40:11	125:6
		98:1	60:23	130:16,18
				,23,25
				131:12,15
				,17

133:11	67:24	91:13	122:15	124:4
GPA 59:25	146:9	handle	129:4	136:8,15,
77:2	greatly	5:5 13:11	134:8	21 139:4
103:23	62:2	17:9	148:1	helped
135:9	72:19	20:15	ha--you	149:2
141:13,25	148:19	handled	134:12	hence 76:24
146:16	158:6	17:6	head 6:8	here's 20:5
147:9,16	group 58:23	34:14	headli--a	Herman
153:24	59:4,5	60:12	41:2	2:9,13,21
GPAs 148:8	162:19	70:14,16	Health 10:5	3:1
grade	166:2	handling	hear 86:2,4	4:20
77:2	growing	3:23 31:2	heard 17:20	5:11,13,1
83:6,7	3:14	happen	41:20	4,17,23
graded	guess 37:15	28:21	70:23	6:2,18,24
83:21	42:20	42:6 82:7	100:21	7:3,11,14
graduate	44:5 49:9	146:23	141:22	,19
11:11	58:12	happened	154:17	8:4,12
101:9	71:8	79:2,3	hearing	9:4,17,22
124:5	85:20	107:7	4:23 23:1	10:11,15,
137:17	122:12	108:17	heavily	25
151:23	151:1	124:15	38:24	11:9,15,2
Graduated	153:12	132:15	he--he	1 12:24
137:20	156:24	145:25	113:16	13:7,23
graduates	157:8	happy 26:11	Heidi	14:10,21
118:8	162:13	hard	106:20	15:3,9,12
graduating	guess--	23:10,12	107:3	,15,19
27:18	when--let	66:23	118:17,19	16:5,12,1
28:2	131:7	145:4	119:16,18	7,21,25
graduation	guiding	Harrison	,24	17:3,15,1
29:12	13:9	131:25	120:17	8
66:2	guy 77:16	Harry 74:7	129:25	18:1,4,6,
67:15	<hr/>	hat 22:15	Heidi's	9,16,22
grants	H	110:1	120:12	19:5,16,2
9:9,20,22	had--were	124:12	he--in	4
,24	91:22	ha--that	48:10	20:2,9,23
grateful	ha-has	120:6	held 7:12	21:11,21
4:17	84:14	have--and	141:4	22:4,8,10
gratitude	ha--I 79:24	109:4	he'll 2:3	,16,25
4:14	ha--is 13:7	haven't	help 2:10	23:6,10
great	half 84:4,5	84:17	8:19	24:7,10,1
4:16 7:25	134:18	having	58:23,24	7,20
27:25	152:12	95:20	60:1	25:1,3,7,
57:3	halt 38:15	96:24	64:25	11,14,18,
162:9	hand 41:7	107:18	111:4	21,23
greater	handful	118:9	122:25	26:1,3,6,
				11,14,17,
				20,23
				27:6,13,1
				7

28:8,15,2 1 29:1,4,7, 13,15,17, 23 30:4,9,18 ,25 31:19,23 32:1,10,1 8,25 33:4,8,13 ,15,21 34:1,7,20 ,23 35:11,14 36:1,4,10 ,17 37:6,8,12 ,14 38:5,8,13 ,20 39:9,24 40:13,23 41:14,21, 24 42:7,15,2 0 43:3,7,11 ,13,15,21 ,25 44:4,13,1 9 45:2,6,14 ,19,22 46:6,9,19 ,25 47:5,9,17 ,21 48:1,5,16 ,19 49:4,7,15 ,17,19,23 ,25 50:2,5,9, 13,19 51:2,7,12 ,16,21 52:2,5,11 ,16,25 53:19 54:5,11	55:2,3,9, 12,25 56:21 57:7,9,11 ,16,25 58:8 59:6 60:21,25 61:4,7,12 ,18,25 62:6,14,1 6,24 63:2,10,1 6 64:2,13,1 8 67:4,16 68:10,14, 23 69:1,3,6 70:5,18 71:3,8,17 ,21 72:10,15, 19 73:3,8,12 ,15,18,25 74:2,10,1 4,18,24 75:8,25 76:12,17, 21,24 77:4,7,9, 19 78:3,12,1 9,24 79:4,14,1 8,24 80:6,16 81:2,13 82:13,17, 23 83:3,15,2 4 84:9,12 85:10,13, 18,24 86:23 87:6,9,14 ,23 88:7,10,1 5,22,25 89:12 90:1,6,17	,21,25 91:7,10,1 2,16,18,2 4 92:2,5,9, 13,17,21, 25 93:5,10,1 4,17,20,2 4 94:4,7,9, 16,20,23 95:5,6,10 ,15,19,24 96:3,10,1 3,20 97:2,7,12 ,18,21,24 98:3,6,10 ,13,21,23 99:4,6,10 ,13,17,21 ,24 100:1,4,1 0,15,18,2 0 101:2,11, 14,20,24 102:2,11, 14,19,22 103:1,6,1 1,22 104:2,11, 14,19,23, 25 105:10,25 106:4,12, 15,17 107:2,8,1 2,16,19,2 3 108:8,11, 14,16,18, 23 109:3,9,1 4,21 110:9,12, 16,20,25 111:11,16 ,20 112:4,19	113:3,8,1 1,18,20,2 2 114:5,6,9 ,12,14,19 115:7,11, 16,20,23, 25 116:2,5,1 3,17,20,2 4 117:2,8,1 0,17,21,2 5 118:4,11, 15,22 119:4,7,9 ,14,17,23 120:2,13, 16,20,25 121:3,12, 14,22,25 122:8,10, 14,22,24 123:6,13, 22 124:3,9,1 3,19,21,2 3 125:4,8,1 4,18,21 126:2,5,8 ,11,16,20 127:6,13, 23 128:2,5 129:7,10, 19,22 130:2,6,9 ,19 131:2,10, 13,19,24 132:4,9,1 2,17,22 133:3,18, 20 134:14,17 ,25 135:13	130:3 he's 44:22 124:4 h--I 102:19 hierarchy 37:22 106:6 166:16 high 27:18,24 77:11 83:6,7 104:5 higher 46:18 145:22 highest 66:2 highly 55:13 high-paying 119:20 him--I 80:1 hired 146:25 hires 126:13 hiring 126:4 148:24 his--at 84:25 Hoboken 5:20 hold 2:18 6:22 166:4,14 holding 166:21 holds 143:11 holistic 4:2 54:17
---	--	---	--	--

135:7	118:17,25	105:8	14:21	152:1,21
honest	119:16,18	156:1,7	17:18	158:6
55:15	,24	identity	18:9 21:4	159:9
77:20	122:17	62:5	22:4,10	163:6
89:1	123:4	i-if 112:4	23:24	imagine
honestly	127:16	I-I-I 21:21	25:1	11:1 45:5
58:22	128:13	I-I'm 44:4	26:11	155:3,22
84:17	129:25	i-in	27:4,11	I'm--I
89:13	139:19	70:22	31:15	60:25
110:5,14	Hurd's	80:6	32:18,20	immediately
111:2	113:23	91:16	34:8	102:4
113:20	120:9	100:11	36:25	I'm--my
116:13,14	123:8	113:22	40:23	116:21
120:3	127:11	I--in 38:20	43:7	impact
125:4	128:9	i-including	47:17,18	148:21
126:11	hurts	39:6	49:22	imperative
127:8,10	121:23	i-is 70:13	50:2	85:21
133:20	<hr/>	i-it 135:8	52:12	implemented
honor 3:3	<hr/>	IL 1:18	54:7	3:21
hope 4:22	I	I'll 2:8	55:3,17	67:12
136:21	i--are	119:10	56:21	implication
hopefully	21:15	121:4	59:16	77:24
72:9	I'd 5:2	Illinois	62:3,7	implicit
148:18	36:7	1:13 2:11	66:10	39:1 41:9
hoping	39:16	3:4	69:15	78:4
127:3	42:12	5:22,25	73:15	implicitly
host 141:12	43:21	6:16 7:18	74:20	39:1
hour 109:24	46:1 61:2	9:3 11:20	77:7 79:5	76:17
129:21	66:12	22:15,18	83:15	82:1
133:5	98:14	46:16,24	84:9 89:6	import
hours	106:6	47:23	90:1,7	57:12
116:11	120:6	50:16	92:9,25	importance
housing	idea 40:4	57:5	93:22,25	115:5
9:11	91:4	62:13	96:8,14	166:16
how--what	102:19	63:25	97:12	important
148:13	110:21	65:3	98:15	3:25
huge 148:21	121:3	114:20	103:6	18:23
humorous	125:8	126:4	104:14	44:24,25
54:3	158:12	137:16	110:9	61:15
Hurd 106:20	ideal 58:9	140:23	116:17,22	66:16,23
107:3	ideas 7:22	145:9	117:2,5,1	87:18
110:7	identified	I'm	119:8	113:1
111:19	103:4	2:3,15	123:6,13	115:3,5
112:1	156:3	4:17	125:18	144:5
115:2	157:24	5:8 8:8	127:6,7,9	163:6
	identify	13:15	129:11,12	
	63:8		,22	
	96:15		130:21	
			132:12	
			133:4	
			137:14	

impression	104:1	indication	85:1,2	13:20
75:5	increase	33:9	88:11	Inf--
76:13	27:16	ind-	109:10	private
80:19	28:5	indicated	131:20	38:6
81:1	36:14	92:18	individual'	ingenuous
100:25	42:2	indirect	s 56:13	123:4
improve	61:16	9:8	indulgence	initial
147:24	65:19	individual	2:22	18:24,25
improved	66:5	11:1 14:8	inference	42:8
148:2	67:21	24:23	112:21	102:6
improvement	88:23	51:3 53:5	inferior	103:24
148:14	89:2	56:12	22:20	initiatives
improve--to	145:17	69:7,12,1	influence	8:20
147:24	146:3,5	7,19	29:25	I--nor 29:7
impute	147:7	74:16	30:6 33:2	input 20:24
38:22	increased	81:20	114:16	134:8
in--	32:22	86:3,6,7,	125:3	inquire
additiona	51:11	9,12,20	165:25	40:15
l 85:22	60:16	87:16	influencers	48:24
inappropria	147:18	89:15	57:14	inquired
te 69:24	148:20	91:8	influential	103:7
incident	increasing	96:16	32:17,24	inquiries
43:18	3:12	100:3	114:8	3:14,19,2
79:7	36:14	101:16	informal	4
include	64:20	104:3	22:9,11	27:9,13,1
11:23	66:6	105:5	informa--on	4,16
78:7	80:14	106:5	131:4	30:15
151:9,14	increasingl	108:16	information	51:11,14,
153:6	y 3:13	123:14	20:13	16
161:16	4:3	125:21	37:20,24	54:13,21
included	9:19	135:6	38:7 44:9	60:8 89:3
144:22	27:19	136:6	54:14	inquiry
including	indeed	143:17	59:21	53:3
14:3,25	21:20	157:10	61:22	54:10
18:11	independent	individuall	66:17	84:4
67:23	165:24	y 16:10	75:10,14	161:21
112:6	indicate	individuals	85:19,23	163:17
incoming	112:19	19:6	86:21	inside
135:21	indicated	21:18	87:4,21	71:25
144:16	36:12	24:18	88:1,3	in--some
145:2	48:9	40:8	101:4	8:20
146:2	92:15,19	55:18	103:19,23	instance
149:22	100:1	60:6,22	106:8,23	8:17 14:9
152:5	144:21	64:20	127:12	21:22
incorrect	indicating	69:1,8	135:5	25:15
	48:21	71:24	informed	
	75:3	81:18		
		84:6		

54:18	116:9	intern	129:7	143:21
60:23	intend 68:4	125:23	130:7,9	irate 36:2
76:11	intended	126:2	132:12	is--do
79:17	146:1	internal	134:14	97:10
101:3	147:4	8:21	140:15	isn't 34:16
108:9	intent 3:16	159:14,17	149:13	39:20
131:3	81:4,5	161:23	150:16,23	69:14
157:3	89:13,14	162:2	151:20	87:20
166:25	123:24	165:25	156:5	114:8
instances	interest	internally	157:18	120:19
21:25	70:13	34:14	164:3	122:23
39:9	92:15,19	internation	interpret	125:20
52:17	154:19,23	al 151:20	121:13	145:20
69:11	155:16,18	152:2	interpretat	158:23
75:16	,21 156:3	interposing	ion 81:4	issue 24:11
81:13,20	157:7	5:6	intersectio	58:25
86:25	162:22	16:11,19	n 65:6	63:17,19
87:1	163:12,18	18:6 22:8	intervene	98:22
91:19	164:5	24:8	72:7	110:4
93:9	interested	25:12	intervened	111:8
164:23	39:7	26:14,17	86:20	115:18
165:5	87:16	27:2 28:8	interventio	130:5
instantly	89:7	41:24	n 106:2	135:16
105:5	interests	44:4,19	122:18	162:25
instead	24:2	45:6	interview	issues
128:10	interferenc	47:17	41:23	47:15
166:21	e 24:14	49:7 52:2	153:18	84:14
Institute	interfering	55:9,12	156:19	139:1
5:20	17:16	61:5 64:2	in--to	is--this
Institutes	interim	68:10	148:1	129:13
10:5	6:25	71:4	introduce	it--and
institution	7:1 32:11	72:10	137:10	98:18
3:5	46:11	74:24	n 135:3	it'd
7:25 8:21	139:10	87:7,23	introductio	53:13
10:20	intermediar	88:8,22	n 135:3	161:11
13:9,12	ies	97:12,18,	involved	items 13:14
24:2 35:6	68:16,19	23	15:17,18,	23:12
66:3	intermediar	99:17,21	21	I--that
141:15,17	y 53:22	100:15,18	19:14	129:22
institution	68:21	103:6,11	21:24	I--this
s	intermediar	104:14	36:12	108:2
46:18,21,	y--uh	110:25	52:9,23	it--is
25 52:18	68:15	113:9	53:15	143:18
insulate	intermediat	115:21	56:8	it's 3:2
3:16	e 9:11	119:4,7	71:16,23	7:20 9:17
34:15		121:22	133:11	10:18,21
integrity		124:17,23	142:13	14:16
		125:14,25		
		126:5		

23:10,12	JDs 152:2	jokes	Kelly 132:1	156:8
35:23	Jersey 5:20	114:24	keynote	language
41:19	job 4:1 7:7	joking	66:21	54:3
63:4 64:9	23:24	115:12	kidding	112:22
66:1,16,2	58:21	jokingly	110:19	Lar 118:2
2 67:16	68:1	113:21	kids	large
70:14	72:17	Jones 125:1	158:10,16	27:7
80:17,20,	125:12	Joseph 94:6	159:1,3	44:6,14
21	138:6	judge	kids--and	45:9
89:17	146:11	2:6,21	65:12	56:1,4
90:4	148:18,24	5:12 41:7	kindly 2:10	63:3
97:17	158:19	58:18	kinds 134:5	64:12
112:16	jobs	62:8	138:18	65:6
117:3	110:5,21	68:14	143:13,14	71:22
119:25	111:6,9,1	71:17	,15	100:7,17
131:5	9,24	73:19	knew	114:16
134:13	112:3,10,	77:20	22:19	144:14
141:8	11 115:19	105:21	23:3 47:7	161:20
145:7,13	118:7,20	115:8	80:1	larger 7:21
148:16	119:2,16,	121:14	92:7,9,11	8:15 12:5
152:9,12	20	127:14	,12	26:25
153:13,18	121:2,11	129:23	164:10	28:3
,21	123:3	130:11	kn--I 157:7	70:10
154:21	124:8	132:13,17	kno--direct	145:21
155:5,13,	125:11,17	133:4	126:9	largest
19,20	127:9,17,	136:9	knowledge	27:9,12
157:20,21	19	137:6	30:6	40:2
158:19	128:14,23	141:9	41:25	54:12
160:10	Joe 94:19	158:5	126:9,12,	larry 94:11
163:4,6	95:1	judges 2:8	20 162:18	95:25
It--yes	John	judge's	163:8	106:3
160:13	46:14	57:17	knowledgeab	111:22
it--you	68:13	judgment	ly 135:18	117:19
26:16	join 5:21	167:8	known 36:22	118:3,20
I've 12:3	86:11	July 1:15	51:3	119:2
15:20	137:22	just--I	<hr/>	120:3
37:1 51:3	joined 6:15	79:24	<hr/>	128:18
62:16	joining	justify	L	130:22
65:9 94:1	5:24	85:15	<hr/>	131:15
98:23	joke 112:16	just--is	labeled	Larry's
131:24	113:10	129:8	162:22,24	111:23
163:15	115:1,2	<hr/>	,25	last
I--we 65:2	121:8	Keith 14:22	laboratory	27:22
<hr/>	122:21	18:4	11:12	84:25
J	joke--a	<hr/>	lack 45:3	96:9
Jackson	112:15	Kelly 132:1	70:20	111:22
65:9		156:8	71:5 98:4	117:12,14
James 1:16				

134:19	, 18, 22	80:23	160:18, 21	40:2, 4
142:9	138:8, 15	led 131:16	166:4	52:6
150:17	139:6, 11	legacy	letters	64:16
156:21	140:12, 17	161:7, 9	53:9	80:17
157:5, 18	, 18, 19	legal 62:3	59:1, 3	84:23
later 23:20	142:1, 4	legislator	80:18	87:12
24:4	144:3	22:23	140:24	91:1, 15
116:11	145:9	37:17	154:1, 2, 1	92:24
150:22	149:11	40:14	0	93:4
Latino	150:4, 6	57:8 58:7	letter--	102:17
151:4, 10,	154:16	76:15	uh 133:24	137:4, 7
18 152:10	155:11	77:17	level	158:11
latitude	157:24	legislators	11:2	163:12, 18
66:15	158:18, 23	20:8	12:10	165:23
latter 28:9	159:21	33:3, 5	65:5	listed
34:7 46:7	161:8, 21	37:25	80:15	14:25
Laughter	163:7	39:7, 18	141:24	listen
72:24	165:1, 13,	61:22	166:16, 22	141:9
77:12	25	90:20	l--I 101:3	little 9:18
98:7	167:7, 9, 1	legislature	liaison	29:23
114:23	0	75:4	12:1	41:2
121:6, 17	lawyers	legislature	light	44:10
153:2	121:2	s--	2:10	47:10
159:5, 8, 1	126:13	legislato	89:19	72:18
0	lead 81:1	rs 40:21	likely	88:10
law	leader	legitimate	106:1	138:14
106:21, 24	72:3, 4	115:13	limit 38:12	142:12, 15
109:11, 19	leadership	legitimate-	limited	154:6
110:2	11:19	-I 115:13	91:6, 7	live 21:2
111:5	59:23	lengthy	line	l-let 34:20
112:9, 24	133:17	117:23	15:9, 15	LLN 151:22
113:7	learn	less	76:9	lobbyists
114:1, 16,	154:25	2:22, 24	lines 61:20	75:3
17	learning	let's	62:11	logical
115:4, 15	46:18	9:17	72:22	125:11
118:7, 8	least	45:12	73:19	long 6:22
119:20	23:4 34:5	75:19	78:4	7:1
120:8	63:21	letter 53:6	100:13, 14	48:3
122:19	65:25	58:10	linkage	62:11
123:1	66:1 75:4	59:15	34:18	105:15
124:4	79:3	102:4, 6	41:6	140:14, 23
125:19, 22	88:15	120:12	list	155:3
126:3	leave 80:19	132:23	17:23	longer
128:12, 21	100:25	154:5, 6, 1	18:10	130:1
132:25	leaves 6:13	1 157:2	35:3, 4, 16	lot 8:22
135:20	leaving			16:9 39:2
136:5, 16				
137:12, 16				

42:1 67:7	68:3	51:6,8,13	2	63:10
148:16	majority	,20,24	118:1,5,1	74:8
love 114:24	33:6 72:3	52:4,8,14	2,16,23	81:14
low	81:18	,21 53:11	119:5,8,1	84:25
109:12,15	male	54:4,6	2,15,18,2	Marshall's
113:13	10:22	55:2,4,10	4	105:13
127:18	11:7,13	,13	123:10	Martha 48:7
low-end	14:24	56:17,25	127:1	Maryland
127:18	15:5,11,1	57:8,10,1	128:25	5:18
128:15	4,17,24	2 60:18	129:8,18	6:5
lower 65:15	16:11,15,	62:4,9	130:10	47:7,11
153:13	19,23	67:17	134:3,15,	materials
Lowry 2:4	17:1,10,1	68:13,14	22 136:24	138:9
low--the	6,20	69:2,4,23	137:3,5,6	math 6:4,9
128:15	18:3,5,8,	71:11,19	,7	mathematics
LSAT	15,19	72:1,12,1	152:15,16	5:17
136:5	19:12,23,	7,23	,18	6:3,7,8
141:13	25	79:12	153:16	matter
142:18	20:8,18	84:8,10	154:15	30:22
146:15	21:14,16	85:22	157:14	34:17
147:8,16,	22:5,9,14	86:16	158:22	68:19
19,20	,17	87:3,7,11	159:1	73:16
148:3	23:3	,15 89:23	163:2	82:11
153:19,24	27:1,4,11	90:23	man 79:25	may 2:19
LSATs 148:8	,14	91:5,8,11	manage	7:3,11
	28:6,11,1	,14,17,21	89:14	20:12,13
	9,23	,25	management	49:21,23
	29:2,10,1	92:3,8,11	9:8	65:23
	1,14,16,1	,14,18	mandate	67:24
	8,20,25	93:2,7	28:1 64:5	71:6 72:1
m--a 19:21	30:7,10,1	96:8,12	many--how	77:10
ma'am	1	97:15,20,	144:14	81:16
152:21,22	33:16,24	23,25	mark 159:24	93:19
mail	34:4,8	98:4,8,11	marked	139:19
78:15	35:7,12,2	,18,22	93:16	145:4
80:21	4	101:9,12	106:10	162:25
104:9	36:2,5	102:9	155:22	maybe 62:24
107:15	39:11	103:3,9	marketing	63:18,22
mails 21:18	40:10	104:13,18	138:9	77:25
123:9	46:14,15,	105:7,11	Marshall	114:16
main 9:1	20	110:7,11,	14:23	156:25
138:6	47:3,6,16	19,23	18:3,4,14	McLennan
140:16	,19,22	111:6,8,1	31:12	60:18,19
mainly	48:3,12,1	5,18	38:25	74:7
147:6	7	112:2,23	55:10	Mc-McLennan
major 48:15	49:2,5,11	113:4,9,1	56:24	62:12
52:17	,16,18,22	5,19,21	57:2	
	,24	114:4		
	50:1,3,6,	116:25		
	10,14,20	117:5,9,1		
		2,15,18,2		

Mc--	113:25	13:14	5:6,10	million
what's	meant	30:13	73:24	10:12
60:17	109:15	45:15	74:4	11:4
mean	135:15	69:18	77:1,5,8,	mind 19:6
13:23	mechanical	76:15	10,13,23	21:19
18:12	28:25	97:8	81:9	30:24
22:2,11	median 84:6	105:4	105:18,23	45:13
24:7	136:5	162:17	114:7,11,	50:25
28:25	147:7,8,1	mere 116:14	13,15,20,	66:13
30:1,4	5,24	merely	24	79:5,6
32:19	148:3	136:14	115:9,12,	85:14
34:9 37:3	medical	message	18,21,24	89:11
40:2	28:13,17	94:10,17	116:1,4,6	90:5
45:20,22	meet 55:5	111:3	120:10,14	122:2
52:12	meeting	130:23	,17,21	152:7
54:3	13:11	131:1	121:1,4,7	mine
58:24	75:23	messages	,13,17,20	161:2
62:16	84:25	78:6	,23	163:14
63:2,10	160:5	met 65:17	122:5,9,1	minimum
68:1,24	meetings	74:19	3,15,23	35:5
69:15	60:20	79:25	123:2,8,1	153:24
70:7	61:11	160:1	7,21	minority
71:18	74:6,12,1	163:15	124:16,20	72:4
79:1,16	6,23	me--uh	,22,25	minute 2:23
81:2,14	75:20	139:20	125:6	missed 96:8
87:9 90:7	83:1	Michigan	126:13,17	mistake
93:21	member	54:20,24,	,23	19:21
103:4	6:3,6	25	127:12	Mm-hmm
104:15	28:20	middle 7:24	129:20,24	26:13
108:13	76:11	111:21	130:13	44:17
109:8	members	118:17	132:11,14	57:25
110:17	7:15 8:10	127:8	,21 133:1	63:12
111:21	11:18	142:20,21	136:25	147:1,3
116:9	33:18	,23	137:8	148:6
120:24	38:18	mid-October	141:6	150:1
122:1	46:4	5:23	144:9,14,	162:20
127:8	48:18	midst 10:17	19,21,25	m-my--
128:8	62:20	Midwest	145:16,20	well
129:7	64:15	145:6	148:4,7,1	84:12
158:16	65:17	might've	1,13	model 4:9
159:1	142:24	51:19	149:3,6,1	134:3,22
meaning	143:2,3	84:15	2,15	modeled
42:22	memory 47:9	139:19	151:19,22	54:23
70:24	mention	Mikva	152:11,14	moment 4:13
meaningful	163:13,14	2:2,8,14,	,16	42:12
89:5	mentioned	24 4:20	157:23	133:7
means 59:14			160:12,14	
110:23			163:23	
112:14			164:3,7,1	
			4	

136:11	97:14	112:6	147:10	54:17
150:10	my--well	no--I 91:3	<hr/>	offer
Monday 95:4	18:12	non 28:23	<hr/> 0 <hr/>	2:22
money 10:24	<hr/>	none 14:24	o--'06	40:15
23:4	N	nor 29:7	147:15	58:18
months	name's	normal	obligation	59:21
79:25	157:19	15:25	73:6	96:14
135:25	nation 4:9	30:23	observation	146:13
Montoya	national	35:22	s 71:7	offered
55:6	10:4,5	50:20	obtain	40:16
56:17	140:4	85:7	109:19	73:20
57:1	nationally	105:11	153:25	84:25
Moore 48:7	52:8	138:19,20	obtaining	100:13
more--a	nationwide	155:20	118:7	135:14
28:3	28:1	160:22	obviously	offering
more--	Native	normally	6:13	20:24
from	151:5,11	52:9	13:17,18	offers
32:16	nature 34:9	no's 132:19	45:4	146:17
morning's	46:11	note 3:25	59:17	148:23
40:25	128:15,16	60:14	68:8	office
mostly 9:25	na ve	67:8	145:1	14:12,13,
21:14	21:2 72:2	noted	occasion	14 15:4
30:5	necessarily	164:13	23:23	16:20
motivate	19:4	nothing	36:21	17:2,13
51:4	146:4	16:2	48:13	19:3,8
motive	necessary	19:18	107:11	26:7 40:3
38:22	145:7,14	72:13	occasional	47:13
move 10:6	neighbor	87:4	76:7	48:8
31:8	36:3	124:14	occasionall	53:17
143:20	159:23	notify	y 33:21	56:7,8
149:7	neighborhoo	163:21	54:2	58:18,24
moved	ds 63:20	notify--and	160:25	59:11
147:19	News 135:16	163:19	occasions	71:14,15
149:5	143:23	notifying	75:20,25	72:5,14
moving	149:4,9	166:3	occur 43:24	75:22
57:21	newspaper	November	occurred	77:16
67:10	39:15	103:16	69:5	80:23
m--takes	120:12	139:9	129:6	82:20
123:3	nice	140:3	October	83:12
m--to 30:5	59:15	numeric	46:16	85:9,17
my-my 44:5	77:17	83:13	o--	86:8,18
myself 17:7	n--I'm	numerically	exclude	90:20
71:10	17:18	82:21	42:22	98:20
	nobody	num--what's	of--and	105:13
				106:3
				108:4,6
				120:23
				121:11
				122:7

125:7	44:22	o-of 34:2	163:1	outside
126:19	46:13	134:8	ordered	27:23
130:16,18	60:25	O-on 75:25	162:11	71:25
,23,25	62:9	o-one 26:20	organizatio	80:10
131:12,16	63:12	O-outside	n 70:25	165:24
,17	64:17	68:23	71:1	overall
133:11	73:21	open 134:23	organizatio	13:2
138:22	74:1	135:1	nal 14:7	75:12
139:7,22	75:19	opening	or--I 165:3	overrule
140:2	79:6	48:2 81:6	orientation	85:16
141:1	90:3,4	operate	47:14	overruling
156:13,17	93:24	68:21	143:12	86:18
161:17	95:20	operated	150:12	oversight
166:8	97:10,15	60:6	original	14:8
officer	99:18	operating	95:9	overview
6:21 8:13	100:2,6	8:14 9:6	originally	11:18
48:20	104:23,24	operation	82:7	<hr/>
officers	107:9,20	9:12 13:2	originate	P
58:20	109:16	operational	56:11	p.m 94:8
official	117:2,18	10:23	or--what	packin
49:6	118:15	operations	67:3	112:13
officially	119:5,9	9:10 12:6	oscillated	page
7:9	120:6	13:1	76:1	93:19,21
officials	129:20,24	24:15	others 30:2	94:3
14:25	130:10,13	opinion	41:4,5,8	106:13
83:2	140:13,14	167:8	42:22	111:22
of--in	,15	oppor--	55:19	116:18
147:14	141:22	the	74:8	117:3,7,9
oh 3:1	150:25	145:10	75:23	,11,12,14
5:6	152:24	opportunity	other--that	118:13,17
8:15	154:21	4:17 55:4	87:19	pages
25:22	157:17	124:1	otherwise	63:4
57:7 62:6	161:20	129:3	162:1,11	93:20,23
93:25	old 159:9	opposed	ought 20:25	94:2
104:14	on--at 34:5	30:21	75:24	140:23
117:2	one--	42:18	76:18	paper
121:4	requests	54:9	136:7	41:1
131:10	161:14	79:22	outlier	69:16
152:23	ones 30:1	80:23	109:5,7	paperwork
o-	67:24	162:24	113:5	139:4
honestly	one's	opposition	114:17	pardon
101:2	127:16	68:18	121:10	57:20
okay 2:9	only--I	order 57:21	outliers	parents
5:6 28:11	79:16	140:25	114:18,21	134:19
31:25	onto			Park 5:19
40:5 42:1	18:10			
43:16,22	52:6			

6:5	160:2	80:14	109:24	42:3
parse 51:23	partly	81:24	133:13	personally
99:1	90:13	82:2	135:24	31:18
participate	pass	88:17	158:3	32:6 52:3
60:20	19:17	93:2	periods	80:11,13
61:11,14	51:18	112:8,9	135:23	90:12
participati	52:13	114:1	permanent	133:8,13
ng 83:1	passed	125:1	7:7	personnel
participati	31:13	126:19	per-	70:21
on	passing	133:23	person	persons
61:17	20:3	144:11	82:5	68:17
71:10	45:10	145:5	Perry 60:17	person's
particular	passing-	146:11,15	person 8:25	157:5
16:7	on 18:25	,19	14:1	person--the
23:12,15	past	151:7,8	22:21	98:16
24:23	66:21	153:11	32:4	perspective
25:10,14,	144:16	162:19	39:21,22	8:15,16
15,23	148:24	165:19,21	47:12	35:9,25
28:7	150:21	,22	48:21,25	PhD 5:17
31:21,22	157:2	166:2,13	49:2	philosophy
37:20,21	path 66:9	people--	53:20,21	45:5
66:14	Paul	sorry	57:23	phone
69:10,11,	107:4	88:16	58:16	16:12,15
17	117:23	per 145:21	59:22	19:23,24,
70:4,11	137:13,14	perceive	69:14	25
74:13	pause	38:17	79:9,22	34:21
75:6,22	105:15	131:25	80:22	76:4
76:14	107:24	percentage	81:1 97:7	99:2,3
79:7	paying 23:4	9:16 28:3	99:15,23	118:2,5
83:14	76:18,19	35:10	100:7,12,	119:1
85:3 86:3	people	54:7,12	17,22	160:24
87:10	17:11,23	153:9	108:20	phonetic
92:15	27:5	perfect	114:8	2:16
94:22	33:11	19:13	131:23	5:2,5
97:5	35:18,19,	perfectly	154:3	6:13
101:3	20	54:16	156:7	7:4
106:21	39:14	81:25	158:6,7,1	8:24 12:2
109:17	50:21	82:6	4	17:24
117:24	55:5,17	perhaps	159:20	42:24
130:15	56:18	20:15	163:22	55:7
131:2	57:1	48:24	165:21	60:18,19
132:6	58:25	70:3 74:8	166:14	61:24
134:1	59:20	107:19	personal	62:12
159:20	60:10	109:6	140:22	74:7
166:13,17	67:25	135:3	153:7	112:14
particularl	71:6	period 43:4	162:17	132:1
y 142:13		47:25	personality	
			-driven	

photo 41:2	pleased 66:10 67:8	161:9,19, 24 162:3,20 163:6,11, 25 164:6,10, 16,20,22 165:2,9,1 5 166:18,23 167:3,6	policy 34:17 52:22,24 58:2 71:19 90:24 143:12 153:17 154:9 161:7	possibly 63:18
phrase 70:23 75:18 90:8	Pless 135:18 137:1,9,1 3,14,19,2 1,24 138:2,6,1 9	plu- public 3:5	politeness 60:13	postdoctora 1 6:11
Physical 6:4	139:13,16 140:9,13, 16 141:8 142:3,7,1 6	plus 9:6	political 33:12,14	posted 94:18
physics 6:12	143:24 144:12,16 ,20,24 145:4,19, 23 146:4,7,1 0	point 28:18 50:7 61:8 67:17 77:2 80:1 83:6,7 84:13,19 91:2 95:3 102:1 103:20 109:25 113:13 119:12 122:17,24 123:7 129:11 139:24 146:14 157:25 166:5	pool 3:13 152:17	potential 19:9
pick 82:2,3 131:7	147:1,3,6 ,13 148:6,9,1 2,16 149:5,7,1 3,20,21,2 3	points 18:10 53:23 66:1 83:11,25 147:20 148:3	portion 4:4 27:9,12 40:2 95:2 100:4	poverty 65:5
picks 119:18 160:23	150:2,9,1 4,18,25 151:2,9,1 4,20,25 152:6,9,1 3,15,17,2 1,24 153:3,12, 15,21 154:4,13, 20,24 155:2 156:5,10, 22 157:16,18 ,21,25 158:16,25 159:3,6,9 ,15,17 160:13,16	point-- suppose 28:19	posed 99:8	practice 32:14
picture 41:1 160:6	161:7	policies 4:25 54:19 56:10	position 6:11,16,2 3 7:12 28:24 30:21 32:7 37:21 51:15 137:11,25 139:15 140:7	precise 150:20
piece 96:6,9			population 4:5 27:18 28:4 153:14	precisely 49:20 62:14
placed 84:16 163:18			portion 4:4 27:9,12 40:2 95:2 100:4	predict 146:22
places 145:7			position 6:11,16,2 3 7:12 28:24 30:21 32:7 37:21 51:15 137:11,25 139:15 140:7	predicted 83:7
plans 8:25			posed 99:8	prepared 5:8
play 13:18 22:5 70:8 146:21			position 6:11,16,2 3 7:12 28:24 30:21 32:7 37:21 51:15 137:11,25 139:15 140:7	present 4:6 63:7 125:9,13
played 34:12			positions 5:25 138:15	presented 124:1
please 5:13 18:18 39:2 43:24 44:3 45:14,23 54:5 66:3 70:18 73:14 93:10 94:18 120:11 122:14 167:5			possibility 16:22 118:7 127:20 128:23	president 7:6 8:5 11:17 12:11,12, 13,17 13:22,24 15:14 20:20 36:20 38:13 56:15 88:6,14,2 0 90:23 92:4,20 93:3 94:18,25 95:8

96:18,21	38:3,5	59:9,12	7	145:11
98:9	privilege	60:16	proffered	150:18,19
134:7	3:2	63:9	70:13	provided
135:4	pro 50:17	70:10,22	profile	20:14
presidents	123:11	72:8 73:1	108:25	50:8,11
12:12	probably	80:5	135:21	93:12
pressure	45:8 46:6	81:19	136:16	99:12,18
28:4	58:23	88:8,9,14	147:7	155:11
38:19	90:11	89:9,21	program	158:8
161:25	114:15	91:6	65:3,5,11	providing
162:15	144:18	102:1,16,	,14	106:22
164:25	162:15	25	67:9 68:3	provost
165:2,11	problem	104:3	141:16	6:18
presumptive	36:5 68:7	113:14	151:23	8:13,23
142:3,5,8	154:13	129:5	155:10	11:25
,17,19,20	problematic	134:9,13,	programs	14:11,20,
pretty 9:13	69:24	24	13:13	22 15:5
64:18	problems	135:1	67:11,12	16:1
previous	2:11	140:11	prominently	17:7,21
6:6,8,10	procedure	142:10,13	69:18	18:2
30:2 83:4	35:22	143:21,22	Promise	30:13
128:20	proceed	144:6,8	65:3	31:11
129:12	5:11 82:4	154:7	promised	32:4,7,11
131:4	proceeded	160:4	111:23	,12
148:8	48:18,19	162:2	118:20	42:9
157:4	proceedings	163:7,9	promote	46:12
162:6	77:21	165:14	13:19	48:12
previously	168:2	166:6	promoted	55:20
82:19	process 3:9	processing	139:25	80:24
93:13	4:2,9 7:5	139:4	promptly	provost's
108:10	9:25	produced	3:18	14:13,14
129:5	19:15	153:4	propose	15:4
price 27:22	22:6	producing	20:9	16:20
primarily	30:23	37:4	prospective	17:2,13,1
30:3	31:5	profession	136:21	7 53:16
primary	36:11	62:3	prospective	56:6,8
14:8,10	37:4,10	professiona	s 139:8	public 4:16
prior 46:20	38:19	l 167:8	protect	12:1,5
51:9	42:18	professiona	97:16,17	63:24
106:23	44:24	ls 55:14	provide	64:7,11,1
131:15	45:1	professor	4:15	2,16,21
144:22	47:14	159:18,19	11:17	65:1,18
168:2	52:10	162:10	107:22	66:3 68:9
private	53:9,15	163:13	110:3	150:4
10:14	54:9	professors	127:17	pure 63:14
27:24	55:16	148:25		purports
		162:4,8,1		94:6

purpose 164:1	37:2 56:25 57:13,17 58:15 61:21 62:7 64:14 65:20 69:13 79:20 83:9 85:5 89:1,12,2 5 93:1 98:1 99:8,23 106:7 120:3 122:13 161:9	quote- unquote 57:22 <hr/> R <hr/> ra 110:25 Rachel 168:6 Rainbow/ PUSH 65:8 66:20 raise 10:19 24:11 136:15 raised 3:7 88:20 115:18 Randolph 1:17 random 110:15,16 111:1 113:20,21 116:2,5,6 ,9,11 range 13:13 ranking 83:8 135:17,20 136:8 143:23 rate 66:2 82:21 146:17 rated 84:10 86:8 rather 53:22 95:3,12 96:2 97:1 rating 82:25 ratings 149:3	ratio 67:6 rationale 44:24 rationalize 85:15 re-a 104:2 reach 28:10 reaching 16:9 reaction 18:13 reads 94:10 ready 67:19 real 89:17 reality 35:18 127:10 realize 163:6 really 15:1 17:16 22:25 42:10 54:8 55:13 66:23 75:13 77:13,15 89:24 117:1 127:20 128:7 129:15 133:21 148:11 163:23 realm 133:1 reason 22:21 23:1 30:19 31:16,17 39:17 71:22 80:13	102:20 143:19 155:5 163:19,20 reasonably 8:24 reasons 64:22 67:23 rea--we 59:1 recall 33:15 49:20 50:3 69:10 78:11,18 79:8,16 91:12,18 92:3 94:21 95:13,20 96:4,6,24 98:16 99:2 100:5 101:7,14 104:11 106:4,16 107:18 109:23 110:6 111:12 125:22 132:19 153:5 recall-- that 79:15 receive 19:17 30:17,20, 22 45:17,18, 23 90:12 144:2 153:20
<hr/> Q <hr/> qualificati ons 167:12 qualified 30:5 55:14,18 57:2,4 73:2 qualify 93:6 qualifying 18:19 quality 35:5 141:14,16 ,19 145:17,22 146:6 149:11 quarter 9:18 quarters 44:15 question 19:12 22:12 30:25	questioning 2:17 5:3,11 questions 2:19 3:8 4:18 36:8 105:22,24 130:12 136:17 139:8 Ques--uh 60:14 quibble 109:22 quick 144:4 quickly 117:1 quid 50:17 123:11 quite 17:19 28:15 38:24 109:1 112:16 quo 50:17 123:11			

163:5	21:4,5	recreate	reflection	relative
received	40:15,16	23:13	149:10	41:18
3:19	53:7,10	recruiter	reformed	104:2
7:5	59:2,3	138:7	3:24	relatives
32:5	85:17	recruiting	133:22	158:19
34:25	132:23	138:7	refused	relevant
51:14,17	140:24	144:23	43:5	141:18
65:7	154:2,10	145:3	refute	rely 8:23
66:19	157:2	148:15,17	125:10	remember
78:8	160:18,21	160:1	refutes	62:18
89:11	164:8	red 164:14	128:3	76:3
102:4	recommendat	redacted	regarding	87:13
135:14	ions 4:24	94:15	108:19	98:14
161:14	21:8,9	95:2	regret 3:22	101:6
receiving	25:6	158:2	81:7	103:13
18:13	138:10	reduce	regrettable	111:13
58:10	141:10	146:1	112:22	115:24
recent	143:3,6	147:5	rejected	153:4
3:6 66:19	153:20	refer 21:22	35:21	155:2,12
89:18	recommended	43:9	related	remind 2:8
recently	162:24	44:25	26:5	reminder
76:2	recommending	60:22	63:17,18	128:11
receptions	g 58:4	86:17	104:16	reminding
98:25	78:17	87:4	166:24	113:12
recognition	126:18	92:23	relation	128:19
23:14	reconstruct	106:9	79:18	remotely
recognize	96:5	116:14	96:7,15	46:23
133:8	101:8	159:3,13,	relations	rendering
recognizes	117:6	14	12:7	83:19
56:12	reconstruct	reference	36:9,16,1	repeated
recollectio	ed 44:21	12:3	8 38:18	116:12
n 32:21	record	81:15	60:23	repercussio
66:1	22:20	95:7	88:17	ns
78:19	43:7	referral	89:2	23:8,18
153:7	50:14	25:10,15	134:11	24:6
recollectio	66:17,24	referrals	156:11,17	report
ns 160:4	101:17	25:6 27:7	161:17	8:3,4
recollect-	123:18	referred	165:16,18	11:17
recollect	125:24	41:8	relationshi	14:1,12,1
ions	132:19	51:24	p 17:12	6 36:19
69:22	140:22	75:1 95:8	33:17	56:6
recommend	155:15	142:21	34:10	65:24
30:7	recorded	154:22	58:5,6	69:16
recommendat	157:21	referring	80:14	135:17
ion	records	49:3	130:4	143:23
	103:2	130:19		
	146:14			

149:10	3:18	respond	14:10	138:10
reporting	15:23	3:18 16:6	15:2,7,10	139:2
8:7 14:16	19:17	32:2,3	,13,16	142:14
reports	20:11	71:9	16:1	143:9,20
14:19	21:3,9,19	79:21	55:23	144:6
18:20	,20	96:20,21	57:3	153:22
56:6,9	23:9 29:2	99:22,25	responsible	reviewed
149:4	39:15	119:10	8:14	78:7
represent	40:7 42:2	165:18	144:7	140:25
66:8	43:4,6,9	responded	responsive	141:2
128:17	44:6,14	60:9	41:3	142:24
representat	45:10	105:5	71:24	reviewing
ive 4:4	53:2	113:15	90:18	156:25
54:16	89:11	responding	rest 9:20	Richard
74:22	127:3	79:8	71:1	2:13 5:14
representat	133:24	responds	result	49:8
ives	166:7	119:24	25:9,15	94:7,11
75:21	required	response	61:16	95:4
reputation	58:3	25:25	84:3	118:21
4:11	requirement	26:9	resulting	Rick 74:6
reputational	s 13:19	28:14	54:2	rid 30:8
1 149:1	re-recall	39:15	resume	57:14
request	43:8	44:12	140:23	ridiculous
18:13,17,	re-	57:16	153:19	129:14
21,23	reviewing	58:15	retired	ringing
20:10	156:23	79:12	48:9	34:21
29:5	research	93:1	retrospect	road 138:7
31:10	10:2,12	94:24	31:4 80:6	Rochester
33:10,22	12:3	95:7	retrospecti	6:13
34:25	159:22	96:17	ve 84:3	role
37:16	resembles	98:12	return	13:5,18
42:8	46:23	100:11	113:7	22:5,13
48:20	resist	104:9	121:11,15	34:12
73:18	121:15	112:5	123:12	36:8,25
91:1	resources	122:15	revelation-	37:10
115:14	8:18	124:7	-	40:11
116:12	40:22	responses	revelatio	47:13
120:22	respect	112:6	ns 89:19	70:8
158:9	8:11	113:24	revelations	75:12
163:5	50:18	response--	3:6 4:6	147:2
164:10,18	70:4	the 93:1	revenue	rolled 13:1
requested	76:20	responsibil	9:4,9	rough
156:2	81:11	ities	Reverend	133:13
157:6	95:11	7:17 16:4	65:8	roughly
162:22,23	100:25	responsibil	review 1:14	35:19
requests	162:9	ity 12:25		48:4
	164:24	13:8		

51:13	27:18	science	34:13	12:9
65:22	28:14,17	5:19 10:4	70:11	143:2
151:3	29:16	Scientists	146:2	151:19,22
rubric	65:18	6:4	seen	,23 152:1
75:12	67:6,19	scope 66:14	65:24	155:10
running	68:8	score 63:15	131:19,24	September
59:13	69:18	141:13	segment	59:10
140:2	77:11	146:15	10:7	sequence
	83:6,8	153:24	104:2	110:10
	101:9	scores 77:3	selective	122:2
<hr/>	104:5	screws 16:2	27:20	127:21
S	105:2,6	se 145:21	self-	serious
sad 135:11	106:21,24	search	supportin	112:23
safe 109:1	109:11,19	140:4	g 9:12	113:5
said--the	110:2	seats	semi-	115:5,14
99:7	111:5	167:13	facetious	116:6
sake 116:8	112:9,25	second	ly 126:23	119:13
salary	113:7	53:24	senator	120:1
11:10	115:4,15	69:13	166:25	122:23
sarcasm	118:7,8	81:23	send 53:6	128:23
116:15	120:8	82:3	58:17	seriously
sarcastic	122:20	96:19	59:15	103:2
111:25	123:1	135:25	166:10	112:7
128:16	124:4	second-to-	sense	113:15
sat 106:5	128:12,21	last	9:23 16:5	162:14
satisfy	132:25	93:18	20:4,24	serve 3:3
36:2	134:1	section	32:18	81:6
Saturday	135:20	156:1	39:25	service
118:18	136:3,5,1	secure 24:1	61:1	4:16
119:15,25	6	135:22	71:18	services
saw 41:5	137:23	seeing	81:15	9:8
83:4	140:17,18	129:2	82:17	sets 70:25
87:15	,19 142:2	seek	84:20	setting
136:7	144:3	27:25	89:17	7:21 8:15
sa--what	145:15	70:2	90:7,9,17	seven 48:13
127:6	149:11	seeking	110:20	67:4,5
scale 35:23	150:4	136:2	113:22	several
82:22	155:11	seem 57:2	122:1,3	39:13
scenes	158:24	122:17	127:16,17	64:10
158:13	159:21	seemed	sent 21:1	139:5
scholarship	160:14,16	55:13	79:22	share 134:4
148:20	167:7,9	seems 32:6	94:6	shared
Scholz	schools		127:25	37:25
2:3 35:15	28:2		sentence	sharing
school	63:24		129:23	75:10,14
	64:7,11,1		separate	
	6,21,23			
	65:1 68:9			
	146:17			
	150:6			

shed 2:10	3:1	11:4	92:6,9	113:13
sheer 144:1	17:4,19	so-and-so	128:15	136:1
Shell	18:9	28:13	156:25	sound
74:6 76:2	20:10	86:19	160:20	16:3
short	23:1,6	87:16,18	someone's	121:7
26:2	27:11	98:17	99:12,14	sounds
103:12	28:9	99:9	someplace	15:24
should've	29:1,5,13	164:8	69:13	17:11
129:16,18	,17	so-called	127:7	121:8
,19	34:7 36:4	17:23	sometime	source
showed	48:4	social	155:23	51:25
132:2	50:15	98:25	somewhat	sources
shown 93:13	51:9 93:9	society	44:20	3:15
shrink	99:2	59:24	somewhere--	9:1
147:23	106:9	solely 46:3	the 10:11	32:17,24
148:1	107:7,20	142:18	son 41:19	165:11,12
shrunk	111:2	143:21	sorry 14:21	spade
143:10	140:9	147:22	18:9	121:24
s--I 57:16	144:20,24	solution	21:4,23	speak
SI 149:18	145:19,23	72:16	22:4 25:1	19:5 28:6
154:23	148:12	somebody	27:4,11	42:21
156:16,17	153:21	17:24	37:1 44:4	52:11
159:12,13	154:20	33:23	49:22	107:11,13
162:2	158:25	53:15	55:3 62:7	124:23
164:21,24	situation	71:14	73:15	125:15
165:8,14	89:14	73:1 76:5	77:7	135:18
Signature	125:16	104:16	83:15	speaker
168:6	157:4	105:19	84:9 90:1	66:21
significanc	situations	113:2	92:10	72:4
e 166:22	106:24	115:18	93:22,25	speaking
significant	six 6:7	159:25	96:8	19:10
51:25	135:25	160:22,23	103:6	speaking--h
simple	148:24	,24	104:14	108:2
27:9,13,1	size	163:15	116:17,22	special
4 135:19	146:1,3,5	164:25	117:3,6,1	62:22
simply	,20	165:4	2 119:8	88:6,7
22:22	147:5,23	somebody's	129:22	153:10
26:23	148:1	19:8	132:12	154:19,22
31:7	slightly	somehow	133:24	155:16,18
73:15	153:15	120:7	139:10	,21 156:3
106:7	slow 144:8	some--	152:21	157:7
singular	small	like	159:6	162:22
84:20	35:9 40:8	113:6	sort 45:4	163:12,18
sir 2:13	85:13	someone	48:23	164:4
	87:25	58:5 63:8	54:9	specific
	161:11	80:8,9	57:13	10:1
	small--uh		76:9	

29:24	sponsored	155:4	54:10,13	38:3,5,6
43:18	68:22	state	stay 20:21	40:12,16
44:3,11	sponsoring	1:13 4:17	Staying	53:7
55:21	100:23	5:13	29:16	56:15
56:19	157:11	9:5	steadily	57:5
62:1	sponsorship	10:1 19:6	147:17	59:16
69:21	43:19	27:18,23	stellar 4:1	62:1
78:13	95:16	30:23	step	73:11
81:21	spoofing	33:14	89:20	86:14
91:19	123:5,9	41:4	130:2	109:20
93:9 98:2	spouse	49:24	steps 38:11	122:16,19
101:6	41:18	100:22	Stevens	125:23,25
130:20	Springfield	114:20	5:19	143:16
136:13	12:20	166:25	steward	151:23
specificall	stack	stated	129:2	157:24
y	106:11	31:16	stood	162:7,14
45:19,21	staff 4:1	58:14	129:17,19	167:10
60:21	12:17	68:18	story 41:20	student--
82:15	33:19	109:22	straight	current
107:13	36:9,16,1	statement	118:19	139:6
109:4	8	2:23,24	120:18,22	students
spend 11:13	38:15,18	35:23	122:6	14:4 29:9
spent 8:1	40:11	48:7	132:8	39:20
46:17	58:25	56:11	strategic	45:1
Sperling	62:20	76:2 81:6	7:21	63:20,23
78:21,22	141:2,7,8	107:1,2	street 1:17	64:7,10,2
spin 11:6	,10	112:15,17	22:19	5
spoken	160:9,12	,20 129:9	strengths	65:4,5,15
70:15	staffers	140:22	145:8	,21,23
98:23	131:20	153:18	strictly	66:2
108:6	stand 39:22	statements	123:14,17	67:2,13,1
spons 97:19	standardize	48:2	129:9	8 73:10
sponsor	d 140:20	54:22	string	92:4
76:23,24	standards	55:1	107:10,15	97:9,24
77:1,25	3:8	84:24	striving	126:4
86:22	153:16	88:2	145:16	135:21
87:5	stands	states	structure	139:6
92:12,13,	155:13	46:18	11:19	144:13
14	start	state's 3:4	14:7	145:12
95:13	2:1,9,17	4:4	33:12,14	149:13,18
97:5,17,2	5:3	statistic	student	,24
1	started	63:23	11:11,24	151:4,6,1
99:15,19	40:6 68:3	statistics	12:4	0,11,12,1
156:8,15,	127:12	64:9	student's	4,21
20,23,24	142:16,22	status		152:2
157:8		39:19		153:7,10
166:17,22				159:13
				162:5

101:16	suggested	32:19,20		25:19
102:22	57:18	40:23	<hr/>	104:10
158:3	69:12	43:7	<hr/> T <hr/>	ten 59:2
students--	75:23	56:21	taking 4:15	150:4,6
number	116:1	59:16	127:22	tend 146:17
14:3	suggestion	62:17	143:20	tenured
studies	164:4	64:18	talk 24:3	28:24
10:3 56:5	suggestions	79:5 90:7	43:1,23	term
84:7	4:24	92:25	75:19	42:19
subject	summary	102:15	93:8	99:11
91:22	106:19	103:9	143:13	156:8
submitted	summer 6:24	110:9	145:8	162:15
101:23	139:10,25	125:18	talked	terms
102:13	Superintend	127:9	39:15	7:19 15:9
subsequent	ant 66:5	138:19	42:1	24:7,10
50:7	supervised	142:16	43:14	51:17
107:9	34:5	159:17	45:16	75:5
subsequentl	supply	160:3	68:15	108:24
y 119:5	152:4	165:15	108:10	138:17
substance	support	surely	111:6	142:12
107:22,23	2:15	55:22	142:9	142:12
,24 108:1	7:5,25	surge 7:4	talking	153:16
standard	10:20	surname	23:11	test 77:2
106:25	11:2,11	97:8,9	30:1,2	140:20
109:2	66:18	surplus	32:25	testified
118:9	94:12	54:3	35:9 65:9	39:14
substantial	supported	suspicious	73:22,23	56:17
50:23	69:8	166:23	102:8	testimony
substantive	supporting	sympathetic	112:18	30:3 51:9
20:13	11:12	44:16,23	116:21	56:23
21:3	supportive	sympathy	130:21	82:18
59:16,18	47:14	45:4	144:10	141:23
succeed	suppose	system	163:7	tests
35:5	28:11	3:7,20,23	talks 36:24	140:20
48:22,25	51:2	8:6 31:11	task 66:14	text 78:9
55:22	90:21	39:16	159:22	112:4
101:5,18	109:21	46:22	tax 23:4	thank
103:21	164:3	63:14	taxpayers	2:13
succeeding	sup-	68:12	67:10	3:1
10:21	supplied	80:10	technology	4:19,20
successful	9:7	82:20,25	5:20	5:12
57:5 81:7	sure 2:3	102:25	12:14	10:15
167:10	17:19	133:21	technology-	30:10
suggest	22:11	134:21	-t 12:13	44:5
123:5	23:24	143:23	Ted 5:10	62:19
		155:5,7,9	telephone	64:13
		,17 164:1		79:9

111:1	124:5	139:17	121:17	16:17
136:18,24	125:5	then-	145:24	th--there
thanks	127:19	chair	they--and	12:10
94:19	132:6,9	133:10	91:14	52:16
137:9	139:13	then-	they're	th-
that--do	142:7	governor	9:6,23	they're--
107:6	143:24	95:22	40:14	it's
that--	152:5	100:24	141:2,15	55:23
from	155:7,8,1	then-	144:7	th--those
150:21	0,17,19	superinte	148:9	77:21
that--	158:5	ndant	158:22	tied 65:13
gets	160:22	64:23	they've	timeline
10:22	161:5	THEODORE	17:21	117:6
that--if	163:25	2:6	141:18,20	to--2005
124:7	that's--I	there'd	they--we	103:1
That--in	53:23	53:1	143:13	today
39:9	that--the	therein	th--I	4:18 70:7
that's	158:3	134:2	134:25	108:10
10:16	that--those	there's	think--I	125:2
11:25	147:17	14:4	127:10	today's
16:1	the--	15:15	third	147:11
26:13	after	19:18,19	118:13	to--if
35:22	158:17	21:21	this--how	40:14
36:5,22	the--as	63:2,21	90:15	to--my
39:1,17	83:16	65:6 67:7	This--I	89:14
40:1	The--	69:6,7	128:8	tone
53:23	Chancellor	71:22	this--if	70:23,25
54:5	r 78:5	72:12	103:17	105:16
59:19	the--how	82:18	Thompson	top 70:24
60:1	147:11	95:2	1:16	71:7
66:13	the--I	96:16,17	78:16	93:21
71:25	150:10	112:12	79:8,13,1	148:25
74:2	the--if	118:16	9,21	150:4,5
78:22	156:11	132:19	thought--	total 9:13
82:15	the--	153:23	I 127:1	totally
87:12	literally	155:14	thoughts	128:3
104:23	61:25	160:19	17:5	to--the
106:10	themselves	the--that's	threat	102:5
107:2	75:20	163:25	24:7,10	touch 53:17
109:15	them--the	the--this	throat	to--uh
110:9	27:8	64:4 72:1	120:22	23:10
112:13,21	then--and	The--uh	throws	tours 139:7
115:7	166:5	62:10	120:10,14	toward 4:13
118:13	then-	the--well	th--that	
119:4	assistant	147:13		
120:2		the--what		
121:13				
122:6				

towards 42:9 151:17	triple 68:4 troubling 3:7	45:8,18 46:5 51:24 52:9,23	<hr/> <u>U</u> <hr/> U.S 135:16 143:23 149:3,9 151:17	14:2,13,1 4,16,17,2 2 15:3,4,9, 12,15,19, 20,21,22 16:3,6,9, 10 17:1,4,8, 12,18,22 18:2,11,1 2,14,16,2 0,24 19:5,6,7, 16,17,18, 24 20:3,4,10 ,12,13,14 ,15,20,24 21:1,3,7, 12,13,21, 22,23,24 22:3,7,11 ,12,25 23:12,14, 15,17,18, 20,24 24:1,15,1 8,20,21,2 2 25:9,14,2 3 26:7,21,2 4 27:6,7,8, 18,20,22, 23 28:1,2,7, 13,15,16, 25 29:12,20, 23 30:4,16,2 5 31:1,2,4, 5,7,9,11, 13,19 32:11,12, 13,16,18 33:8,9,13 ,21,22,23	
to--we 67:20	true 14:11 142:5,7 162:3	53:2,13 114:13 134:10	UCLA 6:10 47:7,9 54:19 UCLA's 54:25 uh 2:2,3,4,1 0,14,17,1 9,20,21,2 2 4:7,22,25 5:4,10,11 ,14,18,23 ,25 6:1,2,5,6 ,10,12,15 ,20 7:4,5,8,1 9,20,21,2 2,23,25 8:1,4,5,6 ,7,8,9,15 ,17,19,20 ,24 9:4,7,8,9 ,11,14,22 10:3,6,11 ,17,18,19 ,24 11:1,2,5, 19,21,23, 24 12:1,2,3, 4,6,7,8,1 0,11,12,1 4,15,16,1 8 13:2,8,9, 10,11,12, 13,14,15, 16,23,24, 25	truth 135:19 try 2:18 57:13 67:20 136:14 146:18 trying 16:13 97:13 129:2 153:3 158:12 t-told 101:15 tuition 9:8,15 turn 107:5 turned 69:19 91:25 turning 50:23 tweaking 128:18 129:1 two--were 43:16 type 58:2,4 66:17 typical 140:18 typically 138:22 140:23 149:23 151:5 160:17	
track 73:10 156:12,14 161:6 164:1	trusted 57:3 trustee 19:25 22:24 25:3 42:23 44:2 53:4 57:6,21 78:20 79:13,14 96:24 97:4 107:6,10 109:17 111:9 114:11,12 121:9 164:5,8,1 1,18	truth 135:19 try 2:18 57:13 67:20 136:14 146:18 trying 16:13 97:13 129:2 153:3 158:12 t-told 101:15 tuition 9:8,15 turn 107:5 turned 69:19 91:25 turning 50:23 tweaking 128:18 129:1 two--were 43:16 type 58:2,4 66:17 typical 140:18 typically 138:22 140:23 149:23 151:5 160:17			
tracked 165:17 166:9	tracked 165:17 166:9	tracked 165:17 166:9			
tracking 39:16 40:7 102:25 163:23	tracking 39:16 40:7 102:25 163:23	tracking 39:16 40:7 102:25 163:23			
traffic 39:6	traffic 39:6	traffic 39:6			
transcribed 168:2,3	transcribed 168:2,3	transcribed 168:2,3			
transfer 68:3 125:12	transfer 68:3 125:12	transfer 68:3 125:12			
transfers 68:5	transfers 68:5	transfers 68:5			
transmitted 23:16	transmitted 23:16	transmitted 23:16			
transparenc y 53:12	transparenc y 53:12	transparenc y 53:12			
transparent 3:22 4:10 5:1 134:9	transparent 3:22 4:10 5:1 134:9	transparent 3:22 4:10 5:1 134:9			
treasurer 14:4	treasurer 14:4	treasurer 14:4			
treasurers 20:21	treasurers 20:21	treasurers 20:21			
treating 80:7	treating 80:7	treating 80:7			
Tribune 158:1,4,8	Tribune 158:1,4,8	Tribune 158:1,4,8			
tried 87:24	tried 87:24	tried 87:24			

34:2,9,10 ,12,15,18 ,19,20,21 ,23,24,25 35:1,2,3, 4,6,8,15, 16,17,18, 19,25 36:3,8,11 ,13,15,17 ,20,21,23 ,24 37:4,10,1 4,15,16,1 7,20,22,2 4,25 38:13,14, 15,17,18, 21,22,23, 24,25 39:1,5,13 40:1,5,6, 8,10,14,1 5,24,25 41:1,2,3, 4,7,9,10, 13,16,17, 24 42:5,8,10 ,17,20,21 ,23 43:4,7,19 ,21,25 44:1,5,6, 14,15 45:2,7,8, 15,19,22 46:6,22,2 5 47:1,10,1 1,12,22,2 3 48:5,6,7, 8,13,19,2 0,21,22,2 3,24,25 49:4,5,9, 19,20,21 51:2,4,15 ,17,19,22 52:12,17,	18 53:3,13,2 0,24,25 54:1,2,4, 8,11,13,1 4,15,16,1 8,19,20,2 4 55:5,25 56:8,11,1 3,14,21,2 2,23 57:3,23 58:1,3,4, 8,9,11,13 ,14,16,19 ,22,23 59:6,7,8, 9,22,24,2 5 60:2,3,4, 5,6,7,8,1 0,16,17,2 5 61:8,20,2 1 62:11,12, 16,17,22, 24 63:3,5,10 ,11,14 64:6,9,10 ,14,15,19 ,20,22,23 65:1,2,3, 7,8,12,13 ,15,16,21 ,24 66:4,7,10 ,14 67:1,3,6, 9,20 68:10 69:3,4,7, 8,9,10,11 ,12,14,15 ,16,17,19 ,20,23 70:2,7,8, 9,10,20,2 2 71:6,8,10	,18,21,23 ,24 72:3,24,2 5 73:24 74:5,7,19 ,21,22 75:2,5,8, 9,12,13,1 5,16,17,2 5 76:1,2,6, 8 77:2,14,1 5,20,21 78:3,4,6, 7,8,9,10, 12,16,17, 20,24 79:4,8,18 ,22,25 80:13,14, 17,18 81:2,4,5, 6,13,14,1 6,19,20,2 3,24 82:1,4,13 ,14,18,19 ,25 83:3,4,7, 11,24,25 84:1,2,3, 4,5,6,7,1 5,20,24 85:1,2,10 ,11,19,20 ,21 86:3,4,6, 7,9,23 88:5,7,11 ,16 89:1,2,3, 13,14,16, 18 90:6,7,8, 9,11,12,1 7,25 91:1,2,4, 10,12,19 92:6,9 93:8	94:5,6,7, 17,21 95:1,6,15 ,16,25 96:4,5,7, 14,17,18, 20,22 97:7,8,13 ,16 98:13,24 100:8,22 101:4,7,1 4,15,17,2 2 102:3,20 103:4,12, 22,23 104:4,16, 20,25 105:2,3,8 106:5,9,2 3 107:3,4,1 9,21,25 108:1,3,1 8,25 109:3,6,9 ,14,16,18 ,21,22,23 ,25 110:1,3,4 111:2,3,1 1,14,16,2 5 112:5,6,7 ,19,21 113:11,23 ,25 114:3 115:8 116:14 118:12,18 119:10 120:3,7,9 121:14,16 ,25 122:12,22 123:14,17 124:3,13 125:1,4,1 8,21,22 126:5,6,8	,11,14,21 127:7,8,1 4,15,16,1 7 128:5,9,1 1,13,14,1 5,16,18,2 2 129:11,12 ,13,16,25 130:2,3,6 131:19,20 ,21,22,25 132:1,2,9 ,17,19,24 133:3,4,5 ,6,7,8,9, 10,11,12, 20,21,22, 23 134:6,8,1 0,11,23 135:1,2,3 ,4,5,6,7, 10,15,16, 17,18,19, 22 136:1,2,5 ,6,7,8,9, 10,12,13, 14,16,18, 19,20 137:1,2,9 ,10,11 138:4,8,1 1,13,23,2 5 139:1,3,1 7,19,20,2 2,25 140:4,5,1 0,16,19 141:12,16 142:19,24 143:2,8,1 2,16 145:3,5,1 5,17,25 147:6,9,1 4,20 148:5,20,
--	--	---	--	---

22	ultimate	56:22	, 19, 21, 22	165:10, 11
149:22, 23	81:12	58:1 59:8	, 23	, 13, 15, 17
150:3, 4, 5	97:21	60:21	139:3, 5, 1	, 19, 20, 23
151:2, 3, 1	99:15, 19	62:1, 24	6, 18, 19, 2	166:1, 7, 2
0, 11, 15, 2	ultimately	63:12, 15,	5	4
5	83:11	20	140:5, 7, 1	167:6, 10,
152:11	100:22	64:11, 14	6, 21, 22, 2	13
153:10, 19	108:21	65:5, 24	4, 25	um...well
154:17, 19	141:9	66:14, 18,	141:2, 9, 1	156:22
155:12	um 2:9 4:23	22	0, 13, 16, 1	um-- 11:5
156:7, 12	6:2, 11, 24	67:7, 11	7, 19, 20, 2	um--when
157:5, 7	7:24 8:12	68:22	2	105:7
159:11	9:7, 8, 9, 1	69:8	142:9, 17,	unconscious
160:5, 6, 2	2, 17 10:1	70:6, 19	18, 22, 23,	ly 90:10
5	11:21	74:7, 23	24, 25	undergone
161:3, 4, 5	12:15	75:2, 11	143:1, 4, 8	142:11
, 12, 13	13:5, 10	78:6	, 10, 11, 12	undergrad
162:5, 6, 9	16:5, 6	80:12, 13,	, 18, 24, 25	153:19
165:14	17:18	22	144:3, 5, 7	undergradua
166:9, 24	19:2, 18	81:10, 14,	145:13	te
167:4	20:10	19, 22	146:5, 13,	47:12
uh--both	21:15, 23	83:2, 18, 2	16, 20	101:11, 12
54:23	23:14, 22	4 84:1, 14	147:6, 13,	140:21
Uh--correct	24:2	87:9, 18	16, 17, 18,	141:13, 15
71:21	27:17, 22	88:7, 10, 1	23, 24	, 23
uh--do 96:4	28:23	5	148:16, 17	146:16
uh--I 69:15	28:23	89:16, 17	, 19, 23	147:9
71:23	30:14, 15,	90:8, 10	149:23	153:24
uh--in 79:7	23 31:2	91:18	150:2, 5, 1	155:15
uh--not	33:21	92:20, 25	0, 14, 18, 2	159:21
13:18	34:2, 23	93:12, 15	1	163:8
uh--	36:14, 20,	94:13, 24	151:4, 9, 1	understand
recognizi	23, 24, 25	96:14	0	9:15
ng 23:21	37:14, 21	97:4 99:2	153:3, 6, 1	28:18
uh--the	38:14, 21	101:24	5	35:17
28:9	40:24	102:5, 12	155:13, 20	37:18, 19
uh--yeah	41:1, 5, 8,	106:4, 18	156:2, 10,	47:23
111:21	9, 19 42:7	107:10, 20	16	49:8, 12
uh--you	44:13	108:18, 25	157:3, 7	66:13
81:15	45:15	109:18, 21	158:7, 14,	80:7, 19
UIN--	46:17, 20	110:12, 14	21	81:3
UNIVER000	47:4, 9, 13	111:20	159:17, 25	83:10, 19
0013	48:14, 24,	112:18, 19	160:1, 5, 7	86:16
118:14	25	114:9	, 9, 17, 25	96:13
UIUC 94:13	50:6, 15	116:13	161:1, 3, 1	97:11, 15,
	51:3	120:2	0, 12, 13, 1	20, 23
	52:11, 12,	131:19, 24	6, 20	108:13
	22	132:25	162:4, 9, 1	
	54:18, 19,	133:23	0, 16, 21	
	22, 25	135:22	163:1, 11	
	55:25	138:6, 8, 9	164:4	

112:21	17	Champaign	14:17,19	9,23
121:25	39:13	3:4 12:19	20:1	29:2,10,1
132:7	40:22	usually	view	1,14,16,1
145:6	47:11	150:5	54:15	8,19,20,2
159:12	48:15	159:1	58:13	5
understandi	49:6	u--to 56:4	70:22	30:7,10,1
ng 89:7	50:15,22		138:20	1,12,19
143:19	52:22	<hr/>	160:19	31:15,22,
155:6	53:12	v		25
understands	55:22	vague 97:13	violate	32:4,15,2
162:8	56:3 57:5	value 27:25	97:14	3
understood	62:13	39:12	violation	33:3,6,11
19:2	63:25	83:13	61:23	,14,16,24
37:15	64:12	variety	130:7	34:4,8
44:7,15	65:24	3:15	visit 36:21	35:7,12,2
50:17	67:20	various		4
99:15	68:20	7:23	visited	36:2,5,7,
130:16,22	70:1 83:2	83:10	86:10	11
152:23	90:16	98:25	VOICE	37:3,7,9,
163:10	126:4,13,	138:14	10:13,22	13
undue 29:25	19	vast 81:17	11:7,13	38:2,6,10
unfortunate	129:4	va--the	14:24	,17
ly	136:22	81:17	15:5,11,1	39:5,11
62:25	137:15	verbally	4,17,24	40:10,18
65:12	145:9	23:16	16:11,15,	41:12,15,
67:25	161:15	verboden	19,23	22
68:2	163:16	53:18	17:1,10,1	42:1,12,1
unique	university'	version	6,20	6
141:19	s 6:20	3:10 41:9	18:3,5,8,	43:1,5,9,
universitie	8:11 23:5	94:1	15,19	12,14,16,
s 4:12	unless 16:2	versus	19:2,12,2	22
6:1 27:24	71:14	160:23	3,25	44:3,10,1
54:22	72:5	vice 6:18	20:8,18	7,22
university	unqualified	8:18	21:6,14,1	45:3,12,1
2:11	unqualified	11:23	5,16,17	5,20,25
3:3,11	--an	12:11,12,	22:2,5,9,	46:8,13,1
4:16,25	122:16	13 20:20	14,17	4,15,20
5:18,21,2	update 39:2	vice-	23:3,7	47:3,6,16
4	upon 90:18	chancello	24:5,8,11	,19,22
6:5,12,16	upper	r 12:1,2	,19,25	48:3,12,1
7:7,10,18	117:15	vice-	25:2,4,8,	7
8:5 9:2	upset 22:24	chancello	12,16,19,	49:2,5,11
10:18	upsets	rs 7:23	22,25	,16,18,22
11:20	158:6	vice-	26:2,4,9,	,24
13:2	Urbana-	provost	13,15,18,	50:1,3,6,
22:18			22	10,14,20
34:11,14,			27:1,2,4,	51:6,8,13
			10,11,14,	,20,24
			15	52:4,7,8,
			28:6,11,1	14,21
				53:11

54:4,6	96:8,12	134:3,15,	130:24	166:11
55:2,4,10	97:15,20,	22 136:24	158:7	were--it
,13	23,25	137:3,5,6	163:11	72:15
56:17,25	98:4,8,11	,7 145:24	was--that	were--
57:8,10,1	,18,22	146:6,8,2	139:23	they
2,19 58:1	101:9,12,	4	watch 40:4	141:1
59:4	22,25	147:2,4,1	Watkins	West 145:5
60:14,18,	102:7,9,1	0	82:11	we--the
19,24	0,12,15,2	149:17,21	ways 134:6	128:19
61:2,5,10	1,23	150:1,7,1	web 59:11	we've
,13,20	103:3,9,1	3,16,23	website	55:4 68:4
62:4,9,10	7,24	151:1,7,1	158:4	70:7,10,1
,15,19,20	104:6,12,	3	we'd 123:10	5 120:5
63:1,8,12	13,18,22,	152:3,8,1	150:23	141:22
,17	24	9,23	week 55:7	146:21
64:3,17	105:7,11	153:9,13,	66:22	148:10,19
66:12	110:7,11,	16	142:10	154:17
67:5,17	19,23	154:1,8,1	weeks 65:17	whatever
68:6,12,1	111:6,8,1	5	welcome	35:22
3,14	5,18	156:18	2:12	58:17
69:2,4,23	112:2,12,	157:9,13,	we'll	60:4 76:3
70:17,19	23	14,17,20	10:4	77:14
71:4,11,1	113:4,9,1	158:15,22	21:12	81:19
9	5,19,21	159:1	23:20	133:6
72:1,12,1	114:4	162:16,21	105:24	whatever's
7,23	116:8,16,	163:2,3,1	111:16	76:6
73:4,9,13	19,23,25	0	well--I	What--
,17,21	117:5,9,1	volunteer	126:21	excuse
74:1,3	2,14,15,1	134:7	we're 23:11	10:13
78:5,14,2	8,22	<hr/>	27:19	what's--
2	118:1,5,1	W	35:9	chancellor
79:1,12,1	2,16,23	<hr/>	36:24	133:15
5,20	119:5,8,1	w=would	60:1	whenever
80:3,9,20	2,15,18,2	160:8	62:4,5	17:1
84:8,10	4	wait	67:8,21	whether
85:22	123:10,19	84:23	96:23	19:7
86:16	,25	102:17	102:7	42:19
87:2,3,7,	124:6,11,	165:22	103:14	46:1
11,15	17	wa-it 75:15	105:18	55:21
88:4,8,13	125:9,15,	wait-listed	112:18	61:15,21
,19,23	19,24,25	141:4	136:4	73:10
89:6,23,2	126:3,7,1	0	141:11	77:13
4	0	walked	143:14	92:23
90:2,14,1	127:1,21,	67:14	148:22	102:16,17
9,23	24	walking	150:5	132:24
91:5,8,11	128:3,25	76:9	152:13	136:17
,14,17,21	129:8,18,	wasn't		
,25	25	75:16		
92:3,8,11	130:4,7,1	79:15		
,14,18,22	0	129:21		
93:2,7	133:15,19			

which--well 11:21	wish 60:25	155:4	writes 160:21	yourself 15:1
White 13:24 90:24 92:4 93:3 94:7,18 98:9	wished 86:10,11	works 13:3 142:13	writing 20:11 133:24 141:19 150:22	31:18 36:12 137:10
White's 94:25 95:8	wishes 40:14	world 4:12 7:20 9:11 15:25 19:13 21:2 58:9 135:17 143:23 149:4,10	written 131:5	you--so 148:4
whoever 72:4	withdrew 41:13,16	worried 62:2 84:22	wrong 19:18 24:13 71:16 74:20 80:4 89:8 90:10 162:15	you've 14:25 17:12 33:17 34:9 41:9 66:25 70:23 71:13 78:23 128:12 140:7 142:11
whole 56:14 77:21 113:14 129:5,13 141:11 162:18	with--I 150:18	worry 16:18	wrote 158:7	you--what's 31:16
whom 21:19 42:5 43:17	with--or 21:1	worse 60:11	w-we 72:10 76:1	y--well 82:17
whomever 30:21	witness 5:5	worth 55:1	w-what 127:6,14	y-you 22:2 42:1 45:22 89:20 126:8
who's 11:25 53:20 56:15 58:16 141:3,4,5 ,6	women 152:14	would--that 100:10	W-with 26:20	Y-y-you 89:6
whose 97:8	wonder 80:12	would've 28:16 32:5 50:22 85:8 89:10 100:10 103:15 104:15,19 105:12 124:9 132:15 147:15 155:23 165:11	W-would 40:10	
who've 39:14	wondered 69:9	wouldn't--and 136:11	<hr/> Y <hr/>	
w--I 42:20,21 136:12 165:2	wondering 34:8 55:17	would--that 100:10	yesterday 69:16	
widely 157:21	work 4:6,13 7:22 8:10 10:3,4 12:8 17:17 72:6 111:24 114:1 118:20 139:6 141:18 167:9	would've 28:16 32:5 50:22 85:8 89:10 100:10 103:15 104:15,19 105:12 124:9 132:15 147:15 155:23 165:11	yielding 112:25	
will--I 21:22	worked 62:12 138:8 157:1	wound 40:9	y--it 143:22	
Wilson 49:8,11,2 4	worked--who 157:1	write 53:16 118:24 128:11 160:18	You...one 146:10	
wise 152:12	working 31:10 38:23 59:11 67:9,22 125:1		you--do 90:23	
			you--during 74:15	
			You--o-once 38:10	