

**OFFICIAL REPORT OF PROCEEDINGS
BEFORE THE
NATIONAL LABOR RELATIONS BOARD**

In the Matter of:

Case No.: 13-RC-198325

**UNIVERSITY OF CHICAGO
Employer**

And

**GRADUATE STUDENTS UNITED
Petitioner**

**Place: Chicago, IL
Date: 05/31/17
Pages: 1680-1930
Volume: 9**

OFFICIAL REPORTERS

**Veritext National Court Reporters
Mid-Atlantic Region
1250 Eye Street, NW – Suite 350
Washington, DC 20005
888-777-6690**

UNITED STATES OF AMERICA
BEFORE THE NATIONAL LABOR RELATIONS BOARD
REGION 13

UNIVERSITY OF CHICAGO,)
Employer,)
and) Case No.
GRADUATE STUDENTS UNITED,) 13-RC-198325
Petitioner.)

The above-entitled matter came on for
hearing pursuant to notice, before CHRISTINA MOLLS,
Hearing Officer, at 219 South Dearborn Street,
Eighth Floor, Chicago, Illinois, on Wednesday,
May 31, 2017, at the hour of 9:00 a.m.

I N D E X

1	WITNESS	DX	CX	RDX	RCX
2	DANYA LAGOS				
3	By Ms. Auerbach	1686			
4	By Mr. Fasman	1709			
5	By Hearing Officer Mols	1750			
6	By Ms. Auerbach	1753			
7	By Mr. Fasman	1754			
8					
9					
10	NICOLE MORSE				
11	By Ms. Auerbach	1756			
12	By Mr. Pearlman	1786			
13	By Hearing Officer Mols	1827			
14	By Ms. Auerbach	1831			
15	By Mr. Pearlman	1831			
16	By Ms. Auerbach	1832			
17					
18	MENDEL KRAN				
19	By Ms. Auerbach	1835			
20					
21					
22					
23					
24					
25					

1 A P P E A R A N C E S
2 On behalf of the Employer:
3 PROSKAUER ROSE, LLP
4 BY: MR. ZACHARY D. FASMAN
5 MR. ALLAN H. WEITZMAN
6 MR. STEVEN J. PORZIO
7 MR. PAUL SALVATORE
8 MR. STEVEN PEARLMAN
9 Eleven Times Square
10 New York, New York 10036
11 (212) 969-3440
12 zfasman@proskauer.com

13 On behalf of the Petitioner:
14 DOWD BLOCH BENNETT CERVONE
15 AUERBACH & YOKICH
16 BY: MS. MELISSA J. AUERBACH
17 8 South Michigan Avenue
18 Suite 19th Floor
19 Chicago, Illinois 60603
20 (312) 372-1361
21 mauerbach@dbb-law.com
22 and
23 AMERICAN FEDERATION OF TEACHERS
24 BY: MS. CHANNING COOPER
25 555 New Jersey Avenue NW
Washington, D.C. 20001
(202) 879-4400
ccooper@gmail.com

I N D E X

1	WITNESS	DX	CX	RDX	RCX
2	YAQUV HILAL				
3	By Ms. Auerbach	1843			
4	By Mr. Fasman (Voir Dire)	1854			
5	By Mr. Fasman	1871			
6	By Ms. Auerbach	1895			
7	By Mr. Fasman	1897			
8					
9					
10	ANDREW PHILLIPS				
11	By Ms. Auerbach	1898			
12	By Mr. Weitzman	1917			
13	By Hearing Officer Mols	1924			
14	By Ms. Auerbach	1926			
15					
16					
17					
18					
19					
20					
21					
22					
23					
24					
25					

Page 1684

E X H I B I T S

EXHIBIT	MARKED	RECEIVED
Employer's		
No. 42	1920	826
No. 43	1917	847
No. 44	1919	853
Petitioner's		
No. 14	1775	1776
No. 17	1691	718
No. 22	1898	1899
No. 28	1836	1042
No. 74	1686	1686
No. 75	1705	1706
No. 76	1772	1773
No. 77	1773	1774
No. 78	1775	1776
No. 79	1775	1776
No. 80	1836	REJECTED
No. 81	1843	1844
No. 82	1854	1857
No. 83	1865	1866
No. 84	1900	1900

Page 1685

1 HEARING OFFICER MOLS: On the record.
 2 So whenever the Petitioner is ready, you
 3 can call your next witness.
 4 MS. AUERBACH: Petitioner calls Danya Lagos.
 5 (WHEREUPON, the witness was
 6 duly sworn.)
 7 THE COURT: Please have a seat. Can you state
 8 and spell your name for the record?
 9 THE WITNESS: Sure. My name is Danya Lagos,
 10 D-a-n-y-a, L-a-g-o-s.
 11 THE COURT: Thank you.
 12 DANYA LAGOS,
 13 called as a witness herein, having been first duly
 14 sworn, was examined and testified as follows:
 15 DIRECT EXAMINATION
 16 BY MS. AUERBACH:
 17 Q. Are you currently a grad student at the
 18 University of Chicago?
 19 A. Yes.
 20 Q. And in what division?
 21 A. I'm in the social sciences division.
 22 Q. And what degree are you pursuing?
 23 A. I'm pursuing a Ph.D. in sociology.
 24 Q. When did you begin your studies for a
 25 Ph.D. for the sociology program?

Page 1686

1 A. I began in autumn quarter in 2014.
 2 (WHEREUPON, Petitioner Exhibit
 3 No. 74 was marked for
 4 identification.)
 5 BY MS. AUERBACH:
 6 Q. I'm handing you a document that's marked
 7 Petitioner's 74. Can you identify this document?
 8 A. Yes. This is a letter that I received
 9 when I was admitted to the Ph.D. program at the
 10 University of Chicago.
 11 Q. And attached to the first page which is
 12 the letter is an admission reply form and a
 13 financial aid terms for admitted students form.
 14 Were those both sent to you with the admission
 15 letter?
 16 A. Yes.
 17 MS. AUERBACH: I move to introduce Petitioner's
 18 Exhibit 74.
 19 MR. FASMAN: I'm going to read it first, thank
 20 you.
 21 No objection.
 22 THE COURT: Petitioner Exhibit 74 is received.
 23 (WHEREUPON, Petitioner Exhibit
 24 No. 74 was received into
 25 evidence.)

Page 1687

1 BY MS. AUERBACH:
 2 Q. Have you held positions as -- any teaching
 3 related positions at the university?
 4 A. Yes.
 5 Q. And what positions are those?
 6 A. So I have held -- I've been a language
 7 assistant in the romance languages department.
 8 I've been a teaching assistant in the social
 9 sciences core. I'm in the class, Social Science
 10 Inquiry, and that's a three-quarter class. I've
 11 been a TA -- teaching assistant for Quantitative
 12 Methods and a teaching assistant for Intro to the
 13 Sociology of Human Sexuality. And then did you ask
 14 just teaching?
 15 Q. At this point just teaching, right.
 16 And when did you hold the -- in what
 17 quarter did you hold the first teaching assignment?
 18 A. Sure. So autumn 2015 was when I did the
 19 language assistantship in the romance languages
 20 department.
 21 Q. And how did you go about obtaining that
 22 position?
 23 A. There was an e-mail sent out to the
 24 department list serve saying that there were
 25 opportunities for employment in the romance

Page 1688

1 language department for fluent Spanish speakers.
2 Q. And what position did you end up holding?
3 A. I was a language assistant.
4 Q. And what were your responsibilities -- for
5 what? For Spanish?
6 A. Yep.
7 Q. And what were your responsibilities in
8 that position?
9 A. For six hours a week I would meet with
10 students for individual appointments lasting around
11 20 to 30 minutes each, and we would talk in Spanish
12 to practice conversational skills according to a
13 set of kind of conversational prompts. But, yeah,
14 it was basically conversation practice.
15 Q. And was that related to your studies in
16 sociology?
17 A. Not at all.
18 Q. And when did you hold your next teaching
19 appointment?
20 A. So the next teaching appointment was
21 Quantitative Research Methods in the spring of
22 2016.
23 Q. And what were your responsibilities in
24 that position?
25 A. So I planned a weekly lab at the end of

Page 1689

1 the week on Fridays where I was the sole
2 instructor, and I would walk students through
3 tutorials that I designed on how to perform basic
4 statistic analyses and how to use the this data
5 program. And I was also required to attend all
6 courses and to hold office hours with students to
7 grade papers and to keep up with kind of the
8 lessons.
9 Q. When you say you attend all the courses,
10 were these lectures?
11 A. Yes.
12 Q. And what, if any, guidance and feedback
13 did you get with respect to grading?
14 A. In this course I had received very minimal
15 feedback, if any. Actually, I don't remember
16 really receiving any guidelines on how to grade,
17 how to conduct a lab. We were just given the
18 textbook.
19 Q. And who was the instructor of record for
20 that class?
21 A. Xi Song.
22 Q. And what --
23 MR. FASMAN: Can I have that one more time?
24 THE WITNESS: Xi Song.
25 THE COURT: Do you know it's spelled?

Page 1690

1 THE WITNESS: X-i, S-o-n-g.
2 THE COURT: Thank you.
3 BY MS. AUERBACH:
4 Q. What types of things were you grading?
5 A. So I was grading problem sets. I was
6 grading paper drafts, so there was like a
7 preliminary paper they'd submit, and then the final
8 papers as well.
9 Q. And was this -- what was the title of your
10 position, teaching assistant or teaching intern?
11 A. Teaching assistant.
12 Q. And were you the only teaching assistant
13 for that or was there another?
14 A. There was another teaching assistant for
15 that class.
16 Q. And did the instruct -- the faculty member
17 come to your lab sessions?
18 A. No.
19 Q. And did you do part of the grading and
20 somebody else did part?
21 A. Yeah. The other teaching assistant and I
22 split the work basically. We split the class into
23 two, and then we did the grading ourselves.
24 Q. And who assigned final grades for the
25 class?

Page 1691

1 A. Professor Song.
2 Q. And when was the next time that you held a
3 teaching position?
4 A. The next time was autumn 2016, and that --
5 there I was a teaching intern for
6 Professor Cheol-Sung Lee in Social Science Inquiry
7 One.
8 MR. FASMAN: I'm sorry. Can we get that?
9 THE COURT: The name? Do you happen to know
10 how that name is spelled?
11 THE WITNESS: C-h-e-o-l, dash, S-u-n-g, last
12 name L-e-e.
13 THE COURT: Thank you.
14 MR. FASMAN: Thank you.
15 (WHEREUPON, Petitioner Exhibit
16 No. 17 was marked for
17 identification.)
18 BY MS. AUERBACH:
19 Q. I'm handing you a document marked for
20 identification as Petitioner's Exhibit 17?
21 THE COURT: 75?
22 MS. AUERBACH: Oh, yes. That is how it's
23 marked, 75.
24 BY MS. AUERBACH:
25 Q. Can you identify that document?

Page 1692

1 A. Yes.
2 Q. What is it?
3 A. It's a document that I received after
4 submitting an application to teach in the social
5 science core, and it was to notify me that I had
6 received the positions and to kind of spell out the
7 expectations.
8 Q. And this was for -- this was for three
9 different assignments?
10 A. Yes.
11 Q. So with respect to the fall 2016
12 assignment, what were your responsibilities in that
13 class?
14 A. So I was supposed to go to every class
15 meeting. I graded assignments, and I gave -- there
16 was one class where I gave the lecture in the
17 absence of the professor, and met with students for
18 office hours and kept up with the readings.
19 Q. And did you receive guidance or feedback
20 on the grading in that class?
21 A. No.
22 Q. Were you the only teaching intern for that
23 class?
24 A. Yes.
25 Q. And did you say you hold discussion

Page 1693

1 sections?
2 A. For that class there were no discussion
3 sections.
4 Q. And did you receive guidance from the
5 professor on the grade -- on the office hours?
6 A. No.
7 Q. Did the professor sit in on any of your
8 office hours?
9 A. No.
10 Q. So what types of things did you grade in
11 that class?
12 A. For that class I graded basic essays,
13 proposals, the final exam and final papers and
14 presentations.
15 Q. And what did you do with those after you
16 graded them?
17 A. I submitted it to Professor Lee.
18 Q. And what types of -- did students come to
19 your office hours?
20 A. Yes.
21 Q. And for what types of things did they come
22 to you for?
23 A. They wanted to -- I mean, the course is
24 geared around developing basic research ideas. So
25 I would work with them on refining their research

Page 1694

1 ideas, perhaps going over drafts with them and
2 suggesting changes to their project.
3 Q. And how many hours a week were the office
4 hours?
5 A. They were three.
6 Q. And did the professor also hold office
7 hours?
8 A. The professor also held office hours.
9 Q. And when you said you gave a lecture in
10 the absence of the professor, the professor was
11 absent for that entire class session?
12 A. Yes.
13 Q. And were you given instructions in advance
14 as to whatever topic to cover?
15 A. No.
16 Q. So did you prepare that lecture yourself?
17 A. Yes.
18 HEARING OFFICER MOLS: Do you recall when you
19 were given notice that you would be conducting this
20 lecture?
21 THE WITNESS: I believe at the beginning of the
22 quarter it was -- I was told for that one.
23 BY MS. AUERBACH:
24 Q. Were you given any reason as to why?
25 A. No.

Page 1695

1 Q. Okay. And then did you then have another
2 teaching assignment in the winter of --
3 A. Yes.
4 Q. -- 2017?
5 A. Yes.
6 Q. And what was that for?
7 A. That was for the second quarter of Social
8 Science Inquiry.
9 Q. And for what professor?
10 A. Professor Anna Mueller. I can spell that.
11 HEARING OFFICER MOLS: We have it on Petitioner
12 Exhibit 75 now. Thank you, though.
13 BY MS. AUERBACH:
14 Q. And were you the only teaching assistant
15 for that class?
16 A. No.
17 Q. How many others?
18 A. There was one more TA.
19 Q. And what your responsibilities in that
20 class?
21 A. My responsibilities in that class were to
22 lead a lab in which I detailed how to use the
23 R programming language, how to run a basic
24 statistical analyses, and to ask questions of data.
25 And then I was also required to keep up with the

1 readings, attend every class meeting, grade
 2 assignments and also to hold office hours. And
 3 there were several instances that quarter in which
 4 I gave the main lecture. Sometimes in the -- when
 5 the professor was there, but also when the
 6 professor was not there.
 7 Q. And do you remember on how many occasions
 8 you gave a lecture when the professor was not
 9 there?
 10 A. I can't remember precisely. I remember at
 11 least one.
 12 Q. And do you remember how many total times
 13 you gave the lecture?
 14 A. I can't remember precisely.
 15 Q. How many hours a week was the lab?
 16 A. The lab was an hour and a half each week.
 17 Q. Did the other TA also hold a lab?
 18 A. Yes.
 19 Q. How many students total were in each lab
 20 session or how many were in your lab session?
 21 A. I would say around 10 to 12.
 22 Q. And did the professor give you guidance
 23 regarding the holding of the lab?
 24 A. No, not really on the holding of the lab.
 25 Q. Did the professor attend any of your lab

1 sessions?
 2 A. No.
 3 Q. And you also held office hours in that
 4 class?
 5 A. Yes.
 6 Q. How many hours a week was that?
 7 A. Three.
 8 Q. And what -- for what did students come to
 9 you for office hours?
 10 A. They came for questions about the
 11 statistical analyses, their final projects,
 12 assignments, basic coaching. It's a class that
 13 required a lot of coaching through the
 14 R programming language.
 15 Q. And did the professor give you any
 16 guidance with respect to the holding of office
 17 hours?
 18 A. No.
 19 Q. Did the professor attend any of your
 20 office hours?
 21 A. No.
 22 Q. And what did you grade in that class?
 23 A. I graded homework assignments and
 24 several -- so there were three term papers
 25 throughout the course, and I participated in

1 grading those.
 2 Q. And when you say participated in grading
 3 those, explain that.
 4 A. Yeah. So the grading of those assignments
 5 was more, I would say, we worked on it together
 6 with -- in conjunction with the other teaching
 7 assistant.
 8 Q. When you say we, who is we?
 9 A. Sorry, Professor Mueller, I, myself and
 10 the other teaching assistant. One of the -- the
 11 final paper I graded myself and submitted it to the
 12 professor. But for the second and first papers, we
 13 did receive guidance on how to grade.
 14 Q. And how about the homework assignments?
 15 A. Homework assignments, we -- we received
 16 guidance.
 17 Q. And then the final paper, how did that
 18 work?
 19 A. So I graded half of the papers, and then
 20 the other TA graded half of the papers. And then
 21 we e-mailed the grades and comments to
 22 Professor Mueller.
 23 Q. And did you receive any feedback after
 24 that?
 25 A. No.

1 Q. And then you TA'ed one more class?
 2 A. I TA'ed two more classes.
 3 Q. Okay. So one was in the spring of 2017,
 4 this spring?
 5 A. Yes. Yeah, I'm currently TA'ing two
 6 classes.
 7 Q. Okay. So how about the one that's
 8 mentioned on Petitioner 75?
 9 A. Sure. So that was the third quarter of
 10 Social Science Inquiry with Professor Micere Keels.
 11 For that class my responsibilities have been to
 12 attend class meetings, to grade some of the
 13 assignments, and to hold office hours with students
 14 and to keep up with the readings.
 15 Q. And what have been your responsibilities
 16 with respect to the grading?
 17 A. The grading -- she's mostly done the
 18 grading in this course. I've really kind of --
 19 like it's still pending because we're still getting
 20 assignments in, so kind of just providing valuable
 21 feedback.
 22 Q. Did you say you held discussion sections?
 23 A. No discussion sections, but office hours
 24 with students one on one coaching, and I did teach
 25 one lecture where I did another like a tutorial.

Page 1700

1 Q. And was the professor present?
2 A. No.
3 Q. And how many hours a week are the office
4 hours?
5 A. Office hours are three hours a week.
6 Q. And for what reason do the students come
7 to the office hours?
8 A. For feedback on their assignments, their
9 presentations, yeah, general class expectations.
10 Q. Has the professor sat in on any of your
11 office hours?
12 A. No.
13 Q. Has professor given you guidance with
14 respect to the office hours?
15 A. No.
16 Q. And what's the second class that you're
17 TA'ing this quarter?
18 A. Introduction to the Sociology of Human
19 Sexuality.
20 Q. For what faculty member?
21 A. Professor Ed Laumann, Edward Laumann.
22 Q. Can you spell that last name?
23 A. Sure. E-d-w-a-r-d, L-a-u-m-a-n-n.
24 Q. Are you the only TA in that class?
25 A. Yes.

Page 1701

1 Q. How big a class is it?
2 A. Its enrollments, between 20 and 30.
3 Q. What are your responsibilities in that
4 class?
5 A. My responsibilities are to attend every
6 course session, stay -- keep up with the readings,
7 to hold office hours, to advise students on their
8 assignments and to grade papers and exams and to
9 have proctor exams. And I had to lecture a
10 quarter -- one of the courses.
11 Q. And was the professor present or not
12 present when you lectured?
13 A. He was not present.
14 Q. And with respect to the office hours, how
15 many hours a week is that?
16 A. Three.
17 Q. And what do you do during the office
18 hours?
19 A. Advise students on paper ideas and, yeah,
20 mostly papers, ideas and what to study for the
21 midterm.
22 Q. Has the professor given you any guidance
23 as to the office hours?
24 A. No.
25 Q. Has professor attended any of your office

Page 1702

1 hours?
2 A. No.
3 Q. And have you been guided with respect to
4 the grading you do in that class?
5 A. For the midterm exam I received kind of a
6 grade distribution he expected, but really no
7 criteria on how to evaluate it. So that was left
8 up to me. But there were supposed to be a certain
9 number of As and Bs, so I followed that directive.
10 Q. After you did the grading, what did you do
11 with the exams?
12 A. I submitted them to Professor Laumann.
13 Q. Did you receive any feedback?
14 A. No.
15 Q. And then you've also graded papers?
16 A. Yes.
17 Q. And how many papers?
18 A. I've graded one assignment, one of the
19 papers so far.
20 Q. Was that for students in the class?
21 A. Yes.
22 Q. And were you given guidance as to grading
23 papers?
24 A. No.
25 Q. What did you do with the papers after you

Page 1703

1 graded them?
2 A. I submitted the grades to
3 Professor Laumann and then returned the papers to
4 the students.
5 Q. Did you receive any feedback on that
6 grading?
7 A. No.
8 Q. And is it your understanding that you'll
9 be doing more grading?
10 A. Yes.
11 Q. Of what?
12 A. Final papers and presentations.
13 Q. And on Petitioner Exhibit 75, it lists an
14 amount of \$3,000 per quarter for those three
15 classes. Is that the amount you received for
16 those?
17 A. Yes.
18 Q. And how about for the second class you
19 were teaching this spring?
20 A. Spring 3,000.
21 Q. And what was the amount you were paid for
22 the language assistant position?
23 A. 1,500.
24 Q. And did you also receive GAI points for
25 these assignments?

1 A. Yes.
 2 Q. And how many points for the language
 3 assistant position?
 4 A. A half of a point.
 5 Q. And how many for the other assignments?
 6 A. One each.
 7 Q. So when you finish this spring, how many
 8 gave points will you have?
 9 A. I'll have five and a half points.
 10 Q. And you're on receiving a five-year
 11 stipend as laid out in your admission letter?
 12 A. Yes.
 13 Q. And during the certain years has the
 14 stipend amount been reduced, and you've received
 15 payment for the teaching?
 16 A. Yes.
 17 Q. And is the payment for the teaching paid
 18 in a separate way than the teaching -- than the
 19 stipend?
 20 A. Yes. It's paid through Workday which is a
 21 payroll system at the University of Chicago.
 22 Q. And are there tax withholdings from the
 23 teaching stipends?
 24 A. Yes.
 25 Q. And do you receive W-2 forms for those

1 research projects that the lab was working on and
 2 write python code for their projects and to attend
 3 lab meetings and to work with other lab employees
 4 to come up with solutions.
 5 Q. Okay. And when you say writing a code,
 6 you were writing a computer code?
 7 A. Yes.
 8 Q. And were you paid hourly for that
 9 position?
 10 A. Yes.
 11 Q. And what was the hour pay?
 12 A. \$15 an hour.
 13 Q. And was that paid through the Workday
 14 system?
 15 A. Yes.
 16 Q. And for that did you have to enter your
 17 hours into Workday?
 18 A. Yes. I had to clock in and clock out.
 19 Q. And how many hours a week did you work in
 20 that position?
 21 A. Ten.
 22 Q. And that was for the entire summer
 23 quarter?
 24 A. Yes.
 25 Q. And have you had additional research

1 amounts?
 2 A. Yes.
 3 MS. AUERBACH: Did I move Petitioner 75?
 4 HEARING OFFICER MOLS: Actually, I don't think
 5 we did.
 6 MS. AUERBACH: I move Exhibit 75 into evidence.
 7 MR. FASMAN: We have no objection.
 8 HEARING OFFICER MOLS: Petitioner's Exhibit 75
 9 is received.
 10 (WHEREUPON, Petitioner Exhibit
 11 No. 75 was received into
 12 evidence.)
 13 BY MS. AUERBACH:
 14 Q. Have you also held a position as a
 15 research assistant?
 16 A. Yes.
 17 Q. And when did you first do that?
 18 A. First time I did that was in the summer of
 19 2015.
 20 Q. And for what faculty member?
 21 A. So it's the knowledge lab of the
 22 Computation Institute.
 23 Q. And what were your responsibilities in
 24 that position?
 25 A. My responsibilities were to take the

1 assignments -- research assistant positions?
 2 A. Yes. I worked as a research assistant for
 3 Professor Kristen Schilt from summer 2016, autumn
 4 2016 through winter of 2017.
 5 Q. And what were your responsibilities in
 6 that position?
 7 A. My responsibilities were to design a
 8 survey for her project. She's conducting her own
 9 research project, so I helped with the survey
 10 design and developed the survey and released the
 11 survey and collected the data, stored the data,
 12 entered the data.
 13 Q. How many hours a week was this?
 14 A. This was ten.
 15 Q. For all three quarters?
 16 A. Yes. It was some -- it was on and off,
 17 like I didn't have to work all ten hours, so the
 18 limit was ten.
 19 Q. And what -- how much average did you
 20 actually work?
 21 A. I'd say five to six hours.
 22 Q. A week?
 23 A. A week.
 24 Q. And what was the pay for that position?
 25 A. \$15 an hour.

1 Q. And for that position did you log in your
 2 hours in Workday?
 3 A. Yes.
 4 Q. And you were paid through Workday?
 5 A. Yes.
 6 Q. And were either of the research positions
 7 for your faculty advisor?
 8 A. The Professor Kristen Schilt is my faculty
 9 advisor.
 10 MR. FASMAN: Could you spell that, please?
 11 THE WITNESS: Sure. K-r-i-s-t-e-n,
 12 S-c-h-i-l-t.
 13 MR. FASMAN: Thanks.
 14 BY MS. AUERBACH:
 15 Q. So with respect to the first research
 16 assistant position, how did you go about applying
 17 for it?
 18 A. So I had a friend who worked at the lab,
 19 and he told me that they were hiring. So I
 20 e-mailed them my CV, a cover letter, was
 21 interviewed and got the job.
 22 Q. And how about the research position for
 23 your advisor, how did you get that?
 24 A. Professor Schilt approached me and asked
 25 me if I was interested.

1 exams?
 2 A. No. I completed the exams. I'm still --
 3 I'm working on developing and defending the
 4 dissertation proposal.
 5 Q. I see. And when do you expect to have
 6 that?
 7 A. Autumn 2017.
 8 Q. So this fall?
 9 A. Yes.
 10 Q. And then you're going to work on your
 11 dissertation?
 12 A. Yes.
 13 Q. And that -- the work that you do on your
 14 dissertation is a Ph.D. requirement; that is,
 15 you've got to do a dissertation --
 16 A. Yes.
 17 Q. -- to get a Ph.D.?
 18 A. [Nodding].
 19 Q. And you would want to finish that to go
 20 forward with a career?
 21 A. Yes.
 22 Q. What's your career focus right now?
 23 A. My career focus right now is perhaps going
 24 into public health research, public health think
 25 tanks or the academic job market. I'm not yet

1 MS. AUERBACH: Those are all the questions I
 2 have.
 3 MR. FASMAN: Can we take a break for just a
 4 couple minutes?
 5 HEARING OFFICER MOLS: Sure. Off the record.
 6 (WHEREUPON, a short recess was
 7 taken.)
 8 HEARING OFFICER MOLS: On the record.
 9 Employer can proceed with his questions
 10 for the witness.
 11 MR. FASMAN: Thank you.
 12 CROSS-EXAMINATION
 13 BY MR. FASMAN:
 14 Q. Miss Lagos, good morning?
 15 A. Good morning.
 16 Q. You're in your third year?
 17 A. Yes.
 18 Q. And you're working with Professor Schilt,
 19 is it?
 20 A. Yes.
 21 Q. And are you working on your dissertation
 22 yet?
 23 A. I have not received -- I have not reached
 24 candidacy yet.
 25 Q. Okay. So you still have to take whatever

1 sure.
 2 Q. Okay. But you can't graduate without
 3 completing your dissertation; it's a requirement,
 4 right?
 5 A. Correct.
 6 Q. And the TA sessions that you talked about
 7 are also a requirement?
 8 A. Yes.
 9 Q. You can't get a degree without them,
 10 right?
 11 A. Correct.
 12 Q. So both the research that you do for your
 13 Ph.D. and the teaching assignments are degree
 14 requirements?
 15 A. Yes.
 16 Q. Okay. We will go back to a couple things
 17 you testified about.
 18 First one was the language assistant,
 19 that's -- that was voluntary, right?
 20 A. Yes.
 21 Q. You didn't have to do that?
 22 A. Right. That's not a degree requirement.
 23 Q. Correct, and you decided to do that in --
 24 when was that?
 25 A. Autumn 2015.

Page 1712

1 Q. Autumn 2015, so that was voluntary. How
2 did you come about finding out about it?
3 A. There was an e-mail sent out to the
4 graduate students.
5 Q. Okay. And during that -- you received
6 compensation for that?
7 A. Yes.
8 Q. And what did you receive for that?
9 A. I received \$1,500.
10 Q. Okay. And was that deducted from your
11 stipend?
12 A. No.
13 Q. So you got -- during that period of time
14 you got your full stipend --
15 A. Yes.
16 Q. -- without a deduction?
17 Now, according to your admission letter
18 which is Petitioner's Exhibit 74, you were at --
19 you were supposed to get at the time \$23,000?
20 A. Yes.
21 Q. Was your stipend?
22 A. Uh-huh.
23 Q. And it's gone up since then, right?
24 A. Yes.
25 Q. What is it currently?

Page 1713

1 A. \$24,000.
2 Q. 24?
3 A. It's the base stipend.
4 Q. And it's supposed to go up next year as
5 well?
6 A. Pretty sure.
7 Q. Okay. And throughout the pattern that you
8 talked about with the five teaching assistantships,
9 when you've received -- your stipend's been
10 reduced, but the compensation for the
11 assistantships has balanced that out, right?
12 A. Yes.
13 Q. So you've received, in essence, the full
14 stipend the whole time?
15 A. The full stipend the whole time, not all
16 at the beginning. Like it's paid biweekly.
17 Q. Right.
18 A. So it is a difference in terms of cash
19 flow.
20 Q. Yeah. No. I understand. I understand.
21 But that was explained in the admission letter,
22 wasn't it?
23 A. Which part?
24 Q. Well, that you would receive comp -- that
25 you would receive whatever you received for the

Page 1714

1 teaching assistantships in a different fashion?
2 A. Well, it didn't -- it doesn't say anything
3 about the fashion. It says you'll receive this
4 amount minus the teaching fellowship or I mean the
5 teaching stipend, like a separate teaching stipend.
6 And you'll be paid -- that'll be earned through
7 teaching. It never said anything about patterns of
8 payment or methods of payment.
9 Q. I see. Well, it does say -- let me read
10 it. Since university -- I'm reading the third full
11 paragraph, middle of the paragraph, since
12 university fellowship awards are a combination of
13 stipend and compensation in the standard pattern of
14 teaching assignments, there's two courses in each
15 years three and four and one course in year five,
16 the stipend portion of your award will be dispensed
17 according to the standard pattern, blah, blah,
18 blah.
19 Do you see that?
20 A. Right. According to your actual pattern
21 of teaching, not standard.
22 Q. I see. I'm sorry. Okay. But this
23 conforms -- what's happened with you conforms to
24 the admission letter?
25 A. I mean, it's not like -- it's not a clear

Page 1715

1 document. It says, to your actual pattern of
2 teaching. It doesn't specify biweekly at the
3 beginning of the quarter. What I do know is that
4 for the language assistantship, I was paid in two
5 lump sums basically, and then this year it's been
6 paid biweekly installments.
7 Q. Okay. The language assistantship, though,
8 is a separate -- separate issue?
9 A. Sure. But, I mean, the issue is the same
10 last year with Professor Song's course.
11 Q. Yes.
12 A. That I received in, I believe, quarterly.
13 I mean like four different installments. And this
14 year it's biweekly.
15 Q. And is that a grievance for you? Is that
16 a problem for you?
17 A. I mean, it's not -- it's just a cash flow
18 issue.
19 Q. I see.
20 A. It would be ideal to get it all in early
21 payments. There was a time earlier in the fall, I
22 believe in the autumn quarter, where we weren't
23 really paid until into the quarter. So, I mean,
24 when you're setting up for the year, it would be
25 helpful to get a little more at the beginning,

1 so . . .

2 Q. Now, when you were admitted, your

3 admission letter, and you did -- you did accept

4 this admission letter, correct?

5 A. Yes.

6 Q. It says, and I'm going to quote, this is

7 the start of the third full paragraph. Pedagogical

8 training is a component of our doctoral programs

9 which requires students to undertake practical

10 teaching experience equivalent to five appropriate

11 teaching assistantships. Correct?

12 A. Yes.

13 Q. You knew this coming in?

14 A. Yes.

15 Q. And you were -- you accepted the

16 university's offer of full tuition remission and

17 five years of paid tuition and the payment of

18 healthcare premiums under the U-ship. You knew

19 this was part of the program?

20 A. Yes.

21 Q. And you agree it is part of the program?

22 A. I agree it's part of the program, yes.

23 Q. Okay. And pedagogical training according

24 to the program you signed up for is a component of

25 doctoral programs at the University of Chicago?

1 A. Yes.

2 Q. And do you consider that an important part

3 of the programs at the University of Chicago?

4 A. I consider my work to be important to the

5 University of Chicago, yes.

6 Q. What work is that? What are you talking

7 about?

8 A. Teaching, RA'ing, grading.

9 Q. I see.

10 A. Consulting with students.

11 Q. Is it important --

12 A. Producing research.

13 Q. Well, let me ask you about that. Is -- is

14 it important for you personally to learn how to

15 teach?

16 A. Yes.

17 Q. Why?

18 A. Because it allows me to provide a better

19 educational experience to the students that I

20 teach.

21 Q. I see. But how about for your own -- for

22 your own personal benefit; that is, you're a better

23 teacher now having done five TAs, aren't you?

24 A. Well, I did teach elementary school for

25 two years before entering graduate school, and that

1 honestly gave me a much better pedagogical

2 experience. The pedagogical training that I've

3 received as a graduate student here has been very

4 minimal and really has not informed what I do in a

5 substantial way.

6 Q. Really. You know, I have to say that

7 listening to your testimony, it sounded like you

8 TA'ed five times and never talked to any of the

9 professors you TA'ed for. That can't be right. I

10 mean, let me -- let me go through them. Let's set

11 aside romance languages. Who is -- well, let's go

12 back there. Who was the professor there?

13 A. There is no professor. It was a

14 department.

15 Q. I see. I see. So it's a separate 00 a

16 separate deal where --

17 A. Yes.

18 Q. -- you spoke Spanish to the students?

19 A. Right.

20 Q. And they spoke to you?

21 A. Yes.

22 Q. Okay. And you did get paid for that?

23 A. Yes.

24 Q. Okay. Six hours per week?

25 A. Yes.

1 Q. So I think you said the first TA situation

2 you did was Professor Xi Song?

3 A. Yes.

4 Q. Did I say that right?

5 A. Yes.

6 Q. Yeah. And you attended -- it's a he,

7 right?

8 A. No.

9 Q. It's a she?

10 A. She.

11 Q. Sorry. And you attended her lectures,

12 graded papers, held office hours, right?

13 A. Yes.

14 Q. When the course began, did you sit down

15 with Professor Xi Song and say, hello? I'm going

16 to be your TA or did she -- how did you --

17 A. Yes.

18 Q. -- initiate the relationship?

19 A. So I applied through the department. I

20 was hired. We met at the beginning of the quarter.

21 And she gave us the textbook and said, well, I'm

22 going to be teaching this class. There is this set

23 of -- these set of labs that you have to do, when

24 does that work for you, and here's the syllabus.

25 There was no direct, this is how you lead a lab

Page 1720

1 session.
2 Q. I see. Did you ask about how she wanted
3 the labs held?
4 A. No.
5 Q. Or what she wanted done in the labs?
6 A. No.
7 Q. There was no communication about that?
8 A. No.
9 Q. Really?
10 A. Really.
11 Q. So how did you know what to do?
12 A. Well, I had taken labs before in similar
13 course, so I kind of understood the basics and
14 designed the labs based on previous pedagogy
15 training I received as a public school teacher.
16 Q. I see. You did -- before this course, you
17 did -- you were required to take an orientation at
18 the Chicago Center For Teaching, correct?
19 A. No. That was the -- that took place in
20 the autumn of 2016.
21 Q. I see. I see. But you set up -- these
22 were -- is it fair to say these were quant labs?
23 A. Quant?
24 Q. Quantitative?
25 A. Yes.

Page 1721

1 Q. Quantitative method, right?
2 A. Yes.
3 Q. So you just set it up yourself?
4 A. Yes.
5 Q. And you didn't ask Professor Xi Song what
6 to do?
7 A. Well, I listened to her lectures. I
8 listened to and looked at the syllabus, and I set
9 up the labs to prepare students to meet those
10 expectations.
11 Q. I see. So apparently you didn't need her
12 guidance on this?
13 A. Well, I didn't receive it.
14 Q. That's not what I said. I mean, you did
15 set them up?
16 A. I did set them up.
17 Q. And students came in and worked in the
18 labs?
19 A. Yes.
20 Q. And apparently they didn't all flunk the
21 course, did they?
22 A. No.
23 Q. So apparently they must have done some
24 good, right?
25 A. What must have done some good?

Page 1722

1 Q. Your labs.
2 A. Yes.
3 Q. Yeah, okay. And you attended all the
4 lectures, you graded papers, correct?
5 A. Yes.
6 Q. You said you received minimal feedback
7 about grading or how to do the lab. That is what
8 your testimony was?
9 A. Yes.
10 Q. What does that mean? What is minimal
11 feedback?
12 A. So there were no major points in which I
13 handed Professor Song an assignment, she said, no,
14 this is not graded correctly or this is graded --
15 this is how I would do it. When there was a
16 grading dispute, I was basically told to just go
17 with my like what I thought was correct. There was
18 no kind of direct explanation of how to handle a
19 grade dispute. There was really no scale, rubric
20 of any sort.
21 So my co-TA and I basically would compare
22 what we would grade and to make sure we were
23 calibrated, but there was really no direct
24 instruction from Professor Song.
25 Q. Well, what -- I don't understand what that

Page 1723

1 means, there was no direct instruction. She didn't
2 tell you I want to see this in a paper as opposed
3 to that in a paper; is that what you're saying?
4 A. Well, she's -- no. It was in the
5 syllabus. It was the syllabus guidelines and the
6 assignments that she handed -- that she posted on
7 the website Chalk, which is the academic
8 assignments turn in -- turning in submission page.
9 She would post the prompts to the assignments, and
10 I would get students based on that.
11 Q. I see. If you had a question -- hang on a
12 second.
13 You're talking about a grading dispute.
14 Was there a grading dispute?
15 A. There was one.
16 Q. What happened?
17 A. A student believed that he had received a
18 grade that was too low.
19 Q. And who resolved that?
20 A. I did.
21 Q. How did you resolve -- did you discuss
22 that with Professor Song?
23 A. I do not remember discussing it with
24 Professor Song other than mentioning it. And --
25 Q. Wait a second, you mentioned it?

1 A. I don't remember.
 2 Q. You don't remember mentioning. Does that
 3 mean you may have?
 4 A. I don't remember.
 5 Q. You don't remember whether you did or you
 6 didn't?
 7 A. Yeah. I don't remember.
 8 Q. Okay. All right. But you do recall there
 9 was a dispute?
 10 A. Yes.
 11 Q. And you can't say for sure whether
 12 Professor Song was involved in it at all?
 13 A. She was definitely not involved in --
 14 Q. Wait, I thought you said you don't
 15 remember?
 16 HEARING OFFICER MOLS: Allow her to answer.
 17 MR. FASMAN: I'm sorry. I won't interrupt. I
 18 apologize.
 19 HEARING OFFICER MOLS: What were you going to
 20 say?
 21 THE WITNESS: So there was no administrative
 22 action, so she -- I can definitely recall that
 23 there was no point at which she was involved with
 24 contacting the administration regarding this grade
 25 dispute. There was no official procedure for a

1 grade dispute that she participated in.
 2 BY MR. FASMAN:
 3 Q. I don't think I asked you that. What I
 4 asked you was whether she was involved in any way,
 5 but if I didn't let me ask it now.
 6 Was she involved in any way in that grade
 7 dispute?
 8 A. I don't remember.
 9 Q. Okay. Thank you.
 10 She did the final grades, correct?
 11 A. What do you mean by that?
 12 Q. That's what you testified to,
 13 Professor Song did the final grades?
 14 A. Okay. Yes. So she entered the final
 15 grades.
 16 Q. She entered the final grades?
 17 A. She probably had the jurisdiction, she
 18 probably had the final say on all of these grades.
 19 Q. I see. I see. You and your co-TA when
 20 you said split up the grading, you mean grading of
 21 the homework papers?
 22 A. Grading of the home -- the assignments and
 23 the final essays.
 24 Q. And the final essays. And do you know if
 25 Professor Song read them?

1 A. Yes. I'm assuming. I mean, I can't -- I
 2 wasn't there when she was reading them. I could
 3 only hope.
 4 Q. I see. I see. But she did the final
 5 grades?
 6 A. She had the final call on the grades, yes.
 7 Q. All right. Then there was your -- there
 8 was a second TA with Professor Cheol-Sung Lee?
 9 A. No.
 10 Q. No?
 11 A. No. That was with Professor Anna Mueller.
 12 The only two classes where I had a second TA were
 13 with Professor Xi Song and Professor Anna Mueller.
 14 Q. I see. I see. Maybe I'm just asking the
 15 wrong question. Autumn 2016, you said you were an
 16 intern for Professor Cheol-Sung Lee. Do I have
 17 that right?
 18 A. Teaching intern, yes.
 19 Q. How is that different than a teaching
 20 assistant?
 21 A. It is not.
 22 HEARING OFFICER MOLS: I think she was
 23 answering a question that if she had a second TA in
 24 the course.
 25 MR. FASMAN: Yes, I understand that.

1 BY MR. FASMAN:
 2 Q. And that's part of the social science core
 3 that's --
 4 A. Yes.
 5 Q. -- document in Petitioner's 75.
 6 And for this when you undertook these
 7 teaching assistantships or teaching internships,
 8 the ones referenced in Petitioner's 75, you had to
 9 take an orientation program at the Chicago Center
 10 For Teaching; is that right?
 11 A. Yes.
 12 Q. And how long did that last?
 13 A. It lasted one work day.
 14 Q. One work day. And what did it consist of?
 15 A. It consisted of a PowerPoint presentation,
 16 a panel of undergraduate students and breakout
 17 discussion sections with people from a variety of
 18 social science core courses, not really exclusively
 19 mine.
 20 Q. Now, and that was it?
 21 A. Yes.
 22 Q. Who -- did anyone teach this?
 23 A. It was facilitated. There were a number
 24 of people. There wasn't an instructor of record.
 25 It was a variety of people associated with the

1 Chicago Center For Teaching, so I -- yeah.
 2 Q. And this was a full -- this is a full day
 3 of your time, though?
 4 A. Yes.
 5 Q. And you said there were undergraduates who
 6 were in the -- who were talking about this?
 7 A. Yes. They had a panel for undergraduates.
 8 Q. I see. And how long did that take?
 9 A. I don't recall.
 10 Q. Did you find that you learned something
 11 from that panel?
 12 A. I learned that students like to be graded
 13 easily and that they want instructors to be
 14 sociable and clear communicators.
 15 Q. I see. Now, in this class, you said this
 16 is Professor Lee's class?
 17 A. Which class?
 18 Q. The first one, autumn assignment in
 19 Sociology 13100?
 20 A. Sure.
 21 Q. You said you lectured once?
 22 A. Yes.
 23 Q. With no advance noticed?
 24 A. There was advance notice for that.
 25 Q. Oh, I must have missed that.

1 So there was advance notice. When were
 2 you told this?
 3 A. I believe at the beginning of the quarter
 4 within the first week or so.
 5 Q. I see. And how did you receive advance
 6 notice of it?
 7 A. Verbal communication.
 8 Q. From whom?
 9 A. Professor Lee.
 10 Q. What did he tell you?
 11 A. He said, I'm going to be -- I'm not going
 12 to be here for this set of days. One of them I
 13 will just cancel class, but the other one you will
 14 lecture.
 15 Q. I see. And did he tell you what you were
 16 supposed to lecture about?
 17 A. No.
 18 Q. He didn't give you any idea of what you
 19 were going to lecture about?
 20 A. No.
 21 Q. So you could have lectured about the
 22 Chicago Cubs World Series cup?
 23 A. No. I tried to tailor it to something
 24 specific to the course. I mean, I wasn't going to
 25 waste my students' time. I was active in reading

1 the material and being in class. So I definitely
 2 tailored it towards -- I mean, the class was on
 3 quantitative methods in sociology, so we talked
 4 about polling error.
 5 Q. I see. If you had -- strike that.
 6 Did you ask Professor Lee what do you want
 7 me to talk about?
 8 A. No.
 9 Q. Did it ever occur to you to ask him that?
 10 A. No.
 11 Q. It didn't?
 12 A. No.
 13 Q. Okay. So you were perfectly fine saying,
 14 okay, I'll sub in for you; is that what you're
 15 sailing?
 16 A. Yes.
 17 Q. And you said -- how many times had you
 18 talked to Professor Lee during that quarter when
 19 you TA'ed for him?
 20 A. You want me to give you like a specific
 21 number of how many times we spoke?
 22 Q. Tell you what, give me a range. Once a
 23 week? Once a month?
 24 A. Twice a week.
 25 Q. Twice a week?

1 A. Yeah. I mean, hello, here are the exams,
 2 not really like going in to receive feedback.
 3 Q. I see. But if you had wanted feedback,
 4 you certainly could have asked for it?
 5 A. I could have.
 6 Q. Said, how am I doing?
 7 A. Yes. I mean, he wasn't there to observe
 8 the lectures, so I don't know how I would have
 9 asked him how I was doing on the day that I
 10 lectured.
 11 Q. Right. I understand that. But aside from
 12 that, you could have asked him about is this
 13 working out according to what your -- you
 14 envisioned as having me as a teaching intern?
 15 A. I could have, yeah.
 16 Q. And did you ever?
 17 A. I can't recall.
 18 Q. You can't recall saying, am I doing okay?
 19 A. I can't recall.
 20 Q. Okay. You said with regard to -- but you
 21 met with him twice a week?
 22 A. Well, during class time like I would see
 23 him and say hello during class time.
 24 Q. I see. Did you ever go to his office?
 25 A. I went at the beginning of the quarter to

1 talk about the syllabus.
 2 Q. Okay. So during that initial conference,
 3 what did you talk about?
 4 A. We talked about the expectations of coming
 5 to class, keeping up with the reading, that lecture
 6 that I would have to cover, the things that I would
 7 have to grade, and what -- around the syllabus --
 8 and discussed the syllabus.
 9 Q. I see. Did you discuss maintaining office
 10 hours?
 11 A. Yes.
 12 Q. Tell us the nature of that discussion.
 13 A. So he said, well, I have office hours at
 14 this time. What times work for you, and I'll put
 15 it on the syllabus.
 16 Q. I see. Had you held office hours
 17 previously?
 18 A. I had held office hours previously.
 19 Q. In what course?
 20 A. Quantitative social science.
 21 Q. The first one that you --
 22 A. Yes.
 23 Q. You knew how to hold office hours, I take
 24 it?
 25 A. Yes.

1 A. Yes.
 2 Q. Now, during the -- in the core, the social
 3 science core, aren't there regular staff meetings
 4 of everyone who's involved in the course?
 5 A. So there are no staff meetings for Social
 6 Science Inquiry. The only meeting we had was that
 7 Chicago -- that full-day training. There were
 8 no --
 9 Q. I see.
 10 A. Yeah. There were no Social Science
 11 Inquiry staff meetings.
 12 Q. And were there staff meetings in
 13 connection with the other two teaching
 14 assistantships that are mentioned on Petitioner 75?
 15 A. No.
 16 Q. So there were know scheduled staff
 17 meetings?
 18 A. No.
 19 Q. Why -- why -- well, I won't ask.
 20 Now, in this one with Professor Lee, once
 21 again whatever grading you did was submitted to
 22 Professor Lee, right?
 23 A. Yes.
 24 Q. And he retained, it's he, right?
 25 A. Sorry?

1 Q. Which is you deal with what walks in the
 2 door; is that right?
 3 A. Precisely.
 4 Q. You said you received no instruction from
 5 him. What instruction could he have given you?
 6 A. I mean, I don't know. I don't know what
 7 he could have given me. I mean, I didn't receive
 8 feedback. I didn't receive instructions, so how
 9 could I know what I was supposed to expect him to
 10 give me.
 11 Q. Well, I'm just asking. I mean, it seems
 12 to me that if there was something to tell you, you
 13 might have asked him, well, what do you want me to
 14 do during office hours?
 15 A. I might have asked that. Like it
 16 sounds -- like it doesn't sound unreasonable, but I
 17 didn't do that.
 18 Q. But that was the first meeting where he
 19 was going through all this stuff that he expected
 20 you to do during that quarter, right?
 21 A. Right.
 22 Q. One of the things that Petitioner 75 says
 23 that you're required to do, the third bullet down,
 24 it says, participating in all scheduled staff
 25 meetings?

1 Q. It's a he, not a she?
 2 HEARING OFFICER MOLS: Professor Lee?
 3 THE WITNESS: Yes, he.
 4 BY MR. FASMAN:
 5 Q. He retained the final authority on
 6 grading, right?
 7 A. Yes.
 8 Q. Okay. And when you graded papers, did you
 9 grade the finals?
 10 A. Yes.
 11 Q. Did you ask him what he thought should be
 12 in a guide final paper?
 13 A. No.
 14 Q. Did he tell you?
 15 A. No.
 16 Q. So how did you do it?
 17 A. I compared it to work I had done as a
 18 student. Excuse me. I had given myself an
 19 internal rubric in which to grade. So I kind of
 20 said, well, I gave myself -- I gave each student
 21 five points for five different categories, and I
 22 distributed them that way.
 23 Q. Did you tell Professor Lee when you handed
 24 him the papers, this is what I did?
 25 A. What do you mean, this is what I did?

Page 1736

1 Q. Well, when you turned in the -- I presume
2 you gave him the final exams?
3 A. Yes.
4 Q. Did you tell him, well, this is how I
5 grade them. This is -- this is what I did?
6 A. I never said the words, this is what I
7 did.
8 Q. Okay. Choose whatever words you like.
9 A. For what?
10 Q. For any communication you had with Dr. Lee
11 when you gave him the exams?
12 A. Yeah. So I probably said here are the
13 exams or something around that.
14 Q. With no explanation whatsoever?
15 A. No.
16 Q. I see. I see. How was he supposed to
17 know what you did?
18 A. He never asked to know what I did.
19 Q. I see. And you never told him?
20 A. No.
21 Q. So with Professor Mueller, once again you
22 would have met with Professor Mueller at the start
23 of that TAs hip, right?
24 A. Yes.
25 Q. And there were two TAs, correct?

Page 1737

1 A. Yes.
2 Q. Who was the other one?
3 A. Selena John.
4 Q. And you remember the first meeting you had
5 with Professor Mueller?
6 A. Yes.
7 Q. How long was it?
8 A. It was an hour.
9 Q. An hour. And did she tell you during that
10 hour that she expected you to do a certain number
11 of things?
12 A. Yes.
13 Q. And --
14 A. In that meeting she told us that she
15 expected us to have labs, and so she laid out what
16 she expected us to do in those labs. She basically
17 said -- kind of had us look at the assessments, the
18 assignments and kind of discussed what they would
19 entail to kind of familiarize us with what we would
20 be grading.
21 Q. Do you remember anything else that went on
22 during that first meeting?
23 A. I don't remember.
24 Q. Do you remember asking any questions of
25 her?

Page 1738

1 A. I asked her if she wanted to review --
2 because I had already written a lab outline for the
3 first lesson, I asked her if she wanted to review
4 that lab, to see -- to check if it was up to par
5 with her expectations.
6 Q. And what did she say?
7 A. She said, well, I don't need to see it,
8 but, sure, you can send it to me.
9 Q. And did you do that?
10 A. Yes.
11 Q. And did you get some feedback on it?
12 A. No.
13 Q. Did she ever get back to you?
14 A. Maybe like a this looks good, nothing --
15 no details, no corrections, no modifications.
16 Q. Might have been she thought it looked
17 good?
18 A. I hope so.
19 Q. Now, you said you gave the main lecture in
20 this class several times?
21 A. Yes.
22 Q. How did that come about? She must have
23 said, listen, I would love -- I would like to have
24 you do the main lecture?
25 A. So there were -- there was one time in

Page 1739

1 which she was scheduled to not be there, and I gave
2 an introductory lecture, a lecture to a topic.
3 There was another --
4 Q. Did she assign the topic?
5 A. Yes.
6 Q. What was the topic?
7 A. It was the birth of the public schools.
8 Q. And is that something that you and she
9 discussed before you gave the lecture?
10 A. Briefly.
11 Q. And did she tell you what she wanted
12 generally to get out of the lecture?
13 A. Yes. So she gave me a really good outline
14 for that class. On another occasion, the
15 notification that I had to teach the class was very
16 short, I'm talking about like one or two days,
17 because she was sick. So I stepped in with a very
18 kind of basically an intro -- like a lab like
19 instruction period.
20 Q. Did you and she discuss what should go on
21 in that lecture?
22 A. No. She said, I'm not feeling well today;
23 do you mind leading the class today?
24 Q. So you led it -- so you led the class?
25 A. Yes.

Page 1740

1 Q. I see. She didn't say, I'd like the class
2 to be about X?
3 A. No. She was ill.
4 Q. Did you ask her, what do you want me to
5 talk about?
6 A. No. I assume it was -- I mean, we were
7 already doing the labs, so I basically taught a
8 refresher of what we had gone or added some
9 material to what we had gone over in lab.
10 Q. I see. And when she found out that that's
11 what you did when you led the class, did she say,
12 nice job, thank you?
13 A. She said thank you.
14 Q. Okay.
15 A. She didn't comment on my work.
16 Q. Now, I believe you said that with regard
17 to homework in this class, you did receive guidance
18 from her?
19 A. Yes. In grading, yes.
20 Q. And in terms of grading papers, right?
21 A. Yes, uh-huh.
22 Q. And you and the other TA and
23 Professor Mueller all got together and graded
24 papers together?
25 A. Yes.

Page 1741

1 Q. Okay.
2 A. On two of the three assignments.
3 Q. Right. And the final paper was graded.
4 Did you grade?
5 A. Yes. I graded half of the papers, and the
6 other TA graded the other half of the papers.
7 Q. I see. And then sent them to
8 Professor Mueller?
9 A. Yes.
10 Q. And you don't know what she did with them?
11 A. No.
12 Q. But she had the final authority over the
13 grades?
14 A. Yes.
15 Q. Okay. And then there was one for
16 Professor Keels; is that right?
17 A. Yes.
18 Q. And she -- she did the grading, correct?
19 A. Yes.
20 Q. And you said you did one lecture in that
21 one with no professor present?
22 A. Yes.
23 Q. And how did that -- did that come about
24 because Professor Keels said, I want you to
25 lecture?

Page 1742

1 A. She said -- yes, she said she was going to
2 be away for that day, and she said, could you teach
3 the class, and so I did.
4 Q. Okay. And did you discuss the topic of
5 the teaching of the class?
6 A. So she said basically could you refresh
7 them on R.
8 Q. And meaning -- what do you mean by that?
9 A. So most students had been trained the
10 previous quarter on statistical computing
11 languages, and she hadn't gone over that in class.
12 And so she asked me to basically spend that class
13 period making sure that everyone had a basic
14 familiarity with one of the two programming
15 languages that we use, and that I go over topics
16 that they might anticipate in their papers.
17 Q. And you did that?
18 A. Yes.
19 Q. Okay. And how frequently did you meet
20 with Professor Keels while you were TA'ing?
21 A. I am still currently a TA with her.
22 Q. How frequently do you meet with her?
23 A. We met once at the beginning of the
24 quarter.
25 Q. And for how long?

Page 1743

1 A. Five to ten minutes after class.
2 Q. After class?
3 A. Right, after the first class.
4 Q. I see. I see. You didn't meet with her
5 to talk about the expectations?
6 A. That was our meeting, to talk about
7 expectations.
8 Q. I see. And how frequently now do you talk
9 to her?
10 A. We don't really talk. Other than like in
11 class, like hello, thank you, I want you to cover
12 the class, can you bring your computer to talk
13 about R. Like I also gave another class while she
14 was there where I lectured on the data cleaning
15 practices.
16 Q. I see. And she was there during that?
17 A. During not the one where she was gone
18 obviously.
19 Q. Yes.
20 A. But, yes, she was there during the time
21 where she told me to, you know, address some data
22 issues that the students were having.
23 Q. I see. And you spent the class period
24 doing that?
25 A. Yes.

16 (Pages 1740 to 1743)

Page 1744

1 Q. When you spent the class period doing --
2 well, let me just go to the last one, and that's
3 one you're doing with Laumann now?
4 A. Yes.
5 Q. And you say you also lectured there for a
6 session?
7 A. Yes.
8 Q. And what did you lecture about?
9 A. I lectured about hookup culture on
10 university college campuses.
11 Q. And how did you come to lecture on that?
12 Did he tell you that's what I want you to talk
13 about?
14 A. Yes. It's on the syllabus.
15 Q. I see. I see. And was he present?
16 A. No.
17 Q. He was not?
18 A. He was not.
19 Q. But you prepared the lecture yourself?
20 A. Yes.
21 Q. And this was something that was on the
22 syllabus for that day. Is that what you're saying?
23 A. The essay based on -- the assigned
24 readings on hookup culture were on the syllabus,
25 yes.

Page 1745

1 Q. I see. So you covered that aspect of the
2 course?
3 A. Yes.
4 Q. Now, and I think you said that you also
5 graded the midterms on that?
6 A. Yeah. I graded the initial written
7 assignment, and then I graded one part of the
8 midterm for that class. And then I'll grade the
9 final papers.
10 Q. But you don't know how that's going to be
11 done?
12 A. No.
13 Q. I mean, Professor Laumann couldn't get in
14 there and say, let's grade them together?
15 A. He could. Nothing will stop that from
16 happening.
17 Q. The future is the future?
18 A. Right. You never know.
19 Q. Right. I got it.
20 So when you gave these lectures, did you
21 feel you got any benefit out of it?
22 A. No.
23 Q. No?
24 A. No.
25 Q. No, you don't get any benefit out of

Page 1746

1 getting lectures in the substantive area that
2 you're studying?
3 A. Well, I'm not studying hookup culture or
4 sexuality. I'm studying health disparities on
5 genders. So this is a class I have some knowledge
6 about, but it doesn't really form the basis on what
7 I work on.
8 Q. I guess I'm asking something more general;
9 that is, pedagogically do you feel more capable
10 after doing five TAs than you did before?
11 A. I feel like I've received exposure to
12 teaching in a college setting. I -- there's no
13 real metric by which I would know if I had improved
14 or not. I'm a social scientist. I really don't
15 take like internal like senses of validation as
16 kind of a metric that I really paid much attention
17 to, so there's really no way to tell if I had
18 improved.
19 Q. I see. But did you feel more comfortable
20 at the end of doing all of these lectures?
21 A. No.
22 Q. No?
23 A. No. I mean, I've never had discomfort.
24 Q. You're fine getting up in front of a
25 class?

Page 1747

1 A. Yeah.
2 Q. So this pedagogical training -- well,
3 let's leave it at that.
4 And the research assistantships, those
5 are -- those were voluntary as well, weren't they?
6 A. Yes.
7 Q. And are you still engaged in one of them?
8 A. No.
9 Q. So your work for Professor Schilt stopped?
10 A. Yes.
11 Q. And I think that you said that in your
12 work with Professor Schilt, you worked on and off?
13 A. Right.
14 Q. That is, you said ten hours per week, and
15 then you said on and off. It was when you wanted
16 to do it?
17 A. Yes.
18 Q. And what were you doing for her?
19 A. So I was designing a survey for one of her
20 research projects on orientation week among college
21 students. So I designed a survey that was
22 administered to the entering class at the
23 University of Chicago, and I set it up on the
24 school's survey system and collected the data and
25 cleaned the data.

1 Q. I see. You created the survey?
 2 A. Yes.
 3 Q. And is that something that you would be
 4 expected to do as part of your Ph.D.?
 5 A. That's not a departmental requirement or
 6 expectation.
 7 Q. That's not what I asked. What I asked was
 8 whether you would expect to do it as part of your
 9 Ph.D.
 10 A. I don't understand what you're asking.
 11 Q. What's the -- what's the subject of your
 12 thesis as of today?
 13 A. So it's transgender health in equality
 14 based on existing data.
 15 Q. But you might want to collect new data?
 16 A. I might. You know, I might want to like
 17 write a novel, but it's not really material to my
 18 studies right now.
 19 Q. I didn't ask you about writing a novel.
 20 A. No, you didn't, but you asked about
 21 something that is not really relevant to my
 22 research.
 23 Q. I see. I see. But learning how to put a
 24 survey together is not something that you would
 25 ever find useful in any circumstances in your

1 career?
 2 A. No. I mean, I'm sure I could find it
 3 useful.
 4 Q. Okay. And the knowledge lab for -- what
 5 was the other one?
 6 A. The knowledge lab.
 7 Q. The python code for lab projects?
 8 A. At the Computation Institute.
 9 Q. Okay. And you -- that was one applied for
 10 yourself?
 11 A. Yes.
 12 Q. Why did you apply for it?
 13 A. I needed money.
 14 Q. I see.
 15 MR. FASMAN: Okay. I think I'm done, but let
 16 me take a minute or two, okay?
 17 MR. WEITZMAN: Take a break?
 18 HEARING OFFICER MOLS: Off the record.
 19 (WHEREUPON, a short recess was
 20 taken.)
 21 HEARING OFFICER MOLS: On the record.
 22 MR. FASMAN: Nothing further right now.
 23 HEARING OFFICER MOLS: Before redirect, I just
 24 have some questions.
 25

1 EXAMINATION
 2 BY HEARING OFFICER MOLS:
 3 Q. So when you were a language assistant -- I
 4 apologize if you said this. I know you said they
 5 sent out a call to the list serve. How did you go
 6 about applying for that position?
 7 A. Sure. If I recall correctly, it was like
 8 a year or two ago. I sent an e-mail saying, hey,
 9 I'm fluent Spanish speaker. I'm available to be a
 10 language assistant. I've taught elementary school
 11 entirely in Spanish for two years. What do I need,
 12 and then we spoke on the phone.
 13 Q. Who did you speak with?
 14 A. The director of the language assistant
 15 program in the romance languages department.
 16 Q. And what did you discuss when you called?
 17 A. We talked about the expectations and the
 18 kind of description of what I would be doing and,
 19 yeah, basically.
 20 Q. So you didn't have to submit like a paper
 21 application aside from the e-mail that you sent?
 22 A. No, no.
 23 Q. So I know you said that there wasn't a
 24 course, you know, that you weren't the TA; but when
 25 you were meeting with the students for these

1 conversational, you know, discussions, were -- was
 2 it attached to a particular set of courses for
 3 those students like Spanish One or --
 4 A. Yes. So it was the first two years of
 5 Spanish that I was responsible -- it was students
 6 in a variety of classes with a variety of
 7 professors, but it was also associated with
 8 Spanish 10100, 10200, 10300, 20200, 20300, if I'm
 9 remembering correctly. But it was just the two
 10 introductory years of Spanish.
 11 Q. Okay. So you said it was usually about
 12 six hours a week. Who set that schedule?
 13 A. The department of romance languages.
 14 Q. Okay. And while you were a language
 15 assistant, did you have to report like attendance
 16 to anybody?
 17 A. So the students came with a form that I
 18 had to sign at the end of their conversation time.
 19 Q. So do you know if the students had to log
 20 a certain number of hours of conversation time?
 21 A. Yes. I don't recall -- I don't know what
 22 exact hours, but I would say it was, yeah, they had
 23 to log in for themselves.
 24 Q. I believe, and correct me if I'm wrong, I
 25 know you said you were paid \$1,500 for that

Page 1752

1 position. Was that one paid in a lump sum at the
2 beginning of the quarter or was it spread out?
3 A. I don't -- I don't remember how it was
4 paid. I'm pretty sure it was 750 at the beginning
5 and 750 at the middle of the quarter, but I don't
6 have a precise recollection.
7 Q. Okay. No one's memory is perfect.
8 So if I have my dates accurately here, you
9 were an RA for Professor Schilt during some of the
10 same quarters when you were a TA; is that correct?
11 A. Yes.
12 Q. So I know you had said that when you were
13 doing the work for Professor Schilt, you logged
14 your hours in Workday. So how were you paid for
15 that position? Was it biweekly?
16 A. Yes. Biweekly.
17 Q. Okay. So did you receive those payments
18 separately from the payments for the TA position?
19 A. I believe they were -- like they were
20 categorized separately, but they were included in
21 the same paycheck.
22 Q. Okay. That's what I was asking, sorry.
23 A. That's okay.
24 Q. My fault for being unclear.
25 So you get like a pay stub with your

Page 1753

1 paycheck?
2 A. Yes.
3 Q. Okay. And so they were marked out the
4 different payments, but it was one check paid to
5 you?
6 A. Correct.
7 Q. Okay. I just want to make sure if this
8 was covered, and I apologize.
9 So you had said that when you were doing a
10 TAsip in a particular quarter, your stipend at the
11 beginning of the year was less the amount that you
12 were going to be paid for the TAsip which was then
13 paid out over the course of the quarter; is that
14 accurate?
15 A. Correct.
16 Q. Was that -- was your stipend affected at
17 all by the RA position?
18 A. No.
19 HEARING OFFICER MOLS: That's all my questions.
20 CROSS-EXAMINATION
21 BY MS. AUERBACH:
22 Q. How was the regular stipend paid out?
23 A. I believe now it's paid biweekly. No, no.
24 Sorry. So the stipend, the stipend is paid in a
25 lump sum at the beginning of the quarter.

Page 1754

1 Q. And when you were a language assistant
2 initially getting paid, were you -- do you know
3 whether you were assigned any GAI points for that?
4 A. I was assigned half a GAI point.
5 Q. So after this quarter will you end up with
6 more GAI points than you need?
7 A. Yes. Well, half a point.
8 Q. Half a point more than you need?
9 A. Right.
10 Q. Were there weekly staff meetings for any
11 of the courses in which you were a TA?
12 A. No.
13 MS. AUERBACH: That's all I have.
14 HEARING OFFICER MOLS: Does Employer have any
15 further questions.
16 MR. FASMAN: Just one more question to clarify
17 the record.
18 RECROSS-EXAMINATION
19 BY MR. FASMAN:
20 Q. You mentioned summer 2015 research
21 assistantship with the knowledge lab of the
22 Computation Institute?
23 A. Yes.
24 Q. Where is that housed within the
25 university?

Page 1755

1 A. It's housed in the Searle Building.
2 Q. I mean administratively, where does it
3 fall?
4 A. It's the Computation Institute.
5 Q. It's a separate institute?
6 A. Yes.
7 MR. FASMAN: Okay. Thank you. Nothing
8 further.
9 HEARING OFFICER MOLS: All right. You are
10 excused. Thank you.
11 THE WITNESS: Thank you.
12 (Witness excused.)
13 HEARING OFFICER MOLS: The Petitioner can call
14 its next witness.
15 MS. AUERBACH: Petitioner calls Nicole Morse.
16 (WHEREUPON, the witness was
17 duly sworn.)
18 HEARING OFFICER MOLS: Please state and spell
19 your name for the record.
20 THE WITNESS: Nicole Morse, N-i-c-o-l-e,
21 M-o-r-s-e.
22 HEARING OFFICER MOLS: Thank you.
23
24
25

1 NICOLE MORSE,
 2 called as a witness herein, having been first duly
 3 sworn, was examined and testified as follows:
 4 DIRECT EXAMINATION
 5 BY MS. AUERBACH:
 6 Q. Are you currently a graduate student at
 7 the University of Chicago?
 8 A. I am.
 9 Q. And what degree are you pursuing?
 10 A. A Ph.D. in cinema and media studies.
 11 Q. And what division is that in?
 12 A. The humanities division.
 13 Q. When did you begin your graduate studies?
 14 A. In the fall of 2013.
 15 Q. And have you held teaching related
 16 positions?
 17 A. I have.
 18 Q. And, well, first why don't you list all
 19 such positions you've held, and then I'll go back
 20 and discuss them?
 21 A. In the spring of 2016 I was a course
 22 assistant for Filming the Moving Image. In the
 23 fall of 2016 I was a course assistant for
 24 Introduction to Film. In the winter of 2017 I was
 25 a course assistant for Documentary Film

1 were you compensated for those assignments?
 2 A. I was.
 3 Q. And how much?
 4 A. \$3,000.
 5 Q. For each of those three?
 6 A. Each one.
 7 Q. And how is the -- how is the stipend
 8 portion of your -- paid out?
 9 A. The stipend itself?
 10 Q. Yes.
 11 A. For my first two or three years, I
 12 received one-third of the stipend as a physical
 13 check at the beginning of each quarter. For my
 14 third year, I received one-third of the reduced
 15 stipend as a physical check at the beginning of, I
 16 believe, the fall quarter. They've since switched
 17 to direct deposit, so for the fourth year I receive
 18 one-third of the reduced stipend at the beginning
 19 of each quarter as a direct deposit.
 20 Q. Okay. So let's go to the first time you
 21 were a CA in the spring of 2016. That was for what
 22 course?
 23 A. That was for Film and the Moving Image.
 24 Q. And were you the only CA in that course?
 25 A. I was.

1 Production Two. I also work for the writing
 2 program, and I have been a lector for the writing
 3 program in winter of 2016, and I am currently a
 4 lector in the spring of 2017.
 5 MR. WEITZMAN: Madame Hearing Officer, could we
 6 please ask that the witness speak a little slower?
 7 HEARING OFFICER MOLS: I don't know that -- I
 8 think the speed's okay, but maybe raise the volume.
 9 THE WITNESS: Absolutely.
 10 MR. WEITZMAN: Thank you.
 11 BY MS. AUERBACH:
 12 Q. And as a graduate student, do you have a
 13 five-year stipend?
 14 A. I do.
 15 Q. And has this stipend been reduced certain
 16 years in which you are expected to teach?
 17 A. Yes. My stipend was reduced in my third
 18 year and in the current year, my fourth year. And
 19 that reduction is applied across the whole year.
 20 So it begins in the fall whether or not I am CA'ing
 21 in any particular quarter. So in my third year my
 22 stipend is reduced in fall and winter even though I
 23 ultimately ended up CA'ing in the spring.
 24 Q. And then when you had assignments as a
 25 course assistant the three times you had those,

1 Q. And for what professor was that?
 2 A. Professor Daniel Morgan.
 3 Q. And what were your responsibilities in
 4 that course?
 5 A. That course I was responsible for
 6 attending all classes, keeping up with the
 7 readings, holding office hours, two hours a week
 8 that were scheduled and also by appointment. Many
 9 students were unable to make the scheduled office
 10 hours.
 11 And I was responsible for grading all the
 12 papers, we had 19 students, commenting and
 13 suggesting grades for all the papers which I then
 14 submitted to Dr. Morgan. I was also responsible
 15 for giving a lecture in one class.
 16 Q. Okay. With respect to the --
 17 A. Oh, I am so sorry. I also read and
 18 responded to discussion posts and graded the
 19 discussion posts for -- oh, I apologize that was
 20 for a different class. There were no discussion
 21 posts for Film and the Moving Image.
 22 Q. Okay. And so for Film and the Moving
 23 Image, in grading the papers, did you have prior
 24 discussions with the professor about the grading?
 25 A. We did not discuss the grades prior to the

1 first paper assignment. So for the first paper
2 assignment, I went through all the papers and wrote
3 margin comments, wrote an end comment and suggested
4 a grade. We then met and discussed the grades, and
5 Dr. Morgan told me my grades were slightly too
6 harsh and be more gentle for the next round. And
7 then he went through and provided his own margin
8 comments for the students and then returned the
9 papers to me, and I sent them to the students.

10 Q. So were the -- the papers as they were
11 given back to the students had comments from both
12 you and the professor?

13 A. Yes.

14 MR. PEARLMAN: Objection, leading.

15 HEARING OFFICER MOLLS: Overruled. You said
16 that's correct, is that --

17 THE WITNESS: Yes.

18 BY MS. AUERBACH:

19 Q. And then with respect to the office hours,
20 how many hours a week was that?

21 A. It varied from week to week particularly
22 around assignments. There would be an increase
23 because as I noted a lot of our students were not
24 able to make the office hours that I had scheduled,
25 and so then I would make appointments with them

1 individually. So it could be, you know, up to five
2 or six hours if I was meeting with a number of
3 students or just the regular two hours a week when
4 we did not have assignments.

5 Q. And the lecture you gave in that class,
6 was the professor present for that?

7 A. He was.

8 Q. And did he tell you the topic to lecture
9 on?

10 A. Yes, we chose it together based on the
11 syllabus.

12 Q. Okay. And then the second course that you
13 TA'ed in, that was for what course? Or CA'ed.

14 A. That was for Introduction to Film.

15 Q. And what professor was that with?

16 A. Dr. Salome Skvirsky.

17 Q. And what were your responsibilities in
18 that course?

19 A. For that course I attended all class
20 session. I held office hours. I read and graded
21 half of the papers. We had again 19 students. I
22 read all of the discussion posts and responded to
23 them and assigned grades for the discussion posts.
24 I assisted in preparing an exam, and I graded all
25 of the exams.

1 Did I mention office hours? I did hold
2 office hours and also for both of those classes. I
3 did not hold sections, but I held -- for both Film
4 and The Moving Image and Introduction to Film, I
5 held writing workshops which would be about one to
6 two weeks before an assignment was due, I would
7 hold workshop on how to write about film because it
8 is a specialized technique that a lot of the
9 students are not familiar with.

10 Q. And in the first class, when you did that,
11 did the professor give you guidance on holding the
12 workshop?

13 A. No.

14 Q. And in the second class, did the professor
15 give you guidance on holding the workshop?

16 A. No.

17 Q. Okay. With respect to grading half of the
18 papers in the second class, did the professor give
19 you guidance or rubric on grading?

20 A. No. We -- I would split up the papers
21 into two batches, grade ten and then met up with
22 Professor Skvirsky and also Professor Tsunoda who
23 was leading the other section of the class at the
24 time, and Professor Tsunoda, TA, Professor Dong,
25 and the four of us would discuss kind of broadly

1 the issues we noticed students were having and how
2 we might most effectively guide them past these
3 problems.

4 And then Professor Skvirsky would go over
5 the papers that I sent her and initial the grade at
6 the end and then send them back to me, and then I
7 sent Professor Skvirsky's papers and my own to the
8 students.

9 Q. And did the professor change any of your
10 grades?

11 A. Not that I recall.

12 Q. And you said that you graded an exam in
13 that class also?

14 A. Yes. We had an exam on terminology, and I
15 proctored the exam because the professor was not
16 able to be in class that day. And then I graded
17 all of the exams. Initially we had planned to
18 split them up, but we decided that for consistency
19 sake it made the most sense in fairness to the
20 undergrads if one person graded all of them.

21 Q. And then after you graded the exams, what
22 did you do with them?

23 A. I e-mailed a list of the grades to the
24 professor, and then I returned the hard copies of
25 the exams to the students with their grades on the

1 documents.
 2 Q. Did you turn in the exams themselves to
 3 the professor?
 4 A. We may have met to look at them, but we
 5 did not have an extensive discussion. And I
 6 believe I retained them.
 7 Q. And did the professor change any of the
 8 grades you were given on the exams?
 9 A. She did not. We both actually missed that
 10 on one exam. I made a mathematical error, and the
 11 student brought that to my office hours and I
 12 corrected his grade accordingly.
 13 Q. And did the professor give you guidance
 14 before you graded the exam on how to grade the
 15 exam?
 16 A. We decided -- she had assigned point
 17 values for each question, and we -- we discussed
 18 the kinds of things that might result in students
 19 losing points for particular questions.
 20 Ultimately, there was one question that students
 21 struggled with very, very deeply; and I requested
 22 that we change the numerical value of that
 23 question, and she agreed.
 24 Q. And then what did you do in the office
 25 hours for that course?

1 Q. The first course you CA'ed, that was for
 2 professor?
 3 A. Judy Hoffman.
 4 Q. That was for what course?
 5 A. Documentary Production Two.
 6 Q. And what were your responsibilities in
 7 that course -- oh, wait, I'm sorry, going back to
 8 the prior course, I didn't ask you about the online
 9 posts.
 10 A. Okay.
 11 Q. Was there something that your students
 12 were required to do?
 13 A. Yes. Every student was required to post
 14 once a week with their thoughts on the film that we
 15 had screened for class. And also over the course
 16 of the quarter, they were required to make two
 17 additional posts about films that they had seen on
 18 their own.
 19 Q. And this was online?
 20 A. Online discussion, yes.
 21 Q. And what were your responsibilities with
 22 respect to that?
 23 A. I read all the posts. I for the first two
 24 would weeks provided written feedback to all the
 25 students about their posts hoping to help them

1 A. It varied depending on what the student
 2 was seeking in terms of support. So in many cases
 3 we discussed questions that they had from class,
 4 questions that they had from the writing workshops
 5 I held. For several students they could not make
 6 the writing workshop, so we did make up
 7 conversations in office hours.
 8 Several students ended up struggling on
 9 the midterm paper to such an extent that
 10 Professor Skvirsky and I assigned them to come to
 11 my office hours to plan their final drafts for
 12 their final papers in the hopes that would make
 13 them more successful. In a couple cases students
 14 wanted to talk about their career path, their
 15 major, and ask other questions of me in terms of
 16 advice for their time at the University of Chicago.
 17 Q. And did the professor give you any
 18 guidance as to what to do in office hours?
 19 A. No.
 20 Q. Did the professor sit in on any of the
 21 office hours?
 22 A. No.
 23 Q. In the first quarter, I didn't ask you
 24 that, did the professor sit in on any office hours?
 25 A. No.

1 improve the quality. I provided comments sometimes
 2 online to help try to promote discussion
 3 particularly around their posts about films that
 4 they had seen elsewhere. And ultimately I assigned
 5 grades to all the students based on their
 6 discussion posts which was 20 percent of their
 7 grade.
 8 Q. And were those grades turned into the
 9 professor?
 10 A. Yes.
 11 Q. And did the professor give you feedback on
 12 the grades?
 13 A. No.
 14 Q. Did the professor also review the posts?
 15 A. She did review the posts.
 16 MR. PEARLMAN: Objection, foundation.
 17 BY MS. AUERBACH:
 18 Q. Okay. Do you know if the professor
 19 reviewed the posts?
 20 A. I do because she would reference them in
 21 the class. In her lecture, she would say,
 22 occasionally as Joe pointed out in the discussion
 23 post, and bring the students' comments from the
 24 discussion posts into her lecture.
 25 Q. Do you know whether the professor changed

1 any of the grades you gave on the posts?
 2 A. She did not.
 3 Q. And how do you know that?
 4 A. We discussed grading at the end of the
 5 course, and she asked me to give her the grades
 6 that I believed were appropriate and explain my
 7 justifications. And she accepted them.
 8 Q. These were the final grades for the
 9 course?
 10 A. Yes.
 11 Q. And how about the grades with respect to
 12 the posts themselves?
 13 A. Oh, no. I'm sorry. That's what I was
 14 talking about.
 15 Q. Okay.
 16 A. For the posts, I assigned the grades. I
 17 explained why I had given the students positive or
 18 negative grades, and she then factored that into
 19 our calculation of the student's final grade.
 20 Q. And do you know how the final grade was
 21 determined?
 22 A. Yes.
 23 MR. PEARLMAN: Foundation.
 24 HEARING OFFICER MOLS: She's asking if she
 25 knows. You can answer.

1 Ultimately, Dr. Hoffman assigned the
 2 grades. For this particular course they -- a lot
 3 of time was spent in the editing rooms reviewing
 4 footage with students and providing guidance.
 5 Q. And when you were in editing rooms
 6 providing guidance, was the professor there?
 7 A. Sometimes. And sometimes we went into
 8 separate rooms to try to maximize the amount of
 9 feedback that the students would receive.
 10 Q. And did the professor tell you what to do
 11 during those sessions?
 12 A. No. I have a bachelor's in film from the
 13 Conservatory Film College, and I studied
 14 documentary filmmaking there and worked in
 15 documentary film making after college, so she
 16 trusted that I knew what I was doing.
 17 Q. And when you reviewed the written work,
 18 were you given guidance on what to look for?
 19 A. No. I provided feedback in margin
 20 comments which she then reviewed and sent
 21 separate -- a separate set of comments on a
 22 separate document to the students for her own
 23 feedback. So they were receiving two versions.
 24 Q. And did she give you feedback on your
 25 comments?

1 THE WITNESS: Yes I do.
 2 BY MS. AUERBACH:
 3 Q. How do you know?
 4 A. We met for an hour and calculated out
 5 every student's grade based on the grades they had
 6 received throughout the course on every assignment.
 7 Q. And were different assignments assigned
 8 different weights?
 9 A. Yes.
 10 Q. Do you know what was assigned to the
 11 discuss posts?
 12 A. 20 percent to the discussion posts.
 13 Q. Okay. Then going to the third course that
 14 you CA'ed, what were your responsibilities for that
 15 one?
 16 A. So that course was a production course,
 17 and the responsibilities were quite different. I
 18 attended class. I was available for office hours
 19 meetings for students who were in the midst of
 20 shooting and editing a documentary film in teams.
 21 I was responsible for providing comments and
 22 suggestions to help them improve their films and
 23 responsible for reviewing their written documentary
 24 treatments for their films and giving comments to
 25 them and suggesting grades.

1 A. To a certain extent, yes. Dr. -- I should
 2 actually say Professor Hoffman is not a traditional
 3 academic, and so we had discussions that were not
 4 hierarchical about how to guide documentary
 5 filmmakers.
 6 Q. And what was the nature of those
 7 discussions?
 8 A. Primarily sharing our different
 9 experiences. She has extensive experience with a
 10 wide variety of documentary forms that I have not
 11 worked in, and I have some experience in more
 12 experimental documentary that's not her area. So
 13 depending on which project we were discussing,
 14 either one of us might have more experience working
 15 that particular form, and I learned a lot from the
 16 perspective she has from her experience as a
 17 documentary filmmaker.
 18 Q. And then were there office hours in that
 19 class?
 20 A. No. They were by appointment, but none of
 21 the students made appointments.
 22 Q. And were you paid for each of the course
 23 assistantships?
 24 A. Yes.
 25 Q. And how much?

Page 1772

1 A. \$3,000.
2 Q. For each?
3 A. For each.
4 Q. And over what type of pay -- period of
5 time were you paid those?
6 A. I don't recall for Film and The Moving
7 Image which was in the spring of 2016. This past
8 year for Introductory to Film and Documentary
9 Production Two, I was paid biweekly by direct
10 deposit.
11 (WHEREUPON, Petitioner Exhibit
12 No. 76 was marked for
13 identification.)
14 BY MS. AUERBACH:
15 Q. I'm handing you a document marked
16 Petitioner Exhibit 76. Turning to the part in the
17 middle of the page that shows an e-mail dated
18 October 20, 2015, can you identify that?
19 A. Yes.
20 Q. And what is that?
21 A. This is an e-mail from Hank Sartin who at
22 the time was the departmental coordinator for
23 cinema and media studies, and it was sent to all of
24 the grad students from our department.
25 Q. Did you receive it on or about the date

Page 1773

1 the e-mail is dated?
2 A. Yes.
3 MS. AUERBACH: I move to introduce Petitioner's
4 Exhibit 76.
5 MR. PEARLMAN: May I have a moment, please?
6 I object on relevancy grounds.
7 MS. AUERBACH: Well, it's relevant to employee
8 status.
9 HEARING OFFICER MOLS: I'm going to overrule.
10 Petitioner's Exhibit 76 is received.
11 (WHEREUPON, Petitioner Exhibit
12 No. 76 was received into
13 evidence.)
14 (WHEREUPON, Petitioner Exhibit
15 No. 77 was marked for
16 identification.)
17 BY MS. AUERBACH:
18 Q. I'm handing you a document marked
19 Petitioner Exhibit 77. If you look under the
20 e-mail under the words, forwarded message, dated
21 April 4, 2016, can you identify that e-mail?
22 A. Yes. This was an e-mail I received on
23 April 4, 2016, regarding my appointment -- my
24 appointment for my course assistantships in this
25 past year.

Page 1774

1 Q. Do you know what Workday is?
2 A. Yes.
3 Q. What is it?
4 A. It is a software program that manages
5 payroll, pay stubs and withholding for people who
6 are paid by the University of Chicago.
7 Q. And is the pay you receive for -- that
8 you've received for course assistantships, does
9 that pay have taxes withheld from it?
10 A. It does.
11 Q. And did you receive tax forms associated
12 with those things?
13 A. Yes.
14 Q. Did you receive W-2 forms?
15 A. Yes.
16 MS. AUERBACH: Okay. I move to introduce
17 Petitioner Exhibit 77.
18 MR. PEARLMAN: I need a moment to read.
19 No objection.
20 HEARING OFFICER MOLS: Petitioner Exhibit 77 is
21 received.
22 (WHEREUPON, Petitioner Exhibit
23 No. 77 was received into
24 evidence.)
25 MS. AUERBACH: Would you show the Petitioner

Page 1775

1 Exhibit 14?
2 (WHEREUPON, Petitioner Exhibit
3 No. 14 was introduced.)
4 BY MS. AUERBACH:
5 Q. Can you identify that document?
6 A. Yes. This is an e-mail I received on
7 August 12 from Joyce Kuechler.
8 (WHEREUPON, Petitioner Exhibit
9 Nos. 78 and 79 were marked for
10 identification.)
11 BY MS. AUERBACH:
12 Q. I'm handing you documents marked as
13 Petitioner Exhibit 78 and Petitioner Exhibit 79.
14 So when you received Petitioner Exhibit 14, were
15 there accompanying documents?
16 A. Yes.
17 Q. And so if you'd look at Petitioner
18 Exhibit 78 and 79 -- well, first go to 78. Can you
19 identify what that is and whether you received it?
20 A. Yes, this was a PDF attached to the
21 August 12 e-mail.
22 Q. So attached to Petitioner Exhibit 14 when
23 you received it?
24 A. Yes.
25 Q. How about Petitioner Exhibit 79?

Page 1776

1 A. That was also a PDF attached to
2 Exhibit 14.
3 MS. AUERBACH: I move to introduce
4 Petitioner 14, 78 and 79.
5 MR. PEARLMAN: No objection to 78.
6 HEARING OFFICER MOLS: Petitioner's 78 is
7 received.
8 (WHEREUPON, Petitioner Exhibit
9 No. 78 was received into
10 evidence.)
11 MR. PEARLMAN: And no objection to Petitioner
12 Exhibit 79.
13 HEARING OFFICER MOLS: Okay. And what about
14 14?
15 MR. PEARLMAN: No objection to 14 either.
16 HEARING OFFICER MOLS: Okay. So Petitioner
17 Exhibit 14 and 79 are received, and 78 was already
18 received.
19 (WHEREUPON, Petitioner Exhibit
20 Nos. 14 and 79 were received
21 into evidence.)
22 BY MS. AUERBACH:
23 Q. Have you held other teaching related
24 positions?
25 A. Yes. I've served as a lector in the

Page 1777

1 writing program for two quarters.
2 Q. And which quarters did you do that?
3 A. In the winter of 2016 and in the spring of
4 2017.
5 Q. And how did you go about obtaining those
6 positions?
7 A. There's an application process that I
8 believe Mr. McEnerney has described. I submitted a
9 cover letter, a writing sample. I did a kind of
10 test demonstration of my ability to comment on
11 student papers, and an interview. And then I was
12 notified that I had been appointed.
13 Q. And so the first quarter in which you were
14 a lector, would you describe what you -- what your
15 responsibilities were?
16 A. Yes. I was assigned to lector a seminar
17 that was graduate students in the MAPSS program,
18 the master's and social science program, and I was
19 responsible for attending the lectures which were
20 given by writing program staff for preparing the
21 seminar each week, leading a seminar in which I
22 worked with students to review the material from
23 the lecture, to cover any issues that the lecturer
24 had not been able to address, say, due to time.
25 I designed exercises and lesson plans for

Page 1778

1 the seminars and then led the students in
2 workshopping each other's papers following the
3 diagnostics and analytics that the writing program
4 has developed. I then was responsible for
5 providing written comments on all students' papers.
6 I had six students and each week would provide them
7 with margin comments and then with a -- at least a
8 page of end notes describing what they had done
9 well and where they needed to improve and giving
10 them instructions on how to improve.
11 I also held office hours by appointment
12 either when students requested to meet with me or
13 in some cases where students were not receiving
14 passing grades, and I required them to meet with me
15 to improve their work and allow them to hopefully
16 pass the course. I was then -- so I was
17 responsible each week for grading the papers that I
18 commented on, and at the end of the quarter
19 submitted the grades that students had received to
20 the writing program.
21 Q. And did you take a training course prior
22 to becoming a lector?
23 A. I did.
24 Q. And that's what's already been testified
25 to?

Page 1779

1 A. Yes.
2 Q. And while you were serving as a lector,
3 did anyone from the writing program come in and sit
4 in on your sessions?
5 A. No.
6 Q. And then the second quarter as a writing
7 lector, what were your responsibilities?
8 A. They were substantially the same.
9 Q. Was it also for graduate students?
10 A. Yes, once again for MAP students.
11 Q. And did you receive compensation for the
12 writing lectureships?
13 A. Yes.
14 Q. How many?
15 A. \$3,000 per lectureship.
16 Q. And do you know whether or not you've
17 received GAI points for the lector positions?
18 A. I do not. It is possible, but neither the
19 writing program nor my department has been able to
20 confirm. They've each recommended that I talk to
21 the other, so I'm not sure.
22 Q. When you applied for the course
23 assistantship, how did you do that?
24 A. As my colleague Katerina Korola has
25 testified for course assistantships in cinema and

Page 1780

1 media studies, it's an informal process. We
2 indicate our preferences for course assistantships
3 and are notified of our appointments afterwards.
4 The process for applying for a standalone in cinema
5 and media studies which I have done this year is
6 slightly more involved and does involve submitting
7 a curriculum vitae and a short statement about
8 teaching experience.
9 Q. So have you submitted an application for
10 next term?
11 A. I have. I have submitted an application
12 to do the standalone course.
13 Q. Do you know yet whether or not you'll be
14 able to do that?
15 A. I have not been notified whether I've been
16 appointed yet.
17 HEARING OFFICER MOLS: So when you say
18 standalone course, you mean you would be the
19 instructor of record?
20 THE WITNESS: Yes. And it would be -- in this
21 case, it would be one of the course, the services
22 courses our department offers, so either
23 Introduction to Film or Film and the Moving Image
24 or possibly History of International Cinema Three.
25 HEARING OFFICER MOLS: Thank you.

Page 1781

1
2 BY MS. AUERBACH:
3 Q. Of the three courses that you CA'ed, were
4 any of those core courses?
5 A. Yes, Film and the Moving Image.
6 Q. And other two courses, who were those
7 geared for?
8 A. The other two courses are designed for
9 cinema and media studies majors and minors in the
10 college.
11 Q. Is there -- are there any courses offered
12 in -- how many core courses are offered in your
13 department, do you know?
14 A. The only one we currently offer is Film
15 and the Moving Image and that has typically been, I
16 believe, two sections per quarter. Although, at
17 times we have had additional sections due to
18 demand.
19 Q. And who typically teaches the sections?
20 A. Both faculty and graduate students.
21 Q. Together or separately?
22 A. When faculty teach, they have a course
23 assistant who's a graduate student. When graduate
24 students teach as a standalone, they share
25 screenings with the other instructor who is

Page 1782

1 typically a faculty member, but otherwise they
2 teach independently. They do not have course
3 assistants.
4 Q. Have you held any other positions for
5 compensation at the university?
6 A. Yes. I have served as a research
7 assistant. I have also had other smaller positions
8 such as graduate assistant for the Chicago film
9 seminar, and I run the social media accounts for
10 the film studies center, but those are . . .
11 Q. So let's go to the research assistantship.
12 When did you do that?
13 A. I've served as a research assistant twice.
14 Once during my second year I was the research
15 assistant for Dr. Jennifer Wild for the counter
16 cinema counter media project. And I am currently a
17 research assistant for Dr. Jacqueline Stuart.
18 Q. And the -- when you did it the first time,
19 how many hours a week was that?
20 A. It varied widely. It was I believe
21 entered into as a maximum of five hours a week in
22 Workday. But my responsibilities in that position
23 were primarily related to running events for the
24 counter cinema counter media project. So during
25 weeks when there was an event, I might work many

Page 1783

1 more than five hours, and during other weeks it
2 might be simply answering some e-mails and doing
3 more minor paperwork.
4 Q. And what were your responsibilities?
5 A. Working with Dr. Wild to organize events
6 that the counter cinema counter media project was
7 hosting. So that involved planning the events,
8 publicizing them, working with the Center For the
9 Study of Gender and Sexuality on publicizing events
10 and distributing readings, for example, for the
11 reading groups that we held. And working with
12 attendance to make sure they were aware of the
13 parameters of the discussions, and coordinating
14 with caterers for those events which we had caterers,
15 and beginning the work of compiling bibliography
16 work I was not able to complete before the end of
17 the year.
18 Q. And what were you paid for that work?
19 A. I believe it was \$11 an hour.
20 Q. And then the second research
21 assistantship, what are the responsibilities of
22 that?
23 A. They're also quite varied, so I'm
24 assisting Dr. Stuart in her work which can include
25 everything from photocopying readings for classes

Page 1784

1 for which she does not have a CA, compiling
2 bibliographies for a book that she is currently
3 writing, and compiling bibliographies and reading
4 lists for courses she's preparing. I've also done
5 a variety of work related to presentations she's
6 given, so preparing clips and preparing PowerPoint
7 presentations when she is giving talks at other
8 institutions.

9 I prepared a dossier of primary research
10 on Prince as a director for a talk that she gave in
11 January, and I also communicated with the copyright
12 owners who hold the copyright for images that were
13 reproduced in her previous book.

14 Q. And are there certain number of hours per
15 week that you've been working for that?

16 A. So currently that is set at three hours
17 per week, but last year it was I believe seven
18 hours per week.

19 Q. So you've been doing that for how long?

20 A. I've been doing that for about a year and
21 a half.

22 Q. So over how many quarters?

23 A. Not counting summers, I guess four
24 quarters or five if you count the summers when I
25 have done some work for her.

Page 1785

1 Q. And what is the pay for that research
2 assistantship?

3 A. That's \$15 an hour.

4 Q. And for both of the research
5 assistantships, do you record your time?

6 A. Yes. I clock in hours that I'm working
7 through a website called UChicagotime.UChicago.edu.

8 Q. And how are you paid? How often are you
9 paid for that work?

10 A. So for that, similarly to Danya Lagos, I
11 receive a single direct deposit check biweekly that
12 includes my pay for CA'ing, and/or my pay for
13 lectoring, plus the pay for the research
14 assistantship, plus the pay for the other jobs that
15 I hold. And the pay stub breaks out the details of
16 the pay, and then it's a single direct deposit into
17 my bank account.

18 Q. And are there tax withholdings from all of
19 that pay?

20 A. Yes.

21 Q. And have you received W-2 forms for that
22 pay?

23 A. Yes.

24 MS. AUERBACH: Those are all the questions I
25 have.

Page 1786

1 MR. PEARLMAN: Can we go off the record?
2 HEARING OFFICER MOLS: Off the record.
3 (WHEREUPON, a short recess was
4 taken.)
5 HEARING OFFICER MOLS: On the record.
6 CROSS-EXAMINATION
7 BY MR. PEARLMAN:
8 Q. Good afternoon, Miss Morse. I'm going to
9 ask you some questions related to the testimony you
10 just gave. I'm going to start in something of a
11 reverse order and ask you some questions about your
12 research assistantship. I'll call that an RA, so
13 we both know what we're referring to shorthand?
14 A. Sure.
15 Q. You testified that you had two RA
16 experiences, one with Jennifer Wild and one with
17 Jacqueline Stuart. I want to talk first about your
18 experience with -- is it Dr. Wild?
19 A. Yes.
20 Q. Okay. How did you come to work for
21 Dr. Wild?
22 A. She asked me if I'd be interested in
23 applying to be her research assistant for counter
24 cinema counter media studies, and I said that I
25 would. We had a conversation about it, and she put

Page 1787

1 me in touch with the administrators for the Center
2 for the Study of Gender and Sexuality who fund the
3 counter cinema counter media project.
4 Q. Was counter cinema and counter media a
5 subject of interest you to?
6 A. Yes.
7 Q. How did that relate -- well, let me take a
8 step back. What is your thesis?
9 A. My dissertation is on selfies and on
10 questions related to trans studies and selfie
11 aesthetics.
12 Q. For those of us who don't know, what is
13 trans studies?
14 A. Transgender studies.
15 Q. Transgender studies?
16 A. It's a new field in the last six or so
17 years.
18 Q. And does this counter media counter cinema
19 course relate to your dissertation or your thesis?
20 A. To some extent. Dr. Wild's own research
21 is primarily in feminist media studies and focuses
22 on periods that are significantly earlier than my
23 own work. However, while I was -- I became
24 involved with the counter cinema counter media
25 project initially when I was bringing a filmmaker

1 to campus. So this was prior to serving as
 2 Dr. Wild's research assistant. I worked with her
 3 to bring a filmmaker who I'm writing about in my
 4 dissertation to campus. And it was through working
 5 together in that experience that we ended up having
 6 a conversation about me becoming her research
 7 assistant.
 8 MR. PEARLMAN: May we go off the record for one
 9 minute very quickly?
 10 HEARING OFFICER MOLS: Off the record.
 11 (WHEREUPON, a short recess was
 12 taken.)
 13 HEARING OFFICER MOLS: On the record.
 14 BY MR. PEARLMAN:
 15 Q. With respect to the things that you did in
 16 this experience with Dr. Wild, you mentioned that
 17 you were coordinating catering, organizing events
 18 and planning and publicizing and similar
 19 activities. Would you characterize those
 20 activities as administrative?
 21 A. Some of them were administrative, but
 22 others such as creating readings for a reading
 23 group and leading the discussion at the reading
 24 group were intellectual.
 25 Q. Did you learn from those experiences?

1 related conduct? What did that involve?
 2 A. Dr. Wild is in the process of creating a
 3 bibliography of writings related to counter cinema
 4 and counter media practices, and she asked me to
 5 begin that project and I did. I was not able to
 6 finish it during the time that I was her research
 7 assistant.
 8 Q. The activities that you performed with
 9 Dr. Wild were voluntary, correct?
 10 A. Yes.
 11 Q. Likewise, the activities that you
 12 performed with Jacqueline Stuart -- is that
 13 Dr. Stuart?
 14 A. Dr. Stuart, yes.
 15 Q. Thank you.
 16 Were those activities voluntary?
 17 A. Yes, if I understand your meaning of the
 18 word.
 19 Q. You weren't mandated or required to do
 20 that. There was no academic requirement that you
 21 do that, correct?
 22 A. No academic requirement.
 23 Q. And, otherwise, there was no -- I'm just
 24 trying to satisfy your concern about what voluntary
 25 means in this context. There was no mandate or

1 A. I believe that we always learn from all
 2 experiences, so I definitely did learn. My
 3 primary -- the primary reading group that I curated
 4 during the time that I was research assistant was
 5 on work by Hito Seterra (phonetic), and it was on a
 6 book of hers that I had previously studied during
 7 my coursework with Dr. Wild. So in terms of the
 8 opportunity to revisit the book, it was wonderful,
 9 but I was already quite familiar with the material.
 10 Q. Did you learn anything new from the
 11 material through this experience?
 12 A. Yes, I'm always learning.
 13 Q. Okay. And with respect to the counter
 14 cinema counter media event and related activities,
 15 did that provide you with any insight into your own
 16 dissertation?
 17 A. Not extensively. Dr. Wild's research and
 18 areas of interest are somewhat to the side of my
 19 dissertation research, but I have a wide variety of
 20 interests.
 21 Q. Did you perform activities with Dr. Wild
 22 that related to any work that Dr. Wild was doing on
 23 publishing a book?
 24 A. No.
 25 Q. What was your reference to bibliography

1 requirement. Nobody forced you to do this for any
 2 particular purpose. This is something that you
 3 chose to do volitionally, correct?
 4 A. That is correct.
 5 Q. Now, the activities that you performed
 6 with Dr. Stuart -- first of all, what was the
 7 particular topic? I got counter cinema counter
 8 media for Dr. Wild. Would you please tell me, and
 9 I apologize if you said this before. I may just
 10 not have gotten it down. What was the substantive
 11 topic for Dr. Stuart?
 12 A. There were a variety. Dr. Stuart is a
 13 scholar of African American cinema history, and I
 14 worked on a variety of projects related to her
 15 research. And you so, for example, I created a
 16 bibliography of all of the extant scholar
 17 literature on the film Birth of a Nation, which is
 18 from of a book from 1916. She also as I indicated
 19 was asked to give a presentation on Prince, the
 20 musician, and his role as a director. So I
 21 compiled a dossier of primary research on that
 22 topic. And --
 23 Q. Purple Rain?
 24 A. Yes, Purple Rain, Under the Cherry Moon
 25 and Sign of the Times. He also directed many music

Page 1792

1 videos. But, in addition, she's also currently
2 working on a book about the filmmaker William
3 Grieves, so I'm assembling a bibliography on
4 scholarly literature on that documentary filmmaker.
5 And for a couple of other presentations
6 I've helped her with work that's related to the
7 LA Rebellion which was period of filmmaking that's
8 much later than her primary research in the '70s
9 and '80s.
10 Q. So how do all of these experiences relate
11 to your dissertation?
12 A. They do not.
13 Q. Tell me again the subject of your
14 dissertation.
15 A. I'm writing a dissertation on selfies, and
16 I am examining how five to six trans women and
17 trans feminine artists use selfies to interrogate
18 identity and the nature of the self.
19 Q. As a Ph.D. student, do you benefit from
20 doing these cinema related activities?
21 A. Absolutely.
22 Q. Okay. How did you benefit in your course
23 of study through the activities that you performed,
24 should we say, under the auspices of Dr. Stuart or
25 along with Dr. Stuart?

Page 1793

1 A. Well, I began working as Dr. Stuart's
2 research assistant after I finished my coursework.
3 So by the time I was working with her, I had
4 already learned in my coursework how to do the
5 kinds of primary research and bibliographic work
6 that she was asking me to do. I personally found
7 it fascinating to learn more about topics with
8 which I was somewhat familiar but not an expert.
9 However, they're topics that are quite distinct
10 from my own research.
11 Q. And you would agree that you did benefit
12 as a Ph.D. student from doing activities such as
13 preparing PowerPoint presentations that was related
14 to Dr. Stuart's focus, correct?
15 A. As someone who is very curious and loves
16 learning, I definitely benefitted from doing the
17 research on Prince. Actually preparing a
18 PowerPoint presentation is not particularly
19 fascinating.
20 Q. And so is what you were just referring to
21 consistent with what you mentioned earlier, you
22 said you did a dossier on primary research?
23 A. Yes.
24 Q. Are we talking apples to apples there?
25 A. So it was two separate tasks for her

Page 1794

1 presentation on Prince. One was doing the research
2 and preparing the dossier which was fascinating
3 work. Actually preparing the presentation and
4 putting the clips in a PowerPoint is kind of basic
5 administrative work.
6 Q. What about compiling the bibliography,
7 would you characterize that as basic administrative
8 work or is that something different?
9 A. No. I believe that draws on my experience
10 as a scholar to be able to identify key works,
11 figure out relationships between them, and then put
12 that together. And again, I mean, I do not study
13 African American cinema or early cinema of the
14 19-teens, but I found it very interesting to learn
15 more about of the film Birth of a Nation.
16 Q. And would you agree that that enhanced
17 your abilities as a scholar and a Ph.D. student?
18 A. To the extent that I will be more able to
19 teach the Birth of a Nation if I am ever asked to
20 do so, yes.
21 Q. Did it enhance your skills generally ly in
22 that area, more practice putting together the
23 bibliography?
24 A. At that point I had put together so many
25 bibliographies that I'm not sure that it added to

Page 1795

1 my knowledge of bibliographies.
2 Q. Okay. Miss Morse, what is your career
3 goal?
4 A. I am pursuing a variety of options. I am
5 interested in the possibility of pursuing an
6 academic position. I'm also interested in
7 positions that would draw on my skills as a curator
8 and as a culture worker. And those would be
9 positions that might be more in museums, art
10 exhibitions, film festivals, work like that.
11 Q. Of those latter categories of potential
12 career goals for you benefit from you learning how
13 to teach?
14 A. Not necessarily.
15 Q. Well, in curating and working in -- what
16 would you do in curating?
17 A. The curatorial work that I'm exploring
18 would primarily involve working with artists to
19 develop events, exhibitions and projects related to
20 their work. So this would be work that would be
21 more one-to-one conversations, team building. And
22 to the extent that there would be public speaking
23 or educational work, it would just be a very, very
24 different format from the kind of higher ed
25 instruction that I'm currently doing at the

1 University of Chicago.
 2 Q. Well, you're still learning general skills
 3 that can be transferable, true?
 4 A. Oh, absolutely.
 5 Q. Tell me how mentorship works in the
 6 humanities. I apologize if that question -- just
 7 to give you context, mentorship with an instructor
 8 or faculty member and you a graduate student.
 9 A. Sure. It varies widely based on the
 10 faculty mentor style. So, for example, when I was
 11 a CA for Dr. Morgan, it is my opinion that he
 12 prioritizes mentorship. We had extensive meetings.
 13 I got detailed feedback on my lecture in the
 14 course. And in terms of the labor that I did for
 15 him, he emphasized work that was related to
 16 intellectual or pedagogical goals. For example, he
 17 scanned all of the readings for the exams and
 18 posted them which is what most course assistants
 19 do, but he did not believe that was productive use
 20 of my time. So in that case it was a relationship
 21 that was very much based on mentorship.
 22 In other cases in my experience, there has
 23 been less mentorship. And those have been
 24 opportunities where I have been more independent
 25 and have been drawing on the skills that I already

1 spring of 2016. That was Film and the Moving
 2 Image. Do I have that --
 3 A. That's correct.
 4 Q. -- right?
 5 Okay. Now, I believe you said that there
 6 were 19 students in that course, correct?
 7 A. Yes.
 8 Q. Now, are you aware that there's a
 9 requirement that there be 24 students in a course
 10 in order for a CA or a TA to be appointed?
 11 A. I am not aware.
 12 Q. Okay. Do you know whether or not that
 13 rule was bent to provide you with an opportunity to
 14 CA in this course?
 15 A. I assume it was not bent because we have
 16 CAs for Film and the Moving Image in every instance
 17 where a faculty member is teaching it as far as I
 18 am aware. And I believe that we try to cap that
 19 course at 18, so my understanding was that our
 20 section of Film and the Moving Image was slightly
 21 over.
 22 Q. What's the basis for your knowledge that
 23 it's capped at 18? Do you know that or is that an
 24 assumption or did someone tell you that?
 25 A. Dr. Morgan told me we were slightly

1 have to assist a professor. So, for example,
 2 Professor Skvirsky relied on me much more to do
 3 administrative work, sorry, relied on me more to do
 4 administrative work to handle tasks like grading,
 5 e-mailing, processing documents, things like that.
 6 Q. What about Professor Hoffman?
 7 A. Professor Hoffman, her mentor style is
 8 much more similar to the kind of mentoring I
 9 received as an undergrad in a film production
 10 program, and there's kind of a very particular
 11 dynamic I would say to the way that more
 12 experienced filmmakers talk to filmmakers who they
 13 are interested in guiding.
 14 Q. Would you characterize Dr. Hoffman as a
 15 strong mentor towards you?
 16 A. Yes.
 17 Q. And you greatly benefitted from your
 18 mentoring relationship with Dr. Hoffman?
 19 A. Yeah, I did.
 20 Q. Likewise, with your mentoring relationship
 21 with Dr. Morgan, you greatly benefitted from that
 22 as well?
 23 A. Yes.
 24 Q. Let's talk for a moment, Miss Morse, about
 25 the course that you, you called it, CA'ed for in

1 overenrolled.
 2 Q. And this is a course that you, in fact,
 3 wanted to CA?
 4 A. Yes.
 5 Q. To the extent that you want to go into a
 6 career in academia, getting experience in the
 7 administrative areas that we talked about would
 8 benefit you. It would help you, correct?
 9 A. Yes.
 10 Q. Now, in your course with Professor Morgan,
 11 you mentioned that you gave a lecture in that
 12 course; is that right?
 13 A. That's correct.
 14 Q. On how many occasions did you do that?
 15 A. Once.
 16 Q. Okay. How did you know what to do in
 17 terms of delivering that lecture?
 18 A. I did my best to plan the lecture based on
 19 my own observations of my professors over the years
 20 that I've been in higher education. And I believe
 21 at that time I had voluntarily taken one or two
 22 workshops at the Chicago Center For Teaching which
 23 gave me additional ideas about how to plan a
 24 lecture. But, other than that, I was trying to
 25 figure out how to plan an 80-minute lecture for the

Page 1800

1 first time.
2 Q. Did you discuss this with Dr. Morgan?
3 A. We did not discuss it extensively
4 beforehand. I indicated I was interested in
5 lecturing on continuity editing, and he agreed.
6 And I ended up speaking with him after I gave the
7 lecture to get feedback on my performance.
8 Q. So before you conducted this lecture, you
9 expressed to Dr. Morgan that you were interested in
10 giving a lecture on this particular topic that you
11 ultimately lectured in. Do I have that right?
12 A. He told me I was expected to lecture and
13 asked which of the weeks I would like to lecture,
14 and we chose this in part because it fit better
15 with the schedule of the course and my own schedule
16 and then also because I have extensive experience
17 as an editor.
18 Q. Did you inform him that you were
19 experienced in and interested in lecturing on the
20 particular topic that you ultimately lectured in?
21 A. Yes.
22 Q. And then he provided you with feedback for
23 that lecture?
24 A. That's correct.
25 Q. He talked with you about the style in

Page 1801

1 which you presented?
2 A. Yes.
3 Q. He talked with you about the substance
4 that you lectured on?
5 A. Yes.
6 Q. He talked with you about how you can
7 improve?
8 A. Yes.
9 Q. Okay. What did he tell you in terms of
10 how you can improve?
11 A. He recommended that I structure future
12 lectures as 10 to 15 minute segments and not
13 attempt to construct an argument that extends over
14 80 minutes, and he recommended that I include more
15 clips.
16 Q. Did you agree with his feedback?
17 A. I definitely thought he was probably
18 right, and subsequent experience has suggested that
19 he was.
20 Q. So you benefitted from the feedback that
21 he gave you?
22 A. Absolutely.
23 Q. Now, I noticed that you mentioned with
24 respect to Dr. Morgan that you wrote margin
25 comments on students' papers, and then he wrote

Page 1802

1 margin comments as well and --
2 MR. WEITZMAN: She's got to say --
3 THE WITNESS: Oh, I apologize. Yes.
4 HEARING OFFICER MOLS: Didn't know if he was
5 done with the question.
6 BY MR. PEARLMAN:
7 Q. It's just the format. I apologize, but
8 the court reporter can't get nods done, so you just
9 want to say yes.
10 A. Sure.
11 Q. Thanks very much.
12 So you both, you and Professor Morgan,
13 wrote down comments on the students' paper,
14 correct?
15 A. That's correct.
16 Q. And those papers with both your comments
17 and Dr. Morgan's comments alike were submitted to
18 the student, correct?
19 A. That's correct.
20 Q. Okay. So in this instance, this is an
21 example of Dr. Morgan providing certain feedback to
22 the student that you had not given, correct?
23 A. That's correct. As a core course, Film
24 and the Moving Image, like other core courses,
25 there's an assumption that the CA will in addition

Page 1803

1 to providing comments on substance and content will
2 also provide comments on writing. And Dr. Morgan I
3 had discussed that because I was a lector with the
4 writing program, that I might draw on that
5 experience and give students feedback that was
6 writing specific. So I focused on that in addition
7 to some comments about the content of their work
8 and focused on content.
9 Q. Did you ever disagree with Dr. Morgan's
10 comments?
11 A. Occasionally, yes.
12 Q. Okay. And there were also occasions when
13 you agreed with Dr. Morgan's comments?
14 A. Absolutely.
15 Q. That happened quite frequently, you would
16 agree?
17 A. Yes.
18 Q. So by reading Professor Morgan's comments
19 and agreeing with them, you learned about forms of
20 additional feedback that you could provide and
21 incorporate into your teaching repertoire, true?
22 A. No, because I did not see Professor
23 Morgan's comments except in one case where we were
24 discussing a paper where there was a grade dispute
25 sa far as I recall. I would submit my comments to

Page 1804

1 him. He would comment and then ask me to just
2 return the papers. I admit I did not look through
3 them to look at his comments in most cases.
4 Q. In some cases you did that, right, you
5 were curious in terms of what his feedback might be
6 that would differ from yours?
7 A. I don't believe that I looked at his
8 comments to satisfy my own curiosity. We did
9 discuss as I said one or two papers where the
10 student was concerned about their grade, and there
11 I did look at his comments.
12 Q. If you were interested in reviewing his
13 comments, you certainly had the opportunity to do
14 so, correct?
15 A. Absolutely.
16 Q. And you on your own volition decided that
17 that was something that you just weren't going to
18 do?
19 A. Yes.
20 Q. Okay. And if you had questions about his
21 comments differing from yours, you certainly could
22 have gone to Dr. Morgan and raised any variety of
23 questions at any time, true?
24 A. Absolutely.
25 Q. And you believe he was the type of

Page 1805

1 professor who would be receptive to any inquiries
2 along those lines?
3 A. Without question.
4 Q. I believe, Miss Morse, you also testified
5 that you conducted office hours through individual
6 appointments when you were TA'ing under or for
7 Dr. Morgan; is that right?
8 A. Yes.
9 Q. You knew how to conduct office hours
10 without him telling you how to do it. Is that a
11 fair statement?
12 A. Yes.
13 Q. You also said that the two of you chose
14 topics together. Could you explain what you meant
15 by that? You were talking about -- I think you
16 said this a little bit quickly, so I want to make
17 sure I understand what you're saying.
18 You said you chose topics together based
19 on the syllabus. Do you know what that's a
20 reference to?
21 A. I assume that's a reference to the topic I
22 lectured on.
23 Q. Okay. Okay. That clears it up.
24 A. I apologize.
25 Q. No, I need to write faster.

Page 1806

1 Let's talk about Introduction to Film
2 where you were a CA with Dr. -- is it Skvirsky?
3 A. That's S-k-v-i-r-s-k-y.
4 Q. And again there were 19 students in this
5 course; is that accurate?
6 A. Yes.
7 Q. Okay. Now, you made a reference to posts.
8 Can you explain what you mean by that?
9 A. Sure. That class was structured so that
10 we have had two 80-minute meetings on Tuesday and
11 Thursday mornings. Tuesday evenings we had a
12 three-hour screening. So between Tuesday evening
13 when the students saw the film for the week and I
14 believe Wednesday at noon, they were required to
15 write a 250-word or so response. There were
16 detailed instructions in the syllabus for how they
17 should structure these responses to derive the most
18 benefit from the course.
19 So Wednesday afternoon I would review
20 their responses, and as I indicated in the first
21 two weeks provide detailed feedback to help them
22 complete get closer to the goals outlined in the
23 syllabus.
24 Q. Just a simple question, and I --
25 A. Sorry.

Page 1807

1 Q. No, no, no. That was very helpful. But
2 when you were referring to posts, is that just the
3 summary that the student provide? Is that -- when
4 you use the word post, is that what you mean?
5 A. Yes. I would say not summary. Explicitly
6 that was what they were not supposed to do. They
7 were supposed to discuss the relationship of the
8 film to the other films or to the readings, and so
9 that was -- each student was required to do one of
10 those each week about the film of the week. And
11 then they were also required at some point across
12 the quarter to write two additional posts about
13 other films they had sought out outside of class.
14 Q. So Professor Skvirsky, I hope I'm saying
15 that correctly.
16 A. Yes.
17 Q. Covered some of those posts in his
18 lecture?
19 A. Her lecture. She drew --
20 Q. Her. What's her first name?
21 A. Salome.
22 Q. Okay. Thanks for correcting me.
23 A. Okay.
24 Q. I apologize. I interrupted you.
25 So the question is did she cover some of

1 those posts in her lecture. I believe you
 2 testified to that on direct examination?
 3 A. Yes. She would occasionally reference
 4 specific students posts to raise questions that
 5 they had raised or in other way -- in other ways
 6 structure her lecture to respond to issues that the
 7 students seemed particularly interested in or
 8 particularly confused about.
 9 Q. So she in her lecture took the post and
 10 gave feedback on the posts to the students?
 11 A. Yes. It was intermittent because a
 12 particular student might never have their post
 13 referenced or might have a post referenced once.
 14 There were one or two students who were referenced
 15 frequently.
 16 Q. Okay. And you were present for that when
 17 that feedback on posts occurred, correct?
 18 A. Yes.
 19 Q. So by doing that, you learned from
 20 Dr. Skvirsky how to incorporate feedback on posts
 21 into lectures to students, fair to say?
 22 A. Yes.
 23 Q. Now, you gave separate comments and
 24 feedback on posts to students than what
 25 Dr. Skvirsky provided, true?

1 A. Yes.
 2 Q. You mentioned Dr. Morgan and Dr. Hoffman
 3 apparently being very invested in mentoring you,
 4 and you provided a description of Dr. Skvirsky
 5 where you acted a little bit more independently.
 6 Do I understand what you're saying to be accurate?
 7 A. Yes.
 8 Q. Okay. So if you or the professor in the
 9 intro to film course, would you have mentored you
 10 as a grad student any differently than Dr. Skvirsky
 11 did?
 12 A. No.
 13 Q. Did you believe that you were able to
 14 perform all of the activities that you performed as
 15 a CA when you were with Dr. Skvirsky?
 16 A. Yes.
 17 Q. Did you believe that if you had questions
 18 about how to do certain things as a TA, you would
 19 be able to ask those of Dr. Skvirsky?
 20 A. Yes.
 21 Q. And Dr. Skvirsky made herself available to
 22 you when necessary?
 23 A. To a certain extent. She was quite busy
 24 during that quarter.
 25 Q. You said when talking about Dr. Skvirsky

1 A. That's correct.
 2 Q. Okay. So would you agree that what
 3 Dr. Skvirsky provided during the course in terms of
 4 feedback on the posts provided you with insight
 5 into what kind of feedback would help students on
 6 posts?
 7 A. No, because the feedback she was providing
 8 was feedback such as, and I'm using a pseudonym
 9 here, John raised the issue of space in Citizen
 10 Cane. That's a very important question. And then
 11 she would speak more about space, for example.
 12 The feedback that I was providing to
 13 students was feedback such as, in your post you
 14 describe the plot of the film, but this is
 15 specifically a course where we are asking you to
 16 analyze the mise-en-scene. In order to analyze the
 17 mise-en-scene more effectively you might pay
 18 attention t lighting, composition, et cetera. So
 19 that would be the kind of feedback I would give.
 20 Q. Okay. So with respect to the type of
 21 feedback that she would give versus what you would
 22 give, you still benefitted from learning how to do
 23 what she was doing so you could ultimately
 24 incorporate that in your practice as a teacher. Is
 25 that fair to say?

1 on direct examination that you didn't recall her
 2 changing any grades. Do I have that right?
 3 A. Yes.
 4 Q. Dr. Skvirsky was ultimately -- all of your
 5 professors -- let me fix that.
 6 All of your professors were ultimately
 7 responsible for issuing the ultimate grade,
 8 correct?
 9 A. Yes.
 10 Q. Okay. And with respect to Dr. Skvirsky in
 11 particular, even though she may not have changed
 12 any of the grades, that doesn't mean that she
 13 didn't analyze whether the grades that you
 14 suggested were appropriate, correct?
 15 A. That's correct. We discussed grades in
 16 our final meeting quite extensively.
 17 Q. And what did that discussion involve? Let
 18 me speak English. What did you discuss?
 19 A. We discussed the grades that students had
 20 received on various assignments and then performed
 21 calculations based on the weight that each
 22 assignment had received, but then we did a final
 23 wholistic assessment of whether the grade that
 24 resulted in that mathematical calculation seemed
 25 appropriate for the student.

Page 1812

1 And as I believe my colleague Katerina
2 Korola testified and also other professors, it is a
3 little more difficult to create a mathematical or
4 numerical grade in humanities so that final
5 discussion did involve us in some cases choosing to
6 give a student a slight bump up or a slight bump
7 down on their grade based on our assessment of
8 their performance in the course.
9 Q. Is it -- what I'm hearing, is it fair to
10 characterize this as an interactive process between
11 you and the professor?
12 A. Absolutely.
13 Q. And you learn from the professor in this
14 regard?
15 A. Yes. And she also voiced that she learned
16 from me.
17 Q. Did you ever complain that you needed to
18 be mentored in a different way than you were being
19 mentored by Dr. Skvirsky or by the two of the other
20 professors for whom you CA'ed?
21 A. No.
22 Q. And you didn't complain because in your
23 opinion there's nothing the professor could have
24 done by way of mentoring that would have been a
25 benefit to you?

Page 1813

1 A. There's nothing they could have done
2 differently, yes.
3 Q. So you'd agree that there's ways that the
4 professors mentor CA's that could certainly be a
5 benefit to the CAs?
6 A. Of course.
7 Q. So how much time did you spend with
8 Professor Skvirsky on this interactive grading
9 process?
10 A. I believe the final meeting was
11 approximately an hour. As I testified previously,
12 we also had a couple of meetings with the other
13 professor who was teaching a different section and
14 his CA where the four of us discussed the issues
15 that students were having and how to grade them and
16 how to address some of the issues they were having.
17 I don't remember how long those meetings were. I
18 think it was two meetings over the course of a
19 quarter.
20 Q. In all of your CA experiences, where did
21 you hold office hours?
22 A. In Cob 324.
23 Q. Did you ever hold office hours outside of
24 that space?
25 A. No.

Page 1814

1 Q. Did you ever have occasion to do it by
2 telephone?
3 A. No.
4 Q. Did you e-mail with students?
5 A. Yes. I e-mail extensively we students. A
6 lot of students prefer that which is of course a
7 greater burden on my time in many cases than
8 sitting down with them, but it's a lot easier for
9 them.
10 Q. Were the professors present when you did
11 the office hours?
12 A. No.
13 Q. And that's -- their absent, wouldn't you
14 say, that that makes it a little bit easier for the
15 students to ask questions to you since you may be
16 closer to -- well, let me strike my own
17 explanation.
18 Wouldn't it make it easier for the student
19 to ask questions of you with the professor absent?
20 A. It's difficult for me to speculate on that
21 because I myself never had a TA. I do know in the
22 student evaluations I've received students have
23 mentioned that at times they found my answers to be
24 clearer.
25 Q. Okay. Let's talk about Documentary

Page 1815

1 Production Two under Dr. Hoffman. Do I have that
2 course name?
3 A. Professor Hoffman.
4 Q. What's Professor Hoffman's first name?
5 A. Judy.
6 Q. In that production course one of the
7 activities you engaged in was reviewing written
8 documents?
9 A. Yes.
10 Q. What's that a reference to?
11 A. The students were required to submit
12 treatments which are the kind of professional
13 document that is necessary for getting grants and
14 other production opportunities, and they submitted
15 several drafts of their treatments around the
16 middle of the course.
17 Q. Now, how did you learn how to review the
18 written documentation?
19 A. I learned during my undergrad education
20 when I was studying documentary film, and so as an
21 undergrad I took classes where we were required to
22 produce treatments where we received feedback and
23 where we spoke with procedures about what they
24 looked for in treatments.
25 Q. Did you discuss any of this with

Page 1816

1 Dr. Hoffman particularly what her expectations were
2 in this work?
3 A. I didn't discuss her expectations for my
4 feedback. I did have conversations with her about
5 her assessment of the students' treatments.
6 Q. Okay. Now, I believe you said that
7 Dr. Hoffman was present in editing rooms. Do I
8 have that correct?
9 A. Yes, in many of my meetings with students.
10 Q. So you and the professor were there along
11 with the students?
12 A. In many cases, but not every.
13 Q. And you had an opportunity to observe
14 Professor Hoffman give feedback in those settings,
15 correct?
16 A. Yes.
17 Q. You learned from Professor Hoffman's
18 conduct in terms of providing the feedback and
19 teaching students in that regard, correct?
20 A. Yes.
21 Q. So you had a birds eye view into good,
22 solid teaching techniques?
23 A. It's always a benefit to see how someone
24 else teaches something. I have had four years of
25 intensive production courses where I listen to

Page 1817

1 similar kinds of feedback from many different
2 professors. So I of course benefitted, but this
3 was also a mode of instruction with which I was
4 quite familiar.
5 Q. But you still benefitted, nevertheless,
6 may have been a supplement --
7 A. Yes.
8 Q. -- but you benefitted from firsthand
9 watching a great professor teach in a subject that
10 was important to you; is that a fair
11 characterization?
12 A. Yes.
13 Q. Did Professor Hoffman give you feedback on
14 comments that you gave to students?
15 A. Not in a formal way. She did tell me that
16 as an artistic matter she disagreed with some of my
17 opinions.
18 Q. Did you benefit from that feedback?
19 A. I love talking with people about different
20 aesthetic judgments, so yes, as I always enjoy talk
21 about films.
22 Q. I believe you described Dr. Hoffman as not
23 being a traditional academic and added that the
24 discussions with her weren't, I think you said,
25 hierarchical. Do I have that correct?

Page 1818

1 A. Yes.
2 Q. Okay. So what do you mean when you say
3 she wasn't a traditional academic?
4 A. For what I'm trying to represent her
5 accurately, and I know she would be deeply offended
6 if I described her as an academic. She is a
7 filmmaker and incredible historian of Chicago film
8 production. One of the first female
9 cinematographers, one of the first cinematographers
10 to work in Chicago. So our conversations were much
11 more the style of conversations that I've had with
12 more experienced filmmakers when I've been on set
13 as opposed to the kinds of conversations that I
14 have had with professors -- with other professors
15 in the department.
16 Q. You believe she took a strong interest in
17 mentoring you in particular?
18 A. Yes.
19 Q. If you could please turn to the document
20 that was marked Petitioner Exhibit 79. Do you have
21 that in front of you?
22 A. Yes.
23 Q. Do you see at the top of that document it
24 says, for doctoral students pedagogical training is
25 a vital part of the educational experience at the

Page 1819

1 university?
2 A. Yes.
3 Q. What do you understand that to mean?
4 A. I understand that to mean that as part of
5 my education at the University of Chicago, I am
6 expected to gain pedagogical experience.
7 Q. Do you agree with this statement?
8 A. I do. This particular document is
9 discussing the required teaching distribution, the
10 GAI. In my own experience I have gained the most
11 from the Chicago Center For Teaching, and those are
12 courses and workshops that I have elected to attend
13 because I value pedagogical training.
14 Q. Okay. Thanks. And if you could, please,
15 also take a look at Petitioner Exhibit 14.
16 A. Yes.
17 Q. Do you have that in front of you?
18 A. I do.
19 Q. If you could please turn down to the
20 fourth paragraph that says the same thing, teaching
21 is a vital part of your educational experience at
22 the university. And our court reporter is going to
23 shoot me, I'm sorry I'm speaking so fast. And
24 students in your program have a required teaching
25 component.

1 Do you believe that that's an accurate
 2 statement as well?
 3 A. Yes.
 4 Q. You mentioned that you've taken some CCT
 5 courses. How many CCT courses have you taken?
 6 A. I have taken one course this seminar in
 7 course design. I have taken one workshop led by a
 8 staff member. I don't recall the title of that
 9 workshop. And I have participated in three
 10 workshops led by graduate students working as CCT
 11 fellows.
 12 Q. Were these valuable experiences to you as
 13 a professor -- I'm sorry, as a Ph.D. student?
 14 A. Absolutely.
 15 Q. Okay. You took these courses on your own
 16 volition, correct?
 17 A. Yes.
 18 Q. You weren't required to take these
 19 courses?
 20 A. No.
 21 Q. And you benefitted from taking these
 22 courses and doing things such as being a CA or TA?
 23 A. Yes.
 24 Q. You're a better teacher because of these
 25 courses?

1 and I think a family emergency, so we only met
 2 three times across the year. In those meetings,
 3 the majority of the discussion except when the
 4 graduate student was speaking was faculty stating
 5 that they do not believe in pedagogy. So that was
 6 actually what prompted me to seek out more
 7 experiences with the CCT.
 8 Q. Who was that professor?
 9 A. The professor who was ill?
 10 Q. The one who said they don't believe in
 11 pedagogy?
 12 A. David Rodowick.
 13 Q. Did you question why that statement was
 14 made?
 15 A. No.
 16 Q. During -- and you attended three different
 17 sessions during that course?
 18 A. Yes.
 19 Q. And pedagogy was, in fact, taught during
 20 those course -- in those three sessions?
 21 A. The first sessions had a guest speaker
 22 from CCT who discussed pedagogy. The second
 23 session had a guest speaker who was at the time a
 24 sixth year grad student in the department. She
 25 discussed pedagogy. I misspoke. There was another

1 A. Yes.
 2 Q. Are you seeking a certificate in college
 3 teaching which is offered through the CCT?
 4 A. I would like to obtain a certificate. I'm
 5 not sure if I will be able to do so given
 6 scheduling conflicts.
 7 Q. If you did, that would be a helpful
 8 credential to you in seeking employment after you
 9 get your Ph.D., true?
 10 A. Yes.
 11 Q. You've also taken other pedagogy courses
 12 as I understand it at the University of Chicago,
 13 correct?
 14 A. Yes.
 15 Q. Okay. You took a course titled, Pedagogy,
 16 The Way We Teach Film, in August of 2015, correct?
 17 A. Sort of. That is a course that is offered
 18 by the department, and it actually is intended to
 19 take place across the entire academic year with
 20 three meetings per quarter. Each meeting is led by
 21 either a graduate student or a professor with one
 22 professor serving as the instructor who coordinates
 23 the course.
 24 Unfortunately, the year that I took it,
 25 the professor who was coordinating had an illness

1 session where we were able to ask questions of
 2 Dr. Morgan, and then there was a session with
 3 Dr. Rodowick.
 4 Q. Okay. Thanks for the clarification.
 5 You also took a course called, Principles
 6 of Teaching Writing; is that correct?
 7 A. Yes.
 8 Q. Okay. When did you take that course?
 9 A. I am pretty sure I took that in the fall
 10 of 2015.
 11 Q. And did you learn how to teach writing --
 12 A. Yes.
 13 Q. -- through that course?
 14 A. Yes, I did.
 15 Q. Was that beneficial to you as somebody who
 16 may become a teacher one day?
 17 A. Yes.
 18 Q. And as a CA or a TA, you teach writing,
 19 correct?
 20 A. Yes. That course was training course to
 21 be a lector in the writing program.
 22 Q. Okay. You found that course beneficial to
 23 you in your subsequent conduct as being a lector in
 24 the program?
 25 A. Yes, yes.

1 Q. Did you receive any other pedagogical
 2 training other than what we've discussed?
 3 A. No.
 4 Q. You in terms of you -- you testified that
 5 you were a lector in the writing program in winter
 6 of 2016 and then in spring of 2017. Do I have that
 7 correct?
 8 A. That's correct.
 9 Q. Okay. In terms of your lector training,
 10 was -- did you receive any training in addition to
 11 Principles of Teaching Writing?
 12 A. Oh, yes. I have chosen to participate in
 13 a pedagogical workshop that Margaret Moss leads
 14 after our seminars, and that has been this quarter.
 15 We've had five or six meetings for about an hour.
 16 Q. What's the subject of that pedagogical
 17 workshop? Is it pedagogy?
 18 A. It's an extension of the Principles of
 19 Teaching Writing, so looking at particular issues
 20 each week that we are addressing with our students.
 21 Q. And you have found this course useful in
 22 terms of enhancing your pedagogical skills?
 23 A. Absolutely.
 24 Q. And this has improved your ability to
 25 teach as a CA and TA and also as a future

1 same thing when you get your Ph.D. and seek
 2 employment thereafter?
 3 A. Sure.
 4 Q. I believe that you also mentioned that you
 5 did some teaching in a core. Do I have that right?
 6 A. The Film and the Moving Image course is a
 7 core course.
 8 Q. It is a core course. In connection
 9 with -- and what were you there? You were a CA?
 10 A. Yes.
 11 Q. And as a CA, you met with other CAs and
 12 TAs and professors to discuss teaching in the core,
 13 correct?
 14 A. No.
 15 Q. That never occurred?
 16 A. That did not.
 17 Q. Did you ever seek out opportunities to do
 18 that?
 19 A. No.
 20 MR. PEARLMAN: May we go off the record for a
 21 moment?
 22 HEARING OFFICER MOLS: Off the record.
 23 (WHEREUPON, a short recess was
 24 taken.)
 25 HEARING OFFICER MOLS: On the record.

1 professor?
 2 A. It's primarily helped me as a lector
 3 because it has been very focused on the writing
 4 program.
 5 Q. You took this voluntarily?
 6 A. Yes.
 7 Q. And why did you seek this out?
 8 A. Because I want to be as good a teacher as
 9 possible, and I find that the more training I get,
 10 the more effective I feel I am as a teacher for my
 11 students.
 12 Q. Now, before being lector, did you submit a
 13 CV and a summary of your teaching experience?
 14 A. As part of the application to the writing
 15 program?
 16 Q. Yes, ma'am.
 17 A. I don't recall.
 18 Q. Okay. Did you -- but you recall that you
 19 submitted a CV and the summary of your teaching
 20 experience before serving as a course assistant,
 21 correct?
 22 A. I don't believe that I did so to become a
 23 course assistant. I did in my application to teach
 24 a standalone course.
 25 Q. And in doing so prepared you to do the

1 MR. PEARLMAN: All right. Miss Morse, thank
 2 you for your time. I have no further questions on
 3 cross.
 4 HEARING OFFICER MOLS: Okay. I have a few
 5 questions. Give me just a moment.
 6 EXAMINATION
 7 BY HEARING OFFICER MOLS:
 8 Q. For the course, Intro to Film, with
 9 Professor Skvirsky, you said you assisted in
 10 preparing the exams with her. Could you elaborate
 11 on that a little bit on what sort of assistance did
 12 you provide?
 13 A. As I recall, she had drafted an exam based
 14 on the exam that Professor Tsunoda had given his
 15 students a few weeks earlier, and I provided
 16 feedback on questions I thought were too difficult
 17 and would be unclear to the students. And we
 18 revised those questions together.
 19 Q. So whenever you provided that feedback,
 20 she adopted most of the feedback that you provided?
 21 A. She adopted some, and some she did not.
 22 Q. For the discussion posts that you reviewed
 23 and graded, when you -- so I know this is done over
 24 an online platform?
 25 A. Correct.

1 Q. What's the name of the platform that posts
 2 it?
 3 A. Chalk.
 4 Q. So when you would make comments and assign
 5 grades to the discussion posts, did this -- I
 6 apologize if you answered this already, but did
 7 that go straight back to the student or did you
 8 discuss that with the professor?
 9 A. The feedback that I provided, I sent by
 10 e-mail directly to the students. In the first case
 11 I also sent -- I sent a copy to Professor Skvirsky,
 12 and then the second case I just sent the feedback
 13 directly to the students.
 14 And I did not communicate grades to the
 15 students on a weekly basis. We were grading them
 16 check, check plus and check minus on their post.
 17 So I just kept a record in a separate spreadsheet
 18 which I then shared with Professor Skvirsky when
 19 determining their final grades.
 20 Q. Okay. So I believe for one of the
 21 courses, Intro to Film, you said you conducted a
 22 writing workshop; is that correct?
 23 A. Yes. I conducted writing workshops
 24 actually for both Film and the Moving Image and
 25 Intro to Film prior to each assignment.

1 Intro to Film, Professor Skvirsky said it was
 2 unreasonable to ask me to conduct multiple
 3 sections, so in that case I think I did three.
 4 However, then I had to make up in office hours
 5 meeting with all the students who couldn't make it
 6 to the sections.
 7 Q. About how long were each of the sections?
 8 A. Each one was about an hour and 15 minutes.
 9 Q. And they were -- so when you had said
 10 there were three for Intro to Film, that was
 11 throughout the quarter prior to certain
 12 assignments?
 13 A. Yes.
 14 Q. In your role as a writing lector, I have
 15 in my notes here, so you've worked -- you work with
 16 smaller groups of about six students I think you
 17 said. And do you grade papers of those students in
 18 your role as writing lector?
 19 A. Yes. Every week every student submits a
 20 paper, and I provide margin comments, a page at
 21 least of end note comments, as well as a grade for
 22 each student each week.
 23 Q. And what do you do with that grade? Do
 24 you just return the paper to the student? Do you
 25 have to submit it to the professor?

1 Q. So can you give a little more detail about
 2 what was involved in the writing workshops that you
 3 conducted?
 4 A. Sure. I would design a lesson plan to
 5 work through the steps of writing about film that
 6 the students would need to employ for each
 7 assignment and then take them through a set of
 8 exercises to practice how they were expected to
 9 proceed in writing their own papers.
 10 And, for the most part, this is teaching
 11 them how to watch maybe a two-minute very closely
 12 and describe each shot very carefully and then work
 13 from those descriptions which become their primary
 14 research material to producing an analysis. So
 15 that was the rough structure of each workshop. But
 16 as we went along, I was scaffolding it so that they
 17 would be building on the previous workshop and
 18 previous assignment and developing more rigorous
 19 skills and description and analysis.
 20 Q. How many of these workshops did you
 21 conduct for each course?
 22 A. I conducted -- so I don't recall precisely
 23 because for Film and the Moving Image I did
 24 multiple sections so that students would have an
 25 option of times. I think that was six. And for

1 A. I return the paper to the student with a
 2 grade, and then at the end of the quarter, I submit
 3 to the writing program staff the grades for my
 4 students which they then enter into the registrar
 5 system.
 6 HEARING OFFICER MOLS: That's all of my
 7 questions.
 8 REDIRECT EXAMINATION
 9 BY MS. AUERBACH:
 10 Q. Did Dr. Morgan tell you that you should
 11 look at the comments that he added to students'
 12 papers?
 13 A. No.
 14 MS. AUERBACH: I don't have anything else.
 15 MR. PEARLMAN: Very briefly.
 16 RECROSS-EXAMINATION
 17 BY MR. PEARLMAN:
 18 Q. Miss Morse, just a couple of brief
 19 questions for you.
 20 You mentioned in response to questions
 21 from the hearing officer that you assisted in
 22 preparing an exam. That was on just one occasion,
 23 correct?
 24 A. That is correct.
 25 Q. Okay. And you also discussed your role as

Page 1832

1 a writing lector, and you said that you would
2 submit grades or proposed grades to the writing
3 program staff?
4 A. That's correct.
5 Q. Okay. That wasn't in every instance
6 because some of the students took the course
7 pass/fail, correct?
8 A. No. I do have to submit the grades
9 whether they take a pass/fail or a letter grade
10 because I have to submit whether or not they passed
11 the class which in my two experiences is very far
12 from guaranteed. I've had many students nearly
13 fail.
14 Q. To ask a better question, others took it
15 for a pass/fail. Others took it for a grade?
16 A. That is correct.
17 MR. PEARLMAN: No further questions.
18 HEARING OFFICER MOLS: Any further questions?
19 REDIRECT EXAMINATION
20 BY MS. AUERBACH:
21 Q. When did you find out whether students
22 were taking pass/fail?
23 A. My understanding was that it was up to me
24 to set the deadline for the students. And so in
25 both cases I told he students they could tell me up

Page 1833

1 to the ninth week, basically up until I had to
2 report the grades. So I learned that students'
3 decisions to take a pass/fail throughout the
4 quarter based on the students.
5 Q. Were there cases where you learned later
6 in the quarter?
7 A. Yes.
8 HEARING OFFICER MOLS: Any other questions?
9 MS. AUERBACH: Wait, I have one more.
10 HEARING OFFICER MOLS: Sorry.
11 BY MS. AUERBACH:
12 Q. So the question I think on re-cross was
13 whether you submitted proposed grades. Were the
14 grades you submitted to the registrar, in fact, the
15 grades given if they received -- if they were
16 taking it for letter grades?
17 A. In either case, if I submitted that the
18 student had passed, my understanding is that is the
19 grade the student received. If I submitted that
20 the student had received a B-plus, A-minus, it is
21 my understanding that is the grade the student
22 received.
23 MS. AUERBACH: That's all.
24
25

Page 1834

1 EXAMINATION
2 BY HEARING OFFICER MOLS:
3 Q. So how do you have that understanding what
4 leads you to believe that?
5 A. My supervisor, Margaret Moss, who is the
6 person who supervises me as a lector informed me
7 that they would need my grades by a particular date
8 so they could submit them into the system. And the
9 way she described the process indicated that it was
10 a very direct process.
11 RE-CROSS-EXAMINATION
12 BY MR. PEARLMAN:
13 Q. But just to be clear, you don't know the
14 ultimate grade submitted or given or submitted into
15 the system, correct?
16 A. That's correct.
17 HEARING OFFICER MOLS: I think we're done now.
18 So, Miss Morse, you are excused. Thank you.
19 (Witness excused.)
20 HEARING OFFICER MOLS: So let's go off the
21 record.
22 (WHEREUPON, a short recess was
23 taken.)
24 HEARING OFFICER MOLS: On the record.
25 Would the Petitioner like to call its next

Page 1835

1 witness?
2 MS. AUERBACH: Petitioner calls Mendel Krantz.
3
4 (WHEREUPON, the witness was
5 duly sworn.)
6 HEARING OFFICER MOLS: Can you please state and
7 spell your name for the record?
8 THE WITNESS: My full name is Menachem Mendel
9 Krantz, M-e-n-a-c-h-e-m, Mendel, M-e-n-d-e-l, Krantz,
10 K-r-a-n-z.
11 HEARING OFFICER MOLS: Thank you.
12 THE WITNESS: I go by my middle name Mendel.
13 MENDEL KRANTZ,
14 called as a witness herein, having been first duly
15 sworn, was examined and testified as follows:
16 DIRECT EXAMINATION
17 BY S. AUERBACH:
18 Q. Are you currently a graduate student at
19 the University of Chicago?
20 A. Yes.
21 Q. At what school or division?
22 A. In the Divinity School.
23 Q. And what degree are you seeking?
24 A. A Ph.D.
25 Q. And when did you begin your graduate

Page 1836

1 studies?
2 A. This academic year fall of 2016.
3 MS. AUERBACH: Would you show the witness
4 Petitioner Exhibit 28?
5 (WHEREUPON, Petitioner Exhibit
6 No. 28 was marked for
7 identification.)
8 BY MS. AUERBACH:
9 Q. There are two letters in that exhibit.
10 Are you familiar with those letters?
11 A. Yes.
12 Q. And what are they?
13 A. The first is the acceptance letter that I
14 got upon my acceptance to the University of Chicago
15 Divinity School, and that came together with the
16 second letter which is details of the stipend
17 award, health insurance and TA requirements and the
18 GAI.
19 (WHEREUPON, Petitioner Exhibit
20 No. 80 was marked for
21 identification.)
22 BY MS. AUERBACH:
23 Q. I'm handing you a two-page document marked
24 Exhibit 80. Can you identify what these -- what
25 this document is?

Page 1837

1 A. This is a document that I received around
2 the same time from Columbia University which is
3 essentially the same letter which details my
4 acceptance to Columbia University's religious
5 studies department and the details of the stipend
6 and health insurance and teaching requirements.
7 Q. And was the program you applied to at
8 Columbia similar to the program you applied to at
9 University of Chicago?
10 A. They have almost the exact same
11 requirements and are basically the same in almost
12 every -- every aspect.
13 MS. AUERBACH: I move to introduce Petitioner
14 Exhibit 80.
15 MR. FASMAN: We move to -- we cannot agree that
16 any of this is relevant of what she has -- of what
17 counsel is suggesting that the schools because he
18 applied to and got into Columbia, that that has any
19 relevance to the conditions of TAs and RAs at the
20 University of Chicago. It's completely irrelevant.
21 And if that's the topic it's being offered for, it
22 is completely and totally irrelevant. I don't
23 understand the purpose of admitting this.
24 MS. AUERBACH: Well, the contents of the second
25 page of each letter is relevant to the issues in

Page 1838

1 this case.
2 MR. FASMAN: No, no, no. It's not relevant. I
3 mean, one is from Columbia and one is from the
4 University of Chicago. And the amounts are
5 different. You know, Columbia says your -- the
6 estimated value of the fellowship including stipend
7 will be \$79,000. I mean, this is just, you know,
8 it is just nonsense.
9 MS. AUERBACH: Well, they --
10 MR. FASMAN: To say that this is in some way
11 relevant to the terms and -- look, we've got --
12 we're on our ninth day of hearing dealing with the
13 actual situation at the University of Chicago.
14 To come in and say, oh, here's a letter
15 admitting a first year student to Columbia and say,
16 oh, well, then you're like Columbia because there's
17 a letter that has a completely different package in
18 it, and, you know, the language -- the letters are
19 similar. I mean, why don't we just introduce
20 letters of every university in the United States?
21 That -- it's just not relevant.
22 MS. AUERBACH: Well, the Employer in this case
23 is seeking to distinguish the decision in Columbia
24 and what Columbia tells its admitted students
25 compared to what University of Chicago tells its

Page 1839

1 admitted students with respect to their teaching
2 requirements is a relevant factor in this case.
3 HEARING OFFICER MOLS: So does the, you know,
4 issue to the extent that the facts surrounding the
5 students at the University of Chicago are
6 distinguishable from the students at Columbia
7 University is at issue in this case. The
8 Petitioner is offering this as part of its case.
9 The weight that it may be given at the time of the
10 decision will be in the discretion of the regional
11 director; therefore, I'm going to receive petition
12 per Exhibit 80.
13 MR. SALVATORE: Note our exception to that
14 ruling. So what you're doing now is you're saying
15 that on our rebuttal case, we're going to have to
16 have an adjournment because we're going to have to
17 get people from Columbia to come in and testify how
18 different their program is from that at the
19 University of Chicago.
20 Do you really want to open that,
21 Madame Hearing Officer, because that's where we're
22 headed.
23 MS. AUERBACH: Well, I would object to such
24 testimony on the grounds of relevance.
25 MR. FASMAN: Nonsense. You put this in and say

Page 1840

1 you're like Columbia based on a letter, and now we
2 can't present more evidence that we're not like
3 Columbia by subpoenaing people from Columbia, that
4 is ludicrous.
5 MR. SALVATORE: Unlike Columbia it goes to what
6 the board said in Columbia, not the factual
7 presentation with respect to some letter that a
8 student may have received.
9 MR. FASMAN: Long after, I should say, the
10 record was closed in Columbia. 2016 is way after
11 the Columbia decision.
12 MS. AUERBACH: Well, the Employer is trying to
13 distinguish this case from Columbia.
14 MR. SALVATORE: We'd ask that you consult with
15 the regional director about this before you make
16 your final ruling because we do not want to have to
17 ask for adjournment of the hearing to fly in people
18 from Columbia to testify how different their
19 graduate education program is from the University
20 of Chicago, okay. And that's where we're headed
21 here. We had this issue at Yale. The regional
22 director shut it down right away, okay, because
23 that was not where the hearing should be going.
24 HEARING OFFICER MOLS: I will consult with the
25 regional director, and I will come back and make

Page 1841

1 the final ruling on whether or not, excuse me, to
2 admit Petitioner Exhibit 80.
3 MS. AUERBACH: Okay.
4 MR. FASMAN: Thank you.
5 MS. AUERBACH: But I would just take exception
6 to Employer counsel acting in a threatening manner
7 regarding threats about this hearing and what's
8 going to delay it and what's relevant. I don't
9 think that should be determinative of what's
10 admitted.
11 MR. FASMAN: Well, we have an obligation to
12 represent our client. If we're going to introduce
13 what's going on at Columbia, we'll introduce what's
14 going on at Columbia. We'll get somebody here from
15 Columbia here to explain the differences. That may
16 be relevant. This is -- this a letter, an
17 admission letter written to Mr. Krantz long after
18 the record in Columbia was compiled is just not
19 relevant to anything in this hearing.
20 HEARING OFFICER MOLS: Off the record.
21 (WHEREUPON, a short recess was
22 taken.)
23 HEARING OFFICER MOLS: On the record.
24 So after consultation with the regional
25 director concerning the matters at issue in this

Page 1842

1 case, he has decided that it is appropriate to
2 reject Petitioner Exhibit 80, so it'll be in the
3 rejected exhibits.
4 (WHEREUPON, Petitioner Exhibit
5 No. 80 was rejected.)
6 MS. AUERBACH: Thank you.
7 MR. FASMAN: Thank you.
8 HEARING OFFICER MOLS: 28 was already in the
9 record.
10 MS. AUERBACH: That was already admitted,
11 correct.
12 I don't have any other questions for this
13 witness.
14 HEARING OFFICER MOLS: Okay. Any questions for
15 the witness?
16 MR. FASMAN: No.
17 HEARING OFFICER MOLS: I have no questions.
18 So, Mr. Krantz, you are excused.
19 (Witness excused.)
20 MR. FASMAN: 28 was already in?
21 MS. AUERBACH: Yes.
22 HEARING OFFICER MOLS: Yeah, it came in with
23 one of the prior witnesses.
24 MS. AUERBACH: Petitioner calls Yaquv Hilal.
25 (WHEREUPON, the witness was

Page 1843

1 (duly sworn.)
2 HEARING OFFICER MOLS: Please have a seat. Can
3 you state and spell your name for the record?
4 THE WITNESS: Yaquv Hilal, that's Y-a-q-u-v,
5 H-i-l-a-l.
6 HEARING OFFICER MOLS: Thank you.
7 YAQUV HILAL,
8 called as a witness herein, having been first duly
9 sworn, was examined and testified as follows:
10 DIRECT EXAMINATION
11 BY MS. AUERBACH:
12 Q. Are you currently a graduate student at
13 the University of Chicago?
14 A. Yes, I am.
15 Q. What degree are you pursuing?
16 A. I'm pursuing a degree in anthropology.
17 Q. Are you pursuing a Ph.D.?
18 A. Yes, a Ph.D.
19 Q. When did you begin your graduate studies
20 at the university?
21 A. In the fall of 2008.
22 Q. And the anthropology department is in
23 which division?
24 A. The division of the social sciences.
25

Page 1844

1 (WHEREUPON, Petitioner Exhibit
2 No. 81 was marked for
3 identification.)
4
5 BY MS. AUERBACH:
6 Q. I'll hand you a document marked for
7 identification as Petitioner's Exhibit 81. Can you
8 identify this document?
9 A. Yeah. This is the letter I received from
10 the University of Chicago when I was accepted, and
11 it states the amount I'll receive for five years,
12 the first five years.
13 MS. AUERBACH: I move to admit Petitioner
14 Exhibit 81.
15 MR. FASMAN: We'd like to read it.
16 No objection.
17 HEARING OFFICER MOLS: Petitioner Exhibit 81 is
18 received.
19 (WHEREUPON, Petitioner Exhibit
20 No. 81 was received into
21 evidence.)
22 BY MS. AUERBACH:
23 Q. And since you've been at the university,
24 have you fulfilled teaching assignments?
25 A. Yes. I've completed all my teaching

Page 1845

1 assignments.
2 Q. And when did you first hold a teaching
3 assignment?
4 A. At the beginning of 2011.
5 Q. So --
6 A. The winter quarter.
7 Q. And what position was that?
8 A. It was as an intern in the core sequence,
9 Power Identity Resistance.
10 Q. When you say the core sequence, this was a
11 core class in the social sciences division?
12 A. Yeah. Yes, offered for undergraduates in
13 college.
14 Q. And what were your responsibilities as a
15 teaching intern in that class?
16 A. As an intern I had to show up to all of
17 the classes. The first quarter I worked with the
18 professor, Professor Herrigel, and I was required
19 to teach one class myself when he was there and to
20 do half of the grading and also attend the
21 meetings, weekly meetings, and hold office, student
22 office hours.
23 Q. And when you say half of the grading, that
24 was grading of what?
25 A. So the students I think had in total three

Page 1846

1 papers to write for the quarter. And when they
2 wrote their first paper, Professor Herrigel gave me
3 half of them and told me to grade half, and he
4 graded the other half. And we did that for each
5 paper that were due.
6 Q. And did he give you any grading rubric or
7 guidelines?
8 A. Yes. He went through what he expected to
9 grade an A grade paper to be, a B-plus, a B, C, so
10 on, and tell me what was required for each one for
11 that grade.
12 Q. And after you did the grading of the
13 papers, what did you do with the papers and grades?
14 A. So the first time I just handed him my
15 grades, and he seemed happy with them. He didn't
16 say anything. Then when we came to the final
17 grades, so that was the grade the students got for
18 the class, not the individual paper, we actually
19 met in his office and had a discussion about the
20 grades.
21 So if he gave a grade that maybe I thought
22 was too high or too low because I thought the
23 student had contributed a lot in class or perhaps
24 had come to see me in office hours and shown he or
25 she was a very capable student, then we would

Page 1847

1 discuss that. And then he did the grades.
2 Q. And what happened at the weekly meetings?
3 A. The weekly meetings were for all teach --
4 instructors teaching in the core and also their
5 interns. And we met every Monday, and for an hour
6 we would go over -- discuss the readings that were
7 assigned for that week because all the instructors
8 were following a similar syllabus, and then we
9 would discuss techniques for teaching it. It was
10 kind of a troubleshooting. So instructors would
11 share things that they had tried in class that had
12 worked, and other people perhaps shared things that
13 didn't work and then there would be a back and
14 forth discussion.
15 Q. And the people who shared, were those
16 faculty members or grad students?
17 A. Everybody who was teaching, everybody who
18 was teaching. Sometimes professors tried things.
19 Perhaps it was the first time they were teaching in
20 the core. Perhaps they hadn't taught in the core
21 for a long time. They had shared techniques they
22 had used in the class for teaching. Sometimes they
23 worked, sometimes they didn't. Sometimes there
24 were post docs who taught for two years and taught
25 this a number of times and they had great teaching

1 techniques, so they would share those.
 2 Q. And then were there discussion sections?
 3 A. No.
 4 Q. And you said you held office hours?
 5 A. Yes, because when the -- well, I held
 6 regular office hours once a week. That's with
 7 Professor Herrigel. And the students would
 8 sometimes come and see us or me if they were
 9 struggling with the text that they were reading.
 10 Especially when they had papers due, they would
 11 often come and see me to discuss the structure of
 12 the paper. Or after I had graded the paper, they
 13 might come see me again to discuss how they could
 14 improve.
 15 Q. And how many hours were the office hours?
 16 A. I would say one or two.
 17 Q. And did the faculty members sit in your
 18 office hours with you?
 19 A. No.
 20 Q. And did you serve as a teaching intern
 21 more than once?
 22 A. Yes. I was an intern for two quarters,
 23 the winter quarter and then the spring quarter.
 24 Q. Was that in the same class, the same
 25 course?

1 Q. And is there a teaching internist assigned
 2 to each of the sections?
 3 A. No, to the post docs and to the
 4 professors, but if you're a lecturer and a graduate
 5 student, you just teach the class yourself.
 6 Q. And do you know each quarter approximately
 7 how many of the instructors of record in the Power
 8 course are graduate students?
 9 A. I would say about a quarter, 25 percent.
 10 Q. And approximately how many are faculty
 11 members?
 12 A. Again, I would probably say a quarter.
 13 I'm making these judgments from the weekly meeting
 14 that we had.
 15 Q. And what are the -- who were the other
 16 instructors of record?
 17 A. The rest are post docs for that sequence.
 18 Q. And then after you had two assignments as
 19 a teaching intern, what was your next teaching
 20 assignment?
 21 A. Then I took a position as lector in the
 22 core, and I taught in the fourth quarter of 2011,
 23 and then I ran my own class.
 24 Q. Was that in the Power sequence?
 25 A. Yes.

1 A. It was both in the power, the core
 2 sequence, but the second time I interned with a
 3 post doc.
 4 Q. So you say you interned with a post doc.
 5 The post doc was the instructor of record for the
 6 course?
 7 A. Yes. So I had a similar relationship with
 8 the post doc as I did with Professor Herrigel in
 9 terms of dividing up the grading, the holding
 10 office hours, separate office hours, and deciding
 11 grades at the end.
 12 Q. And how did that compare with the first --
 13 your duties in the first quarter?
 14 A. Very similar, I think. I mean, obviously
 15 they had slightly different teaching techniques
 16 because they were different people, so . . .
 17 Q. And do you know approximately -- each
 18 quarter approximately how many sections of the
 19 power -- it's called, Power Identity Resistance?
 20 A. I'm sorry. How many sections there are?
 21 Q. Is that the same of the course?
 22 A. Yeah, Power for short.
 23 Q. How many sections each quarter?
 24 A. I think about 20 to 25 maybe. That's
 25 about average, to the best of my knowledge.

1 Q. And what were your responsibilities as
 2 lecturer in the Power course?
 3 A. So I held class two times a week which was
 4 the standard before when I was working as an
 5 intern. I had to assign paper topics, grade them,
 6 and then get them a final grade and input the final
 7 grade. I had to input the grade into the
 8 university grading system online.
 9 MR. FASMAN: And I ask, please, when this was?
 10 I know we testified to it, but there was a sneeze.
 11 HEARING OFFICER MOLS: Which question?
 12 MR. FASMAN: This course.
 13 THE WITNESS: 2011.
 14 MR. FASMAN: Which --
 15 THE WITNESS: The fall.
 16 MR. FASMAN: Thank you.
 17 BY MS. AUERBACH:
 18 Q. And for the Power course, is there a set
 19 syllabus?
 20 A. Yes. There's a template that is generally
 21 used, so texts that each class reads; but as to
 22 precisely which part of the text we read, there is
 23 some leeway. So lecturers might decide to focus on
 24 one part of the text rather than another.
 25 Q. And when you were the instructor of record

Page 1852

1 in the Power course, did you still attend those
2 weekly meetings?
3 A. Yes.
4 Q. Did any faculty members come to observe
5 you when you were the instructor of record?
6 A. No.
7 Q. And then how many times were you the
8 instructor of record for the Power course?
9 A. Three times, each time in the fall. So I
10 think it was, if I recall correctly, 2011, 2012 and
11 2013.
12 Q. So fall quarter of all three of those
13 years?
14 A. Yes.
15 Q. And were your responsibilities all three
16 times similar?
17 A. Yes.
18 Q. And so after you did -- for the two
19 teaching internships and the three lectureships,
20 did you receive GAI points for those?
21 A. Yes, but after I had taken the two
22 internships and lectured twice, I actually already
23 completed the GAI points. So the later lectureship
24 was just extra. I had already gone over.
25 Q. So when did you go over?

Page 1853

1 A. I went over after teaching the second time
2 because an internship counts as one point, I
3 believe, and a lectureship counts as two.
4 Q. So after you did the second lectureship --
5 A. I was already over one point over.
6 Q. One point over?
7 A. Yeah.
8 Q. And when you were admitted to the
9 university, you were awarded a five-year stipend,
10 correct?
11 A. Yes.
12 Q. And during the years you were teaching
13 intern and a lecturer in the Power courses, were
14 your stipends reduced and were you paid separately
15 for the teaching?
16 A. Yes. I mean, actually it says here on the
17 letter that I received that it's a combination of
18 stipend and teaching salary. When I was expected
19 to teach, that would be taken away from my stipend,
20 and then I would be given it back again in the form
21 of a teaching salary.
22 Q. Is that what happened?
23 A. Yes.
24 Q. Do you recall what your teaching salary
25 was in those years?

Page 1854

1 A. I remember the lectureship that was 5,000,
2 I believe. The internship might have been a little
3 bit less.
4 (WHEREUPON, Petitioner Exhibit
5 No. 82 was marked for
6 identification.)
7 BY MS. AUERBACH:
8 Q. I'll hand you a document marked
9 Petitioner's Exhibit 82. Can you identify this?
10 A. This is from the University of Chicago
11 website. It's information about the college and
12 the college core curriculum specifically.
13 Q. And did you take this from the
14 university's website?
15 A. Yes.
16 Q. And how recent was that?
17 A. Last week.
18 MS. AUERBACH: I move to introduce Petitioner
19 Exhibit 82.
20 MR. FASMAN: Voir dire for a moment?
21 HEARING OFFICER MOLS: Uh-huh.
22 VOIR DIRE EXAMINATION
23 BY MR. FASMAN:
24 Q. Is this the -- is this a complete document
25 in and of itself or is there additional pages?

Page 1855

1 A. There's additional pages. It continues.
2 Q. It continues. And it continues -- this
3 whole discussion of the college core curriculum it
4 continues on the website, right?
5 A. It has more information about the college
6 core curriculum, but this small excerpt is just
7 about the college core curriculum and how important
8 it is for the undergrad's experience at the
9 University of Chicago, something that defines the
10 undergraduate experience.
11 MR. FASMAN: I will object to Petitioner's 82
12 because it's not complete. I think it ought to be
13 a more complete document. There's a lot of
14 additional information.
15 MS. AUERBACH: I mean, it's a page of the
16 website. The Employer's welcome to put in more if
17 it thinks more is relevant. It's a page of the
18 website.
19 HEARING OFFICER MOLS: So this particular page
20 I know is dealing -- it seems to be in an overview
21 type page, and obviously there's additional
22 information that can be accessed. Do you know --
23 is there more information that was on this page for
24 this particular link?
25 THE WITNESS: I don't think so. I think it was

Page 1856

1 just the first introductory page when you clicked
2 on the college core curriculum, and then you can
3 click on subheadings on the left.
4 HEARING OFFICER MOLS: Okay. I'm going to
5 receive Petitioner Exhibit 82.
6 MR. FASMAN: Exception, I mean, this is like
7 receiving the first page of a newspaper article
8 that goes on to other pages.
9 HEARING OFFICER MOLS: But there's other
10 links -- so let me make sure I understand the
11 witness's testimony.
12 So in order to get to the additional
13 information, do you have to click on additional
14 links?
15 THE WITNESS: And then a different page will
16 come up.
17 MR. FASMAN: A different page will come up that
18 is under this college core curriculum, and then
19 there are two subheads under it at the very least
20 that say planning and curriculum and creating a
21 workable schedule. I presume that those are part
22 of this overall general subject.
23 I mean, I can understand why you wouldn't
24 say majors and minors, electives and language
25 competency, but I don't see -- I mean, it seems to

Page 1857

1 me very much a partial document and not one that
2 should be as admitted.
3 MS. AUERBACH: There have been lots of web
4 pages that have come in including from the Employer
5 where there are additional pages you could click on
6 and get more information. I mean, if you look at
7 this page, it says at the bottom, for specific
8 information, refer of the course catalog. I mean,
9 it is page describe an overview of the college core
10 curriculum. It is a page. There's been lots of
11 pages like that where you can link and get lots
12 more information.
13 HEARING OFFICER MOLS: So again having heard
14 the arguments, I am going to receive Petitioner
15 Exhibit 82.
16 (WHEREUPON, Petitioner Exhibit
17 No. 82 was received into
18 evidence.)
19 HEARING OFFICER MOLS: As I've stated, there
20 are a number of other documents that will be given
21 the appropriate weight at the time of the decision.
22 MR. FASMAN: I know we don't have to accept,
23 right?
24 MR. SALVATORE: They're all preserved under the
25 quickie election rules?

Page 1858

1 MR. FASMAN: Right.
2 BY MS. AUERBACH:
3 Q. When you were the instructor of record in
4 the Power course, was your name listed in the
5 online course catalog?
6 A. Yes, yes.
7 Q. As the instructor?
8 A. Yes.
9 Q. And in the weekly meetings that were held
10 in that course, what, if any, coordination was
11 there among to try to ensure a uniform curriculum?
12 A. Sorry, a what?
13 Q. A somewhat uniform curriculum among the
14 sections.
15 A. So when we first started or became
16 lecturers in the core, there would be sent out a
17 template syllabus. And we could access that
18 through what's called Chalk which is a website that
19 students and faculty use to post information. So
20 there was a page of that that was set aside for the
21 instructors in the core, and on there there was a
22 template syllabus.
23 Q. And then after you did the three courses
24 lecturing in Power that you talked about, did you
25 do any additional teaching?

Page 1859

1 A. Yes. I have taught three lectures since,
2 three different lecture courses. I also was a TA
3 in the study abroad program, the Jerusalem
4 civilization program, and I've also been a public
5 policy preceptor this last year.
6 Q. So let's talk about the first of the three
7 additional lectureships you did. What was the
8 first one in?
9 A. The first one was in the Center For Human
10 Rights, so I think it's called the Pozen Family
11 Center of Human Rights. That was a syllabus that I
12 came up with. I came up with the texts and the
13 overall aim and objectives of the syllabus, and I
14 applied for that.
15 So the various centers at the university
16 offer standalone courses and lecturer -- graduate
17 students can apply for these. And they submit a
18 syllabus, and if they like it, they'll accept it
19 and let you teach.
20 Q. And what course did you teach?
21 A. A course about human rights. And that was
22 in the Center For Human Rights. And then another
23 one in the center for the Study of Race Politics
24 and Culture, I believe it's called, and then
25 recently I taught one in global studies, and

1 they've all been standalone lectures.

2 Q. And the first one, would you describe what
3 your -- an overview of what the course was about
4 and what your responsibilities were?

5 A. So I came up with the syllabus, and it was
6 about -- thinking about human rights and how we
7 think about human rights in the world today. And
8 the idea was to get students to think about human
9 rights as something universal, but also at the same
10 time something that has a history, a history to it
11 in terms of institutions and as an idea.

12 Q. When was this taught?

13 A. I believe 2015.

14 Q. Which quarter?

15 A. I can't remember.

16 Q. And how many times a week did the course
17 meet?

18 A. We met twice a week.

19 Q. And do you remember approximately what the
20 student enrollment was?

21 A. I think that was nine or ten. The human
22 studies department is very small.

23 Q. And were there meetings outside of -- were
24 there any study sections?

25 A. No.

1 Q. Did you hold office hours?

2 A. I did.

3 Q. And what types of assignments were given?

4 A. They were given three papers and a
5 presence. That's how I graded it. And their
6 classroom participation.

7 Q. And did you grade all three papers and
8 assignments?

9 A. I did.

10 Q. Did you give the final grades?

11 A. Yes, I did.

12 Q. And were you paid for teaching that
13 course?

14 A. Yes.

15 Q. And how much?

16 A. I believe that was still 5,000 because
17 it's gone up now. Then I think it was still 5,000.

18 Q. And before I go on, I want to go back and
19 ask you, when you taught the three courses in
20 Power, were your responsibilities with respect to
21 all three courses that you lectured in Power the
22 same?

23 A. Yes.

24 Q. And so the one where you lectured where
25 you had already achieved your GAI points, your

1 responsibilities were the same as the earlier two?

2 A. Yes, exactly the same.

3 Q. Okay. And the second lectureship that you
4 did in a course where you designed the syllabus,
5 when was that taught?

6 A. That was taught the following year, so it
7 would have been 2016.

8 Q. Do you know what quarter?

9 A. I think it was spring.

10 Q. And which course was that?

11 A. It was a course about race.

12 Q. And how many times did that meet?

13 A. We met twice a week.

14 Q. And that was in what department?

15 A. It was in the Center For the Study of
16 Race, Politics and Culture.

17 Q. And is that affiliated with a department
18 or division?

19 A. I don't know actually.

20 Q. What was the student enrollment in that
21 course?

22 A. That was higher. I think it was 18 or 19.

23 Q. And were you the only instructor in the
24 course?

25 A. Yes.

1 Q. And other -- what types of assignments
2 were given?

3 A. So the students had to write three papers
4 again. That's fairly standard. And then because
5 there was an ethnographic aspect to the course, I
6 also asked them to keep weekly ethnographic notes.
7 And they picked a sign and they conducted many of
8 these, so I coordinated that.

9 Q. And what does that involve?

10 A. So they had to pick a site on campus or
11 close to campus, and they would go there each week.
12 And they would observe and then write about social
13 interactions. And at the very end of the course,
14 some of them wrote those up into a final paper.
15 But I had some -- well, actually quite a lot of
16 space to kind of play around with and do what I
17 wanted in the course because I was the lecturer.
18 And I chose do that.

19 Q. Did you do all the grading and assignments
20 and the final grades?

21 A. Yes.

22 Q. And did you hold office hours in that
23 class?

24 A. I did.

25 Q. And then the third course that you've

1 taught?
 2 A. That was a course on Rethinking the Middle
 3 East that I just finished teaching today. That's
 4 in global studies.
 5 Q. And is global studies a department?
 6 A. No. Again, it's one of these kind of
 7 centers.
 8 Q. And did you design the syllabus for that
 9 course?
 10 A. I did.
 11 Q. What was the enrollment in that class?
 12 A. 17.
 13 Q. How many times did you meet?
 14 A. We met twice a week and I held regular
 15 office hours.
 16 Q. And these courses that met twice a week,
 17 for how much -- how long of a time?
 18 A. One hour and 20 minutes.
 19 Q. And how many assignments were there in the
 20 course?
 21 A. Three written assignments, but then they
 22 also had to do a presentation. And their classroom
 23 participation was also something that I graded.
 24 Q. Did you do all the grading for the course?
 25 A. I did.

1 Exhibit 83.
 2 MR. FASMAN: We have no objection.
 3 HEARING OFFICER MOLLS: Petitioner Exhibit 83 is
 4 received.
 5 (WHEREUPON, Petitioner Exhibit
 6 No. 83 was received into
 7 evidence.)
 8 BY MS. AUERBACH:
 9 Q. And for this most recent course that you
 10 taught, how much were you paid?
 11 A. 6,000.
 12 Q. And in the anthropology department, do you
 13 know about what the average time to degree is?
 14 A. Roughly eight years.
 15 Q. And do you know whether other anthropology
 16 Ph.D. students have taught beyond their five GAI
 17 points?
 18 MR. FASMAN: Objection, foundation.
 19 MS. AUERBACH: I've asked if he knows.
 20 HEARING OFFICER MOLLS: She asked if he knew.
 21 THE WITNESS: Yes, I have colleagues and
 22 friends who have taught the fifth year.
 23 HEARING OFFICER MOLLS: How do you know that?
 24 THE WITNESS: Well, just because they're my
 25 friends, and we talk about how much teaching they

1 Q. Did you also hold office hours?
 2 A. I did.
 3 (WHEREUPON, Petitioner Exhibit
 4 No. 83 was marked for
 5 identification.)
 6 BY MS. AUERBACH:
 7 Q. Handing you a document marked Petitioner
 8 Exhibit 83, can you identify this document?
 9 A. So this is the course listing for the
 10 course I offered, Rethinking the Middle East. It's
 11 cross-referenced, so it's offered in the
 12 anthropology department as a course and in public
 13 policy which means that students majoring in either
 14 public policy or anthropology can take this course
 15 and it will be recognized as credit.
 16 Q. And so the middle column is the course and
 17 the course numbers? I mean on the left, that's the
 18 course and the course number?
 19 A. Yes.
 20 Q. And middle is the student enrollment?
 21 A. Yes.
 22 Q. And the right is when it meets and the
 23 name of the instructor of record?
 24 A. Yes.
 25 MS. AUERBACH: I move to admit Petitioner

1 have. And they -- I know that they're teaching now
 2 and that they finished their GAI, so just personal
 3 knowledge.
 4 MR. FASMAN: I don't think that's sufficient
 5 foundation, if there's going to be anything more
 6 than that to it.
 7 HEARING OFFICER MOLLS: Well, let's see.
 8 BY MS. AUERBACH:
 9 Q. Did any of the faculty members in your
 10 department or in the social science division
 11 discourage you from teaching beyond your five GAI
 12 point requirement?
 13 A. No, because if you don't have funding
 14 after the fifth year and you want to continue
 15 studying at the University of Chicago, you have to
 16 have some sort of income. So for many people if
 17 you can't get outside funding, then you have to
 18 teach. That's why it's no surprise to hear that
 19 other people teach, my colleagues.
 20 Q. And when you've received your pay for
 21 teaching, has there been tax withholding from that?
 22 A. Yes.
 23 Q. And are you signed in -- do you use the
 24 work -- the website called Workday?
 25 A. We have to, I think. I don't think you

1 can -- that's how we get paid, we receive our pay.
 2 Q. When have you served as a preceptor?
 3 A. I started as a preceptor last fall.
 4 Q. That's the fall of 2016?
 5 A. Yes.
 6 Q. And you've been a preceptor for what?
 7 A. Public policy.
 8 Q. And what, if any, responsibilities as a
 9 preceptors?
 10 A. So I in the fall quarter I met with I
 11 think it was 11 students once a week. We had a
 12 writing seminar where I helped them think through
 13 their BA projects and broke it down for them into
 14 smaller parts. One section was introduction. One
 15 section was on literature review, for example. And
 16 then by the end the quarter, they're expected to
 17 have a draft.
 18 And then the next two quarters, they were
 19 supposed to work on that. And they met with me
 20 regularly, and I read all their are drafts and
 21 final product and then gave a grade also to the
 22 final product, an evaluation.
 23 Q. So these were all undergraduate students?
 24 A. Yes.
 25 Q. And what was your pay for being a

1 all part of a package. I wasn't paid separately
 2 for the TA per se.
 3 HEARING OFFICER MOLS: This was in Jerusalem?
 4 THE WITNESS: Yes.
 5 HEARING OFFICER MOLS: Thank you.
 6 BY MS. AUERBACH:
 7 Q. How did you go about applying for that?
 8 A. There's an international office, study
 9 abroad office I think actually it's called, and
 10 they regularly have these programs. And they
 11 require students -- graduate students to TA for
 12 them, so I applied.
 13 MS. AUERBACH: Those are all the questions I
 14 have.
 15 MR. FASMAN: Can we take a few minutes and talk
 16 about the cross? Thank you.
 17 HEARING OFFICER MOLS: Off the record.
 18 (WHEREUPON, a short recess was
 19 taken.)
 20 HEARING OFFICER MOLS: On the record.
 21 The Employer can proceed with its
 22 questions for the witness cross.
 23 MR. FASMAN: Thank you.
 24
 25

1 preceptor?
 2 A. It's 3,000 per quarter.
 3 Q. And then you also did an additional
 4 teaching assistantship?
 5 A. Yes. That was for the study abroad
 6 Jerusalem program civilization.
 7 Q. When was that?
 8 A. I think 2015 or 2016. I can't recall
 9 exactly.
 10 Q. Was that for one quarter?
 11 A. Yes. It's one quarter, but it is very
 12 intense. So they do three -- the equivalent of
 13 three quarters in one quarter.
 14 Q. What were your responsibilities as the
 15 teaching assistant?
 16 A. It was fairly similar to what I would have
 17 done had I been in Chicago as well as in the sense
 18 that I had to attend all the classes and do some of
 19 the grading.
 20 Q. And did you get paid for that?
 21 A. I did.
 22 Q. Do you remember how much?
 23 A. I can't recall because it was also tied up
 24 with accommodations, so they paid my accommodations
 25 and flights and also a per diem. So I think it was

1 CROSS-EXAMINATION
 2 BY MR. FASMAN:
 3 Q. Professor, is that good, Professor Hilal?
 4 A. I am not a professor, you're good with
 5 Mr. Hilal.
 6 Q. Thank you. It's tempting. You look like
 7 a professor.
 8 Where are you on your -- you've been here
 9 for what, nine years? This is your ninth year?
 10 A. Yes. This is my ninth year.
 11 Q. Where are you on the thesis?
 12 A. I am in the presence of writing it.
 13 Q. I see. And do you have an ETA?
 14 A. Yes, hopefully this -- end of this year.
 15 Q. Thank you.
 16 And what's the subject?
 17 A. I'm a linguistic anthropologist, and my
 18 area of interest is Israel Palestine.
 19 Q. Interesting. Any particular slant?
 20 A. I mean, I could -- it's quite long. I
 21 could go on for a long time. I don't want to bore
 22 the audience.
 23 Q. So you're not graduating this year?
 24 A. No.
 25 Q. Okay. But perhaps next year?

1 A. Well, I hope to defend at the end of this
2 year, so I would graduate next year.
3 Q. Okay. Thank you.
4 And I think you said the average time to
5 thesis in the anthropology department was what,
6 eight years?
7 A. Yeah.
8 Q. Okay. All right. So how many courses per
9 quarter does the anthropology department offer?
10 A. I couldn't say off the top of my head. I
11 mean, maybe 20.
12 Q. 20?
13 A. Yeah.
14 Q. Is it a large department?
15 A. Yes.
16 Q. It is. How many majors? Do you know? Or
17 how many Ph.D. students to start?
18 A. How many -- I mean, definitely more than a
19 hundred in my cohort were 20, but now the cohorts
20 are going down in number so as low as 10.
21 Q. Okay. And how about undergraduate majors?
22 Do you know?
23 A. I don't.
24 Q. All right. So I want to go back to a
25 couple of things you said during your prior

1 testimony. First, let me start the first time you
2 served as an intern in the core sequence, the Power
3 sequence with Professor Hennigel (sic), is it?
4 A. Herrigel.
5 Q. Okay. Thank you.
6 You said the professor, Professor
7 Herrigel, did not come to the office hours. Do you
8 remember that?
9 A. He didn't come to my office hours.
10 Q. He did not come to yours?
11 A. No.
12 Q. Would you expect to see him at your office
13 hours?
14 A. No.
15 Q. No?
16 A. [Nodding].
17 Q. Why not?
18 A. I mean, I don't know what the point would
19 be of him being there. The point of office hours
20 is for students to come to me or the point was for
21 them to come to me if they had problems with the
22 text or they wanted to speak about their paper that
23 I had graded.
24 Q. So this is -- and you were at that time a
25 third year, right? Winter 2011 is what I have.

1 A. Yeah.
2 Q. A third year, okay. Thank you, sir.
3 So then you were -- you were an intern in
4 the Power sequence how many times?
5 A. Twice.
6 Q. Twice. And then you became a lecturer in
7 the core, in the same Power sequence, correct?
8 A. Yes.
9 Q. And your first experience as a lecturer
10 was you were -- I have fall 2011, but can that be
11 right?
12 A. Yes.
13 Q. Third year?
14 A. Yes, because I started in 2008. And then
15 I interned the first two quarters of that year,
16 calendar year, and then I was able to lecture in
17 the fall.
18 Q. I see. Okay. So how does one become a
19 lecturer in the core sequence?
20 A. First you have to apply -- if you're a
21 graduate student, first you have to apply to become
22 an intern, and you put it in an application letter.
23 And then you do two quarters interning, and then
24 you can apply for a lectureship.
25 Q. Okay. And you did all those things?

1 A. Yes.
2 Q. And what -- what's the qualification for
3 becoming a lecturer, sir?
4 A. You have to have completed two quarters
5 interning. You have to be in good academic
6 standing. You have to have a reason for why you
7 want to lecture in the core. There's a cover
8 letter that you have to submit. You have to submit
9 a CV, letters of recommendation.
10 Q. Do you get interviewed?
11 A. No.
12 Q. Okay. But it's competitive?
13 A. Yes.
14 Q. Okay. So it is an honor for you to be
15 chosen?
16 A. I thought so.
17 Q. Yeah. And as a lecturer in the core, you
18 did that two times?
19 A. Three.
20 Q. Three times, okay.
21 And you get two GAI points for each
22 lectureship you serve?
23 A. Yes.
24 Q. Okay. So -- and those were -- I've got
25 two sets of dates. This is '11, '12 and '13?

1 A. Yes.
 2 Q. Is that right?
 3 A. Yes.
 4 Q. One quarter each year?
 5 A. Yes.
 6 Q. Spring quarter of each year?
 7 A. Yes.
 8 Q. Okay. So -- but the third time you did
 9 this, you were outside of what you needed for the
 10 GAI points, right?
 11 A. Well, even the second time, I was -- by
 12 the second time I lectured because the lectureship
 13 was two, so I was already over the GAI points
 14 required.
 15 Q. With the second, yes, that's right.
 16 A. Yes.
 17 Q. Two, four, six, okay. Right.
 18 And then the last one in '13, you were
 19 over it again?
 20 A. [Nodding].
 21 Q. Okay. And in the -- when you were the
 22 instructor of record, that is a lectureship. You
 23 were the instructor of record?
 24 A. Yes.
 25 Q. And I think we saw that you were listed

1 on -- listed as such. And in those situations,
 2 you're still in the core sequence. You're still
 3 going to the weekly meetings, correct?
 4 A. Yes.
 5 Q. And still sharing the information with
 6 other people who are teaching --
 7 A. Yes.
 8 Q. -- in the sequence?
 9 Members of the faculty, things like that?
 10 A. And post docs and other graduate students.
 11 Q. Correct, yeah.
 12 And so that's been your experience
 13 throughout all of these core -- that Power core
 14 sequence where you intern and then were lecturer,
 15 correct?
 16 A. Yes.
 17 Q. Okay. And you talked about -- you
 18 testified about the lecture courses you have taught
 19 since, and the first one was on was a human rights
 20 course, sir?
 21 A. Yes.
 22 Q. That's 2015, I think you said?
 23 A. Yes, I believe so.
 24 Q. So by that time you were seventh year?
 25 A. Yes.

1 Q. And well-beyond the five-year package,
 2 right?
 3 A. Yes.
 4 Q. And this is something you sought out, I
 5 presume?
 6 A. Yes.
 7 Q. How did you go about seeking it out, sir?
 8 A. There were various e-mails sent over the
 9 anthropology mailing list which is a general
 10 mailing list for all anthropology students,
 11 graduate students. And on there they often
 12 advertise jobs available at the university and
 13 information on how to apply to them.
 14 Q. So how did you apply for this particular
 15 one? What did you have to do to get this?
 16 A. So for the one at the Center -- the Pozen
 17 Family Center, I had to come up with a syllabus,
 18 submit my syllabus along with a CV, the evaluation
 19 from my last course that I taught, and letters of
 20 recommendation and also a cover letter.
 21 Q. Okay. And an interview or not?
 22 A. No.
 23 Q. Okay. Also a competitive position?
 24 A. Yes.
 25 Q. Okay. And this was -- so I guess it would

1 have been an honor for you to be selected for this,
 2 too?
 3 A. Yes, I think so.
 4 Q. Were you informed that this -- you were
 5 chosen on the basis of your prior teaching
 6 experience?
 7 A. No. There are a number of factors that go
 8 into being accepted. I applied, for example, for
 9 one in anthropology and didn't get it. So it
 10 depends on how many people apply, what courses they
 11 want to offer, who's on the committee at that time.
 12 Q. I see. Okay. But you are -- by this
 13 point you've already been an instructor of record
 14 on three occasions?
 15 A. Yes.
 16 Q. And did those three occasions where you
 17 had been the instructor of record, did they inform
 18 how you performed in the standalone at the Pozen
 19 Center?
 20 A. Yeah, I don't see how my teaching
 21 experience affects how I teach.
 22 Q. You keep learning the more you teach?
 23 A. Yeah.
 24 Q. Okay. And one of the reasons you sought
 25 this was because you were beyond your funding

1 requirement, right?
 2 A. Yes.
 3 Q. And the second standalone was spring 2016,
 4 according to my notes, in the Center For Study of
 5 Race, Politics and Culture, correct?
 6 A. Yes.
 7 Q. And that one also you sought out?
 8 A. Yes.
 9 Q. How did you do that?
 10 A. With a similar application. So I got the
 11 e-mail from the departmental mailing list, and I
 12 submitted a CV, cover letter, my evaluations, and I
 13 came up with a syllabus.
 14 Q. Okay. And is it fair to say that your
 15 evaluations have been positive all along the way?
 16 A. Yes.
 17 Q. Okay. And once again you were the sole
 18 instructor --
 19 A. Yes.
 20 Q. -- of this one?
 21 A. [Nodding].
 22 Q. You have to answer. She can't hear you
 23 nod?
 24 A. Sorry. Yes.
 25 Q. Okay. And you actually put the course

1 together --
 2 A. I did.
 3 Q. -- correct.
 4 Is it being taught again?
 5 A. No.
 6 Q. Okay. And the third one, the same thing,
 7 the course on the Middle East that you designed, I
 8 didn't get a picture of where that was?
 9 A. Global studies.
 10 Q. Global studies?
 11 A. It's another center.
 12 Q. I see. And what was the title of the
 13 case?
 14 A. Rethinking the Middle East.
 15 Q. Yeah. That's right. Sorry.
 16 Once again, this is something you sought
 17 out?
 18 A. Yes.
 19 Q. Like the preceptorship as well?
 20 A. Yes.
 21 Q. Okay. And the reason is by this time,
 22 this was -- you're an eighth year by this?
 23 A. Ninth year when I accept preceptorship.
 24 Q. And eight for the second standalone. And
 25 then when is the third standalone that is

1 Rethinking the Middle East?
 2 A. That is this quarter.
 3 Q. So ninth at this time, okay.
 4 And once again, during this course, you're
 5 the sole instructor. You designed it. You put it
 6 together. You teach it. You grade it?
 7 A. Yes.
 8 Q. Right?
 9 A. Yes.
 10 Q. You are, as they say, the man for this
 11 course?
 12 A. [Nodding].
 13 Q. Now, that's not something who somebody who
 14 is who's just beginning as a graduate student would
 15 be able to do; that is, somebody who's got two GAI
 16 points, would they?
 17 A. The standalone courses people generally
 18 apply after the GAI.
 19 Q. Yeah.
 20 A. That's . . .
 21 Q. More senior graduate students?
 22 A. Or people who have written up or a writing
 23 up, yes.
 24 Q. Or what?
 25 A. A writing up, so they're writing up their

1 dissertation.
 2 Q. I see. I see.
 3 A. When you're doing the intern, often you're
 4 still taking courses yourself.
 5 Q. Is there -- in the anthropology
 6 department, is there a qualifying exam or an
 7 admission candidacy process?
 8 A. There is.
 9 Q. How does that work?
 10 A. You have to fulfill certain requirements,
 11 class department -- class requirements, and then
 12 take some kind of oral exam and write a respect --
 13 a proposal, research proposal.
 14 Q. And you did that presumably?
 15 A. I did.
 16 Q. What year? When did you do it, sir?
 17 A. I think it was either my fourth or fifth
 18 year.
 19 Q. And is that the common period of time for
 20 admission of candidacy?
 21 A. I think now they're maybe trying to get
 22 people to finish it earlier, but it kind of
 23 depends. It's something you work out with your
 24 advisors, but it's departmental.
 25 Q. Okay. All right. And so -- all right.

1 That's fine.
 2 By that time what you do -- excuse me.
 3 Too many thoughts, too few words.
 4 At that time when you submit -- when you
 5 were admitted to candidacy, do you have a thesis
 6 topic in mind?
 7 A. Yes. You have to have one.
 8 Q. You have to have one?
 9 A. Yes.
 10 Q. So until -- you can't really be admitted
 11 to candidacy until you have a thesis topic, right?
 12 A. Yes. And you've completed the class
 13 requirements.
 14 Q. And class requirements are in the first
 15 couple of years?
 16 A. The first two years generally.
 17 Q. Okay. And that's when you completed them?
 18 A. I did.
 19 Q. Okay. Thank you.
 20 Now, would you agree with me that someone
 21 who has completed the -- admitted to candidacy is
 22 in a different position than someone who is in his
 23 first three or four years of being a graduate
 24 student in the anthropology department?
 25 A. Different in what way?

1 Q. Well, I mean, you've got a thesis. Once
 2 you've been admitted to candidacy, you have a
 3 thesis topic. It's presumably being approved. You
 4 completed your coursework, et cetera. That seems
 5 to me a different set of things than somebody if
 6 I'm a second year student and I'm still doing my
 7 coursework, don't you think?
 8 A. I mean, different in the sense that one,
 9 yes, has written a proposal, and the other one
 10 hasn't written a proposal. I guess that's the
 11 difference.
 12 Q. And also there's a difference of whether
 13 or not you're within your five-year funding?
 14 A. How so?
 15 Q. Well, you said it yourself. You know, if
 16 you're outside your five-year funding and you're
 17 continuing your Ph.D. studies, you're obviously
 18 attempting to teach to continue to support
 19 yourself, right?
 20 A. Well, you could actually finish your
 21 qualifying exams in your third year, in which case
 22 you would still have two GAI points.
 23 Q. Okay.
 24 A. So I don't think so.
 25 Q. Yeah, okay. But, in any event, is there

1 funding through the anthropology department for
 2 people beyond the fifth year?
 3 A. Yes. There's one source of funding. You
 4 can get one quarter of funding when you come back
 5 from the field, and then there's another one that
 6 offers one year of funding.
 7 Q. I see. And --
 8 A. It's competitive.
 9 Q. I was going to ask if it was competitive.
 10 And, if I understand, one of the reasons for the
 11 lengthy period in the anthropology department is
 12 that there's fieldwork involved, correct?
 13 A. Yes.
 14 Q. And you've done that?
 15 A. Yes.
 16 Q. Where was your fieldwork, sir?
 17 A. Jerusalem and Tel Aviv.
 18 Q. How long were you there?
 19 A. I was away for different periods, so three
 20 months, three months, and then one year.
 21 Q. And when was the one year?
 22 A. The one year, I think, was 2012 to 2013, I
 23 think.
 24 Q. Okay.
 25 A. If I remember correctly.

1 Q. Okay. Now, I wanted to go back and ask
 2 you about the study abroad opportunity. That also
 3 was something that you sought out?
 4 A. Yes.
 5 Q. And that was -- what year was that? Is
 6 that -- this past year?
 7 A. No, I think it was 2014.
 8 Q. Of 2014?
 9 A. I think.
 10 Q. And that was something that you sought
 11 out, correct?
 12 A. Yes, I applied for it.
 13 Q. How did you apply for it?
 14 A. Again, I had to submit my CV, a cover
 15 letter, reference letters, and then actually went
 16 for an interview.
 17 Q. And who interviewed you?
 18 A. Somebody from the study abroad program.
 19 Q. Okay. And I think you testified it was
 20 one quarter, but it was the equivalent of a year?
 21 A. Yes. So how the study abroad programs
 22 work is that there are various study abroad
 23 programs, Vienna, Paris, Jerusalem and some other
 24 ones. And students go there for one quarter, but
 25 they actually take the equivalent of classes what

1 would count for three quarters. So it's kind of
 2 one whole sequence of class pushed into one
 3 quarter.
 4 Q. Okay. Sounds orgulous.
 5 You attended all the classes that were
 6 taught?
 7 A. I did.
 8 Q. Is there one professor? There's got to be
 9 multiple professors.
 10 A. There's three.
 11 Q. There's three?
 12 A. Three, yeah.
 13 Q. And were you one of them?
 14 A. No. I was a TA. My title was TA.
 15 Q. And how many TAs were there?
 16 A. Just the one per class.
 17 Q. And three professors?
 18 A. Yea. They taught three-week periods each.
 19 I think it was three weeks, three weeks, three
 20 weeks. I was there throughout.
 21 Q. And you were the only TA in all three
 22 classes?
 23 A. Yeah.
 24 Q. Okay. And I think you said you couldn't
 25 recall how much you earned for doing this, right?

1 A. Yes.
 2 Q. And the Jerusalem study?
 3 A. Yes.
 4 Q. Okay. You mentioned that you were
 5 apprised of a number of these opportunities through
 6 an e-mail from the anthropology department?
 7 A. Yes.
 8 Q. Is that the practice of that department to
 9 send out notices like that to -- I know, thank you.
 10 Thank you very much. It's on my list. Stop.
 11 Is it the practice in your -- in the
 12 anthropology department to send out e-mails, and if
 13 it is, why is that the case, sir?
 14 A. Well, there are often lots of graduate
 15 students who are looking for jobs at the
 16 university, and our secretary, she has a mailing
 17 list of the anthropology graduate students. She
 18 regularly sends out job vacancies, so that's how I
 19 found out about the preceptorship. There was an
 20 e-mail sent round saying there was a date by which
 21 applications have to be in.
 22 And then there are other job
 23 advertisements as well. It's just not just
 24 preceptoring or lecturing. But there might be, for
 25 example, a professor who wants a research

1 A. I can't recall.
 2 MR. FASMAN: All right. We need just one more
 3 minute to converse.
 4 HEARING OFFICER MOLS: Off the record.
 5 (WHEREUPON, a short recess was
 6 taken.)
 7 HEARING OFFICER MOLS: On the record.
 8 MR. FASMAN: Thank you.
 9 BY MR. FASMAN:
 10 Q. Just a couple more questions Mr. Hilal.
 11 Think I asked you why you sought out the
 12 first lecture -- the first course you did in the
 13 Pozen Human Rights Center, correct?
 14 A. Yes.
 15 Q. Do you remember that?
 16 A. Yes.
 17 Q. And I asked you whether you did that
 18 because you were outside of your funding needed the
 19 compensation?
 20 A. Yes.
 21 Q. That also -- is it fair to say that that
 22 also was the case for your second standalone, your
 23 third standalone --
 24 A. Yes.
 25 Q. -- the preceptorship, correct?

1 assistant. So that might also go out on the
 2 mailing list.
 3 Q. I see. And this is a method in which the
 4 anthropology helps its more advanced graduate
 5 students?
 6 A. There's no difference between advanced or
 7 not advanced on the mailing list. Anyone -- who's
 8 a student has access to the mailing list. And then
 9 there are other lists as well that are not
 10 anthropology.
 11 Q. Okay. And what are those?
 12 A. So, for example, you might be on the
 13 Chicago Center -- the Chicago Center For the Study
 14 of Race, Politics and Culture. You might be on
 15 their mailing list, and they might send out a
 16 mailed e-mail themselves saying that they're
 17 taking -- they're taking applications for the
 18 teaching position or lectureship position.
 19 Q. I see. During all of this time have you
 20 gone to the Chicago Center for Teaching?
 21 A. I'm a teaching fellow, senior teaching
 22 fellow now.
 23 Q. How long have you been a senior teaching
 24 fellow?
 25 A. For this last year. And before that I was

1 a teaching fellow.
 2 Q. I see. And what do you do in that
 3 position, sir?
 4 A. So as Bill Rander testified last week, we
 5 have a number of aims. One of them is to help as a
 6 center; that is, help people who are teaching on
 7 campus to become better teachers. As a senior
 8 teaching fellow and somebody in the anthropology
 9 department, I was interested in developing teaching
 10 techniques that are specific to people teaching
 11 anthropology.
 12 Q. And I take it the anthropology department
 13 right at this point does not have such a program?
 14 Not -- there's no pedagogy in anthropology?
 15 A. There have been various workshops before
 16 the CCT was around, and sometimes students
 17 organized them, but nothing systematic, and there
 18 still isn't anything systematic.
 19 Q. I see. I see. And as a senior fellow in
 20 the Chicago -- in the CCT, what do you do?
 21 A. So I run workshops for other teachers on
 22 campus, post docs and graduate students. I also
 23 attend training myself, teacher training. The idea
 24 is to create a community of people interested in
 25 pedagogy. So it's difficult to pinpoint exactly

1 options.
 2 Q. If you go into academia, I guess, you
 3 would agree with me that all of these teaching
 4 opportunities will have served you well?
 5 A. To a degree. I mean, you need some
 6 teaching experience. But there comes a point where
 7 I can keep amassing more and more lectureships, and
 8 it doesn't really give me much more. My
 9 application will be the same.
 10 Q. You've had a bunch?
 11 A. Yeah. I have proved that I can teach.
 12 Q. Right. And th CCT is also useful in that
 13 have, right?
 14 A. I would hope so. I would hope so, but I
 15 can't say for sure.
 16 MR. FASMAN: Okay. I have no further
 17 questions.
 18 HEARING OFFICER MOLS: I think I just have one
 19 or two before redirect.
 20 EXAMINATION
 21 BY HEARING OFFICER MOLS:
 22 Q. When you were a lecturer in the Power core
 23 sequence, from the time when you were -- for the
 24 instance when you were still completing your GAI
 25 points to the instance when you already had

1 what that involves, but . . .
 2 Q. And you are part of -- you were part of
 3 that -- the community that you just mentioned, the
 4 community that's interested in pedagogy?
 5 A. Yes.
 6 Q. And is there a difference between being a
 7 senior fellow of the CCT and a regular fellow?
 8 A. I think you maybe get \$400 more, and you
 9 can't be a senior fellow until you've been a
 10 regular fellow.
 11 Q. Logical.
 12 How much do you get paid for that service?
 13 A. I believe it's \$4,000, and I think it's
 14 \$3,600 for the regular.
 15 Q. Per quarter?
 16 A. Sorry, per year.
 17 Q. Per year.
 18 A. I recollect.
 19 Q. What is -- I'm interested. What is your
 20 career goal, sir? What are you going to do?
 21 A. At the moment I'm exploring lots of
 22 options. So certainly I'm considering a career in
 23 academia, but also possibly working for government
 24 policy. Possibly working for an NGO, maybe going
 25 into the consultancy world. There's lots of

1 completed your GAI points, was there a difference
 2 in the amount of compensation that you received for
 3 those lecture ships?
 4 A. No.
 5 Q. So I believe you said there was about
 6 5,000 a quarter. So when you were still completing
 7 the GAI points, it would have been 5,000 and still
 8 5,000 after you had completed them?
 9 A. Yes, that's correct.
 10 HEARING OFFICER MOLS: I think that was my
 11 question. Thank you. Sorry. You're not done yet.
 12 MR. FASMAN: This goes back and forth for a
 13 while.
 14 HEARING OFFICER MOLS: Sorry.
 15 THE WITNESS: I should know by now.
 16 HEARING OFFICER MOLS: We're closer to the end.
 17 REDIRECT EXAMINATION
 18 BY MS. AUERBACH:
 19 Q. You were asked on cross whether your three
 20 lectureships in the core were all in the spring
 21 quarter. Do you know whether they were all in the
 22 spring quarter or not?
 23 A. I seem to think that they were in the
 24 spring quarter, yeah.
 25 Q. And that was three years in a row?

Page 1896

1 A. Yes.
2 Q. When you were asked about evaluations, who
3 were those evaluations by?
4 A. They were students who evaluate the course
5 that they've taken and the lecturer. They post
6 those online.
7 Q. Who posts them online?
8 A. Oh, so the students are -- the students
9 fill them out themselves through their own academic
10 portal, and then eventually the university puts
11 them online for students -- enrolled students so
12 they can see them. They're publicly available
13 within the UChicago community.
14 Q. So when the students enroll for courses,
15 can they look up the instructor of record for a
16 course and see whether there are any posted
17 evaluations for that instructor?
18 A. Yes. As far as I know most students do
19 that.
20 Q. And if a graduate student has received
21 evaluations for a course, those evaluations would
22 be available for the undergrads to view?
23 A. Yes.
24 Q. And does that also the case for faculty?
25 Are there student evaluations available?

Page 1897

1 A. Yes. It's the same website. You type in
2 the last name, the name of the course, and
3 evaluation comes up. So you can see them.
4 MS. AUERBACH: Those are all the questions I
5 have.
6 MR. FASMAN: Just one more question.
7 RE-CROSS-EXAMINATION
8 BY MR. FASMAN:
9 Q. Your work or service at the CCT, that's
10 all voluntary, right. It's not a requirement?
11 A. No, it's not a requirement.
12 MR. FASMAN: Thank you.
13 HEARING OFFICER MOLS: So if there are no
14 further questions for the witness, you are excused.
15 Thank you.
16 THE WITNESS: Thank you.
17 (Witness excused.)
18 HEARING OFFICER MOLS: So is the Petitioner
19 ready to proceed with the next witness?
20 MS. AUERBACH: Yes.
21 HEARING OFFICER MOLS: Petitioner can call its
22 next witness.
23 MS. AUERBACH: Petitioner calls Andrew
24 Phillips.
25 (WHEREUPON, the witness was

Page 1898

1 duly sworn.)
2 HEARING OFFICER MOLS: Please state and spell
3 your name for the record.
4 THE WITNESS: Andrew Phillips, A-n-d-r-e-w,
5 P-h-i-l-l-i-p-s.
6 HEARING OFFICER MOLS: Thank you.
7 ANDREW PHILLIPS,
8 called as a witness herein, having been first duly
9 sworn, was examined and testified as follows:
10 DIRECT EXAMINATION
11 BY MS. AUERBACH:
12 Q. Are you currently a graduate student at
13 the University of Chicago?
14 A. Yes.
15 Q. And in what division?
16 A. I'm in physical sciences division,
17 department of chemistry.
18 Q. And when did you begin your graduate
19 studies?
20 A. Fall of 2005. Sorry, 2015 rather. I
21 haven't been here that long.
22 Q. And what degree are you pursuing?
23 A. Ph.D. in chemistry.
24 MS. AUERBACH: Can you show the witness
25 Petitioner Exhibit 22?

Page 1899

1 (WHEREUPON, Petitioner Exhibit
2 No. 22 was introduced for the
3 record.)
4
5 BY MS. AUERBACH:
6 Q. Can you identify that document?
7 A. Yes. This is the letter I got admitting
8 me to the Ph.D. program in chemistry at the
9 University of Chicago.
10 MS. AUERBACH: I move to introduce Petitioner
11 Exhibit Number 22.
12 MR. FASMAN: No objection.
13 HEARING OFFICER MOLS: Petitioner Exhibit 22 is
14 received.
15 (WHEREUPON, Petitioner Exhibit
16 No. 22 was received into
17 evidence.)
18 BY MS. AUERBACH:
19 Q. And after you began your graduate studies,
20 did you serve as a teaching assistant?
21 A. I did.
22 Q. And prior to starting as a teaching
23 assistant, did you receive TA training?
24 A. I did.
25

<p style="text-align: right;">Page 1900</p> <p>1 (WHEREUPON, Petitioner Exhibit 2 No. 84 was marked for 3 identification.) 4 BY MS. AUERBACH: 5 Q. I've handed you a document marked 6 Petitioner Exhibit 84. Can you identify that? 7 A. Yes. This is a document I received during 8 TA training stating the goals of TA training. 9 Q. Was this given to everyone in your TA 10 training class? 11 A. Yes. 12 Q. Who was it given by? 13 A. I believe it was given by Dr. Vera 14 Dragisich. 15 Q. And who is that? 16 A. She is, I believe, a senior lecturer in 17 the department of chemistry. 18 MS. AUERBACH: I move to introduce Petitioner 19 Exhibit 84. 20 MR. WEITZMAN: No objection. 21 HEARING OFFICER MOLS: Petitioner 84 is 22 received. 23 (WHEREUPON, Petitioner Exhibit 24 No. 84 was received into 25 evidence.)</p>	<p style="text-align: right;">Page 1902</p> <p>1 we were required to prepare a quiz, so essentially 2 every week we prepared and administered a quiz to 3 give it our students and then either lectured on 4 course material or reviewed relevant information 5 for the lab that upcoming week. So essentially 6 whatever we wanted to do in that 50 minutes. 7 And then for lab, we -- there was a 8 four-hour lab section each week. And so at the 9 beginning of that, typically for about five 10 minutes, I would discuss the concepts that we would 11 be using in the lab and like common pitfalls and 12 things like that. And then I would monitor the 13 students as they did their experiments and ensured 14 they were, you know, observing things and kind of 15 keeping them on track and making sure that they 16 completed the experiment. 17 I also held office hours for two hours a 18 week and then helped to grade exams, and then I 19 also graded lab notebook pages, the quizzes I 20 administered, and then lab reports for my students. 21 Q. And were these -- these were the same all 22 three quarters responsibilities? 23 A. Yes. 24 Q. And the hours of the labs and office 25 hours, were those the same?</p>
<p style="text-align: right;">Page 1901</p> <p>1 BY MS. AUERBACH: 2 Q. For how many quarters did you serve as a 3 TA? 4 A. I was a TA for three quarters. 5 Q. Was that your first three quarters at the 6 university? 7 A. Yes. 8 Q. And was that for the same course each time 9 or for different courses? 10 A. It was all for organic chemistry. So the 11 course is divided into three quarters. So that's 12 the first year sequence in organic chemistry, so I 13 TA'ed for each quarter of that sequence. 14 Q. And were your responsibilities the same 15 all three quarters or did they differ? 16 A. They were the same. 17 Q. Okay. So would you describe what your 18 responsibilities were as a TA? 19 A. Yes. So I attended all the lectures for 20 the course. And then my duties were kind of 21 broadly split into the lab section and the 22 discussion section. So I had the same group of 23 students for lab and discussion. So for discussion 24 I was responsible for preparing content to take up 25 50 minutes worth of discussion, so that included --</p>	<p style="text-align: right;">Page 1903</p> <p>1 A. Yes. 2 Q. And was -- did the same faculty member 3 teach -- give the lectures in all three quarters or 4 were there different faculty members? 5 A. Each quarter there was a different 6 professor. 7 Q. Who were the three professors? 8 A. For the first quarter I TA'ed, it was 9 Sergei Kozmin, and I believe that's S-e-r-g-e-i, 10 K-o-z-m-i-n. For the second quarter it was 11 Lu Ping Yu, L-u, P-i-n-g, Y-u. And for the last 12 quarter it was Scott Snyder, S-c-o-t-t, 13 S-n-y-d-e-r. 14 Q. And so going to the first quarter, did you 15 have contact with the faculty member outside of the 16 lecture? 17 A. No, we did not. 18 HEARING OFFICER MOLS: Who's we? 19 THE WITNESS: The TAs. Collectively, the TAs 20 for his class, we did not have contact with him. 21 BY MS. AUERBACH: 22 Q. So did the professor observe you in any of 23 your lab sessions? 24 A. No. 25 Q. Did the professor give you guidance with</p>

1 respect to the labs?
 2 A. No, he did not.
 3 Q. Did the professor observe you in any of
 4 your office hours?
 5 A. No.
 6 Q. And did he give you any guidance with
 7 respect to the office hours?
 8 A. No, he did not.
 9 Q. And you also held discussion sections?
 10 A. Correct.
 11 Q. Did the professor observe you in any of
 12 the discussion sections?
 13 A. No.
 14 Q. Did he give you any guidance as to the
 15 discussion sections?
 16 A. No.
 17 Q. And then how about the grading, what --
 18 did you get instructions on grading?
 19 A. So the grading would be -- so like for the
 20 quizzes, there was no guidance on the grading in
 21 terms of that. For the lab notebooks and the lab
 22 reports, we had rubrics provided by -- I believe
 23 she was the course coordinator. This is
 24 Dr. Valerie Keller, K-e-l-l-e-r, who you heard
 25 about from Mike Hopkins' testimony. So she

1 right-hand corner; and then at the end, all the
 2 pages would be added up, and that would be written
 3 on the front of the exam. And then we would submit
 4 those fully-graded exams to Dr. Keller, and she
 5 would photocopy them and put them into some
 6 spreadsheet or whatever.
 7 Q. Did Dr. Keller give you any feedback on
 8 the grading you had done?
 9 A. No.
 10 Q. And did the lab coordinator come and
 11 observe you in the lab ever?
 12 A. On occasion she would occasionally walk
 13 through the lab for several minutes and monitor the
 14 students' progress and things like that.
 15 Q. How often would that happen?
 16 A. It was not every week, but maybe once
 17 every other week or something like that.
 18 Q. When you say several minutes, about how
 19 many?
 20 A. I would say less than five minutes out of
 21 the four-hour lab.
 22 Q. And that was true on each of the
 23 occasions?
 24 A. Yes.
 25 Q. And how about the second quarter that you

1 provided us with grading rubrics for the lab
 2 notebook pages and lab reports. So we used those
 3 to assist us grading.
 4 In terms of grading exams, Dr. Keller
 5 supervised us grading exams. How that worked is so
 6 we would -- all of the TAs for the course would be
 7 in a conference room after the exam, and we would
 8 each claim problems. So, for instance, a group of
 9 one or two TAs would all exhaustively grade, for
 10 instance, problem two on all of the exams for the
 11 students in the course.
 12 So at the beginning of the grading
 13 session, Dr. Keller would float around, and we'd
 14 have a quick chat about, you know, we think these
 15 are all the possible answers that students might
 16 provide. Here are how we would divide up problems
 17 or here's how we would divide up the points for
 18 each possible answer. And she would, you know,
 19 agree with us or we further hash it out. So that
 20 was done at the beginning, and then we essentially
 21 grading without further input.
 22 Q. And after you had each graded your
 23 problem, then what happened?
 24 A. We -- so after a page was completely
 25 graded, a score would be tallied in the lower

1 TA'ed, how much faculty contact did you have
 2 outside of the lectures?
 3 A. There was zero contact with the faculty
 4 member; i.e., Sergei Kozmin.
 5 Q. So did he observe any of your discussion
 6 sections?
 7 A. No.
 8 Q. Did he observe any of your lab sections?
 9 A. No.
 10 Q. And did he observe any of your office
 11 hours?
 12 A. No.
 13 Q. Did he give you any instructions on your
 14 discussion sections?
 15 A. No.
 16 Q. Did he give you any instructions on the
 17 lab sections?
 18 A. No.
 19 Q. Did he give you any instructions on the
 20 office hours?
 21 A. No.
 22 Q. And did the lab coordinator continue to
 23 come into your labs the same amount of time?
 24 A. Yes. I would say Dr. Keller's
 25 responsibilities were essentially the same as they

1 were in the previous quarter.
 2 Q. And how did the grading work that quarter?
 3 A. The grading was identical.
 4 Q. So both with respect to the labs and with
 5 respect to the exam, the quizzes and then exams?
 6 A. That's correct.
 7 Q. And third quarter that you TA'ed, how much
 8 faculty contact did you have outside of the
 9 lectures?
 10 A. We had more faculty contact in that
 11 quarter. Whereas, in the previous two quarters, we
 12 had TA meetings, I believe, 30 minutes per week.
 13 So in the previous two quarters, those were
 14 conducted by Dr. Keller. In the third quarter,
 15 those were jointly conducted by Dr. Keller and
 16 Professor Snyder.
 17 Q. Okay. So the first two quarters you had
 18 30-minute meetings how often?
 19 A. Each week, 30 minutes per week.
 20 Q. And in those what did Dr. Keller do?
 21 A. We discussed common pitfalls for the labs
 22 and kind of fine tuning the mechanics of each lab.
 23 So, you know, for instance, by the two-hour mark,
 24 students should ideally be at this point, so they
 25 can finish on time and kind of just minor mechanics

1 Q. And did the lab coordinator continue to
 2 visit your lab same amount of time as Snyder?
 3 A. She did.
 4 Q. And how did the grading work that quarter?
 5 A. The grading was essentially the same.
 6 However, in addition to Dr. Keller being in the
 7 room for the first bit of time during our grading
 8 sessions, Professor Snyder was also there. So he
 9 essentially replaced what Dr. Keller did in
 10 floating around the room and ensuring that the
 11 grading systems that we had proposed were
 12 sufficient and essentially exhaustive in the
 13 possibility of answers that students might come up
 14 with.
 15 Q. And do you know what part the lab report
 16 grades played in the undergrad student's grade?
 17 A. I don't recall exactly.
 18 Q. Were all of the lab sections led by
 19 graduate students?
 20 A. Several in one quarter were led by an
 21 undergraduate or led by at least one undergraduate
 22 student.
 23 Q. And how about the discussion sections,
 24 were those run by graduate students?
 25 A. With the exception of the nonzero number

1 of the labs.
 2 Q. Okay. So the third quarter, the faculty
 3 member and Dr. Keller both attended those sessions?
 4 A. Ye. And so in the third quarter
 5 Professor Snyder, he had a little more suggestions
 6 for things to emphasize in discussions. Perhaps if
 7 he thought that he didn't cover a topic adequately
 8 in lecture or if he thought that additional
 9 clarification would be beneficial for students, he
 10 suggested, you know, to spend several minutes
 11 covering a concept or reviewing a concept in
 12 discussion.
 13 Q. And this was conveyed during these weekly
 14 30-minute meetings?
 15 A. Correct.
 16 Q. And, I'm sorry, what was the name of that
 17 professor again?
 18 A. Scott Snyder.
 19 Q. Did Professor Snyder attend any of your
 20 discussion sections?
 21 A. No.
 22 Q. Did he attend any of your lab sections?
 23 A. No.
 24 Q. Did he sit in on any of your office hours?
 25 A. No.

1 that were led by an undergraduate student.
 2 Q. At some point did you join a research lab?
 3 A. Yes, I did.
 4 Q. When did you do that?
 5 A. I formally joined a lab, I believe,
 6 sometime in my first or second quarter.
 7 Q. Whose lab were you in?
 8 A. Professor Bozhi Tian's lab. That's first
 9 name B-o-z-h-i, last name T-i-a-n.
 10 Q. And how did you come to join that lab?
 11 A. So I was offered the opportunity to come
 12 early to University of Chicago in the summer, as I
 13 believe essentially all the domestic applicants
 14 were, and had a positive experience in his lab over
 15 the summer and decided to join the lab after that.
 16 Q. And have you chosen the topic for your
 17 dissertation research?
 18 A. Yes, I suppose so.
 19 Q. What is that?
 20 A. That is -- sorry, what was that?
 21 Q. What does that mean I suppose?
 22 A. Your dissertation at least in terms of
 23 chemistry really is a collection of what you did
 24 over, say, five years or whatever the span of your
 25 Ph.D. is. So in some sense I think it's misleading

Page 1912

1 to say what your dissertation topic is from the
2 beginning because often times five years later it
3 looks not entirely consistent with you know, say,
4 what you proposed during candidacy which in and of
5 itself is not tied to what your thesis is on.
6 Q. And how many other people are in the lab
7 you're in besides the faculty besides, you know,
8 Professor Tian?
9 A. I believe there are seven graduate
10 students, five post docs and a handful of
11 undergraduate students.
12 Q. And is there a certain overall topic of
13 research in the lab?
14 A. Broadly we are focusing on different
15 applications of silicon nano wires. Typically
16 towards bioelectric applications.
17 Q. And do you pursue your own research or
18 you've been asked to do certain research?
19 MR. WEITZMAN: Objection, leading.
20 HEARING OFFICER MOLS: Let's split it out.
21 BY MS. AUERBACH:
22 Q. Have you been asked to do any specific
23 research?
24 MR. WEITZMAN: Same objection.
25 HEARING OFFICER MOLS: First off -- so you are

Page 1913

1 currently conducting research in the lab, correct?
2 THE WITNESS: That is correct.
3 HEARING OFFICER MOLS: I'll allow the question.
4 So have you -- you can ask again, Counsel.
5
6 BY MS. AUERBACH:
7 Q. Have you been asked by Professor Tian to
8 do any specific research?
9 A. Yes, for my candidacy I was asked to work
10 on a project on polymer self-assembly on nano
11 wires.
12 Q. And what instructions were you given?
13 A. I was given the goal of self-assembling
14 polymers onto the surface of nano wires.
15 Q. And when were you given this?
16 A. Let's see, I believe sometime last May.
17 Q. May, you mean a year ago?
18 A. Yeah. Maybe earlier in the year, but
19 maybe six months before my candidacy or something
20 like that.
21 Q. And did you do that?
22 A. Yes. I performed and passed candidacy in
23 the fall of last year.
24 Q. And how long did you -- how many months
25 did you spend on that research?

Page 1914

1 A. I'm still conducting that research.
2 Q. And when did you achieve candidacy?
3 A. Fall of last year.
4 Q. So last year being 2016?
5 A. Correct.
6 Q. And how often -- do you meet with
7 Professor Tian on a regular basis?
8 A. I meet with him weekly.
9 Q. And for how long?
10 A. Typically, let's say, 15 minutes to half
11 an hour.
12 Q. And what is discussed in those weekly
13 meetings?
14 A. We discuss the research progress that I've
15 made since we last met, so I will go over some of
16 my results and discussions of my experiments. And
17 then I propose what I will be doing for future
18 experiments, and then we either talk about my data
19 or whether or not he agrees with my future plans.
20 Q. Has there ever been disagreement about
21 your future plans?
22 A. I would say there have been minor
23 disagreements about perhaps whether or not certain
24 things are worth teasing out. So in any
25 experimental system there are lots of unknowns, and

Page 1915

1 so there can be disagreements about whether or not
2 this particular variable is important to understand
3 in greater depth before we proceed forward or not.
4 But I would say they've been extremely minor
5 disagreements that I have not had issues with.
6 Q. And have those disagreements been worked
7 out?
8 A. He has kind of stated why he doesn't think
9 that it's necessary to work out right now, and that
10 I think has been convincing arguments.
11 Q. And --
12 A. Yeah. I would call it more of a
13 suggestion rather. I don't know if I would -- I
14 think disagreement is a rather strong word for it.
15 Q. And is there an average amount of time a
16 week that you spend in the lab?
17 A. So we have -- so I start at 9:30. And
18 then I'm probably there a good 12 hours per day, I
19 would say.
20 Q. So 9:30 a.m.?
21 A. Yes, 9:30 a.m.
22 Q. And what days is this?
23 A. I would say Monday through Friday for
24 sure, and then maybe on the weekends I typically
25 work a handful of hours, less than a full day.

1 Yeah. I would say those aren't necessarily
 2 standard, though. I mean, there are days when I'm
 3 there later than say, 9:30 p.m. I would say that's
 4 not uncommon for me to be there past 10:00 p.m.
 5 Q. And do the hours that you're there, are
 6 the other graduate students usually there the same
 7 hours or similar hours?
 8 A. Yeah. I would say that in general the lab
 9 works similar hours.
 10 Q. So do most people begin at around
 11 9:30 a.m.?
 12 A. Yes.
 13 Q. And is there any general schedule kept in
 14 the lab of what people are working on?
 15 A. Do you mean in terms of time or topics?
 16 Q. Topics.
 17 A. People are working on different projects.
 18 Q. Is there any system for keeping track of
 19 what everybody's doing or are you just each working
 20 separately?
 21 A. So we have weekly lab meetings where one
 22 person presents their research, and then every
 23 other week additionally people will spend several
 24 minutes each talking about their research. So it's
 25 a small lab, and we all essentially work in the

1 could ask for your assistance, would you please
 2 show Mr. Phillips Exhibit 43?
 3 (WHEREUPON, Employer Exhibit
 4 No. 43 was introduced for the
 5 record.)
 6 BY MR. WEITZMAN:
 7 Q. Mr. Phillips, I direct your attention to
 8 Employer Exhibit 43. The title of this document
 9 is, Chemistry Department TA Training Schedule 2016.
 10 Did I read that correctly?
 11 A. Yes.
 12 Q. Okay. You started in the fall of 2015?
 13 A. Correct.
 14 Q. I'd like you to look at Employer
 15 Exhibit 43 and tell me whether the training program
 16 that was given in 2016 is the same TA training
 17 schedule that you were given in 2015?
 18 A. It looks largely similar. I know at least
 19 one of the presenters is different.
 20 Q. The topics are the same, however, correct?
 21 A. To the best of my recollection.
 22 Q. Let me now direct your attention --
 23 MR. WEITZMAN: If you don't mind, Madame
 24 Hearing Officer Employer, Exhibit 44.
 25 HEARING OFFICER MOLLS: Bear with me, a few of

1 same room. So we generally know what everyone's
 2 working on.
 3 Q. Who attends the weekly lab meetings?
 4 A. Everyone in the lab except for the
 5 undergrads. Some of them come sometimes, but they
 6 do not regularly attend.
 7 MS. AUERBACH: Those are all the questions I
 8 have.
 9 MR. WEITZMAN: We're going to need a break,
 10 please.
 11 HEARING OFFICER MOLLS: Off the record.
 12 (WHEREUPON, a short recess was
 13 taken.)
 14 HEARING OFFICER MOLLS: On the record.
 15 CROSS-EXAMINATION
 16 BY MR. WEITZMAN:
 17 Q. Mr. Phillips, are you ready?
 18 A. Yes.
 19 Q. Good afternoon. You testified on direct
 20 examination that before you were a TA, you received
 21 TA training. Do you recall that testimony?
 22 A. Correct, yes.
 23 Q. That's correct testimony?
 24 A. That is what I said. That is correct.
 25 MR. WEITZMAN: So, Madame Hearing Officer, if I

1 them have gotten stuck together.
 2 MR. WEITZMAN: If it helps you, Madame Hearing
 3 Officer, it looks like this.
 4 HEARING OFFICER MOLLS: Thank you.
 5 (WHEREUPON, Employer Exhibit
 6 No. 44 was introduced for the
 7 record.)
 8 THE WITNESS: Thank you.
 9 BY MR. WEITZMAN:
 10 Q. You now have in front of you,
 11 Mr. Phillips, Employer Exhibit 44. The title of
 12 this document is, Syllabus Graduate Training
 13 Course. Did I read that correctly?
 14 A. Yes.
 15 Q. It also calls itself, Advanced Training
 16 For Teachers and Researchers in Chemistry, correct?
 17 A. That is what the document says.
 18 Q. And this is the training course for the
 19 2016-2017 year, correct?
 20 A. Yes.
 21 Q. Let me direct your attention to the bottom
 22 half of Employer Exhibit 44 where the topics that
 23 were covered by the syllabus for 2016 and 2017 are
 24 listed. Do you see those?
 25 A. I do.

Page 1920

1 Q. Do you recognize those topics as the same
2 topics that were on your syllabus for 2015 to 2016?
3 A. Many of them look the same. I can't
4 verify that they are all the same.
5 Q. To the best of your recollection, they're
6 the same, correct?
7 A. Many of them are.
8 Q. Which ones aren't?
9 A. I don't specifically remember teaching in
10 the multicultural classroom. I simply might not be
11 remembering that, though.
12 Q. And then --
13 MR. WEITZMAN: Then I would like Madame Hearing
14 Officer to show the witness Employer Exhibit 42.
15 (WHEREUPON, Employer Exhibit
16 No. 42 was introduced for the
17 record.)
18 BY MR. WEITZMAN:
19 Q. Employer Exhibit 42 is entitled, Guide For
20 Teaching Assistants Department of Chemistry,
21 University of Chicago, correct?
22 A. I would agree with that.
23 Q. And you're familiar with this guide,
24 correct?
25 A. It looks to be the same guide that we were

Page 1921

1 alerted to the presence of during TA training.
2 Q. Thank you.
3 You mentioned Dr. Keller several times
4 during your testimony. Do you recall that?
5 A. I do.
6 Q. Dr. Keller is a senior lecturer, correct?
7 A. I believe so.
8 Q. She's also the assistant director of
9 undergraduate studies, correct?
10 A. I'm not sure.
11 Q. Is she the undergrad organic lab director?
12 A. I believe so.
13 Q. Where did you go to undergrad?
14 A. University of Michigan.
15 Q. What you major in?
16 A. Chemistry.
17 Q. Not surprising.
18 Do you have any other degrees?
19 A. Yes. I have a master's of science in
20 engineering macromolecular science and engineering.
21 Q. Macromolecular science and engineering is
22 related to the he Ph.D. dissertation you're now
23 working on, correct?
24 A. Yes.
25 Q. You've testified that you spent the summer

Page 1922

1 before school started at the University of Chicago,
2 and that's where you decided on your desire to be
3 in the lab that you're currently in, correct?
4 A. Correct.
5 Q. Okay. I didn't ask you this, your
6 master's is from?
7 A. The University of Michigan, Ann Harbor, as
8 well.
9 Q. So during that summer did you do research
10 in the lab?
11 A. Yes.
12 Q. You did.
13 Who was there?
14 A. There were a number of graduate students,
15 post docs, undergraduates, and I believe high
16 school students as well.
17 Q. What about the PI?
18 A. It's his lab, yes.
19 Q. He was there?
20 A. What do you mean by there?
21 Q. You met him?
22 A. Yes.
23 Q. In the lab?
24 A. The first time I met him was in his
25 office.

Page 1923

1 Q. Okay. Tell me about that meeting in his
2 office.
3 A. I don't recollect specific details, but we
4 decided what I would work on for the summer. And
5 that was the first time we had met in person.
6 Q. Did you like what you saw?
7 A. I joined the lab. So, yes, I did.
8 Q. What is your PI's interest?
9 A. Interest in what?
10 Q. The research of the lab?
11 A. I would say broadly bio electrics.
12 Q. And that's the subject that you're
13 interested in as well, correct?
14 A. I would say among the subjects that I'm
15 interested in, that is one of them.
16 Q. If I have this down correctly, the
17 research that you were doing in the lab for your
18 candidacy was silicone nano wires and their
19 biometric application?
20 A. No. Firstly, it is silicon,
21 s-i-c-i-l-o-n, the element. And so these are
22 silicon nano wires, and I'm putting polymers on the
23 surface of them potentially for bio electric
24 applications.
25 Q. And that's the research that you were

Page 1924

1 doing when you were successful in your application
2 for candidacy, correct?
3 A. Correct.
4 Q. And after you were successful in your
5 candidacy application, you are continuing to do the
6 same research?
7 A. That is correct.
8 MR. WEITZMAN: No further questions.
9 HEARING OFFICER MOLLS: I just have a couple
10 before redirect.
11 EXAMINATION
12 BY HEARING OFFICER MOLLS:
13 Q. When you were a TA in the organic chem
14 courses, how many TAs were there each quarter?
15 A. I'm not entirely sure. Somewhere at least
16 15, yeah.
17 Q. So whenever you were conducting your labs
18 in your discussion sections, you were the only TA
19 in those particular sections?
20 A. Correct.
21 Q. When you were in your role as TA for those
22 particular quarters, I apologize if this may have
23 been asked, were you paid separately for that role
24 from your stipend or were you just given the
25 regular stipend at the beginning of the quarter?

Page 1925

1 A. So my understanding in terms of how the
2 funding works in chemistry is that you are a TA or
3 you are an RA. So while you're TA'ing, there's not
4 really any distinction between how you're paid.
5 You're just paid your monthly or biweekly or
6 whatever they're doing at the moment, and that's
7 it.
8 Q. Okay. But is -- okay.
9 So you are paid then biweekly or how are
10 you paid?
11 A. I believe when I was TA'ing at that point
12 in time, they were on monthly paychecks. At some
13 point in the recent past, they switched to
14 biweekly, but I was a research assistant at that
15 point.
16 Q. How about currently in your time now as
17 you -- you're currently a research assistant?
18 A. Yes. I have external funding, though, or
19 rather, I have a National Institute of Health
20 chemical biology initiative training grant. The
21 pay structure is different in that I'm paid at the
22 beginning of the quarter.
23 Q. So you said currently for the work in your
24 lab there are weekly meetings of those individuals
25 who work in your lab; is that correct?

Page 1926

1 A. That's correct.
2 Q. How long do those meetings last?
3 A. They typically last between one and a half
4 to two hours.
5 Q. And does the PI also attend these
6 meetings?
7 A. He does.
8 HEARING OFFICER MOLLS: Those were all my
9 questions.
10 REDIRECT EXAMINATION
11 BY MS. AUERBACH:
12 Q. You've been on the NIH training grant
13 since when?
14 A. Sometime around May of last year.
15 Q. That's May of 2016?
16 A. That's correct. So I TA'ed for three
17 quarters, and since then I have been on the NIH
18 chemical biology training initiative grant.
19 Q. With respect to Employer Exhibit 44, the
20 graduate training course?
21 A. Uh-huh.
22 Q. Did you attend all of those sessions?
23 A. Yes.
24 Q. And did you find them helpful?
25 A. Some were more helpful than others. Many

Page 1927

1 of them were rather basic. I also TA'ed for two
2 quarters in three different sections at the
3 University of Michigan as an undergraduate. So as
4 you might imagine, there's no significant
5 difference between TA'ing one class of organic
6 chemistry at University of Michigan and at
7 University of Chicago.
8 MS. AUERBACH: That's all I have.
9 HEARING OFFICER MOLLS: Does Employer have any
10 further questions for the witness?
11 MR. WEITZMAN: We have nothing further.
12 HEARING OFFICER MOLLS: All right.
13 Mr. Phillips, you are excused.
14 THE WITNESS: Thank you.
15 (Witness excused.)
16 HEARING OFFICER MOLLS: Is there anything
17 further before we adjourn for the day?
18 MR. FASMAN: I would like to -- I'd like to get
19 a better idea of the schedule that we have.
20 Miss Auerbach says she has three witnesses
21 tomorrow, I think. And then I'd like to figure out
22 are we -- how we're concluding the hearing. I
23 presume we're concluding after that.
24 HEARING OFFICER MOLLS: So --
25 MR. FASMAN: Unless we have a rebuttal case

1 which I don't know that we will, but we'll see.
 2 MS. AUERBACH: Petitioner has three witnesses
 3 tomorrow. We'll be prepared with them all in the
 4 morning to go, I mean, however fast we can do them.
 5 And then we intend to introduce any of our exhibits
 6 previously identified that were from the website
 7 that had already been stipulated to authenticity.
 8 MR. FASMAN: No problem.
 9 MS. AUERBACH: We're also going to seek to
 10 introduce only the exhibits produced by the
 11 Employer pursuant to the subpoena. I am going to
 12 decide whether or not I want to raise any issues of
 13 documents not produced under the subpoena. I don't
 14 know where there are going to be any or not, but at
 15 that time I'll announce whether there are. And
 16 then we're stating our position on eligibility
 17 mechanics. And that's everything I have.
 18 MR. FASMAN: All right. That sounds good.
 19 HEARING OFFICER MOLS: So I think that gives us
 20 a good idea of the scheduling. And then once
 21 again, as the Petitioner I think mentioned
 22 yesterday, once the Petitioner gives its position
 23 on the eligibility and mechanics, I may have some
 24 additional questions for each the parties on that
 25 matter.

1 CERTIFICATION
 2
 3 This is to certify that the attached
 4 proceedings before the National Labor Relations
 5 Board (NLRB), Region 13, in the matter of
 6 UNIVERSITY OF CHICAGO and GRADUATE STUDENTS UNITED,
 7 Case Number 13-RC-198325, at Chicago, Illinois, on
 8 May 31, 2017, was held according to the record, and
 9 that this is the original, complete, and true and
 10 accurate transcript that has been given compared to
 11 the recording, at the hearing, that the exhibits
 12 are complete and no exhibits received in evidence
 13 or in the rejected exhibit files are missing.
 14
 15
 16 Raelene Stamm, CSR
 17 License No. 084-004445
 18
 19
 20
 21
 22
 23
 24
 25

1 MR. FASMAN: That's fine.
 2 HEARING OFFICER MOLS: And then we can sort of
 3 begin the closing type procedures assuming the
 4 Employer has no other witnesses it wishes to call.
 5 So, with that, I think it's an appropriate time to
 6 adjourn until tomorrow 9 a.m.
 7 Off the record.
 8 (WHEREUPON, the hearing was
 9 adjourned at 5:00 p.m.)
 10
 11
 12
 13
 14
 15
 16
 17
 18
 19
 20
 21
 22
 23
 24
 25

A			
abilities 1794:17	1869:24,24	1839:16 1840:17	ago 1750:8 1913:17
ability 1777:10	accompanying	administered	agree 1716:21,22
1824:24	1775:15	1747:22 1902:2,20	1793:11 1794:16
able 1760:24	account 1785:17	administration	1801:16 1803:16
1763:16 1777:24	accounts 1782:9	1724:24	1809:2 1813:3
1779:19 1780:14	accurate 1753:14	administrative	1819:7 1837:15
1783:16 1790:5	1806:5 1810:6	1724:21 1788:20	1884:20 1894:3
1794:10,18	1820:1 1930:10	1788:21 1794:5,7	1905:19 1920:22
1810:13,19 1821:5	accurately 1752:8	1797:3,4 1799:7	agreed 1764:23
1823:1 1874:16	1818:5	administratively	1800:5 1803:13
1882:15	achieve 1914:2	1755:2	agreeing 1803:19
aboveentitled	achieved 1861:25	administrators	agrees 1914:19
1680:14	acted 1810:5	1787:1	aid 1686:13
abroad 1859:3	acting 1841:6	admission 1686:12	aim 1859:13
1869:5 1870:9	action 1724:22	1686:14 1704:11	aims 1892:5
1887:2,18,21,22	active 1729:25	1712:17 1713:21	alerted 1921:1
absence 1692:17	activities 1788:19,20	1714:24 1716:3,4	alike 1802:17
1694:10	1789:14,21 1790:8	1841:17 1883:7,20	allan 1681:4
absent 1694:11	1790:11,16 1791:5	admit 1804:2 1841:2	allow 1724:16
1814:13,19	1792:20,23	1844:13 1865:25	1778:15 1913:3
absolutely 1757:9	1793:12 1810:14	admitted 1686:9,13	allows 1717:18
1792:21 1796:4	1815:7	1716:2 1838:24	amassing 1894:7
1801:22 1803:14	actual 1714:20	1839:1 1841:10	america 1680:1
1804:15,24	1715:1 1838:13	1842:10 1853:8	american 1681:15
1812:12 1820:14	added 1740:8	1857:2 1884:5,10	1791:13 1794:13
1824:23	1794:25 1817:23	1884:21 1885:2	aminus 1833:20
academia 1799:6	1831:11 1906:2	admitting 1837:23	amount 1703:14,15
1893:23 1894:2	addition 1792:1	1838:15 1899:7	1703:21 1704:14
academic 1710:25	1802:25 1803:6	adopted 1827:20,21	1714:4 1753:11
1723:7 1771:3	1824:10 1910:6	advance 1694:13	1770:8 1844:11
1790:20,22 1795:6	additional 1706:25	1728:23,24 1729:1	1895:2 1907:23
1817:23 1818:3,6	1766:17 1781:17	1729:5	1910:2 1915:15
1821:19 1836:2	1799:23 1803:20	advanced 1891:4,6,7	amounts 1705:1
1875:5 1896:9	1807:12 1854:25	1919:15	1838:4
accept 1716:3	1855:1,14,21	advertise 1878:12	analyses 1689:4
1857:22 1859:18	1856:12,13 1857:5	advertisements	1695:24 1697:11
1881:23	1858:25 1859:7	1890:23	analysis 1829:14,19
acceptance 1836:13	1869:3 1909:8	advice 1765:16	analytics 1778:3
1836:14 1837:4	1928:24	advise 1701:7,19	analyze 1809:16,16
accepted 1716:15	additionally 1916:23	advisor 1708:7,9,23	1811:13
1768:7 1844:10	address 1743:21	advisors 1883:24	andrew 1683:10
1879:8	1777:24 1813:16	aesthetic 1817:20	1897:23 1898:4,4,7
access 1858:17	addressing 1824:20	aesthetics 1787:11	ann 1922:7
1891:8	adequately 1909:7	affiliated 1862:17	anna 1695:10
accessed 1855:22	adjourn 1927:17	african 1791:13	1726:11,13
accommodations	1929:6	1794:13	announce 1928:15
	adjourned 1929:9	afternoon 1786:8	answer 1724:16
	adjournment	1806:19 1917:19	1768:25 1880:22

1905:18	1878:13,14	1731:12 1733:13	1723:6,8,9 1725:22
answered 1828:6	1879:10 1882:18	1733:15 1736:18	1737:18 1741:2
answering 1726:23	1887:13	1738:1,3 1742:12	1757:24 1758:1
1783:2	applying 1708:16	1748:7,7,20 1768:5	1760:22 1761:4
answers 1814:23	1750:6 1780:4	1786:22 1790:4	1769:7 1811:20
1905:15 1910:13	1786:23 1870:7	1791:19 1794:19	1830:12 1844:24
anthropologist	appointed 1777:12	1800:13 1863:6	1845:1 1850:18
1871:17	1780:16 1798:10	1866:19,20	1861:3,8 1863:1,19
anthropology	appointment	1889:11,17	1864:19,21
1843:16,22	1688:19,20 1759:8	1895:19 1896:2	assist 1797:1 1905:3
1865:12,14	1771:20 1773:23	1912:18,22 1913:7	assistance 1827:11
1866:12,15 1872:5	1773:24 1778:11	1913:9 1924:23	1918:1
1872:9 1878:9,10	appointments	asking 1726:14	assistant 1687:7,8,11
1879:9 1883:5	1688:10 1760:25	1733:11 1737:24	1687:12 1688:3
1884:24 1886:1,11	1771:21 1780:3	1746:8 1748:10	1690:10,11,12,14
1890:6,12,17	1805:6	1752:22 1768:24	1690:21 1695:14
1891:4,10 1892:8	apprised 1890:5	1793:6 1809:15	1698:7,10 1703:22
1892:11,12,14	approached 1708:24	aspect 1745:1	1704:3 1705:15
anticipate 1742:16	appropriate 1716:10	1837:12 1863:5	1707:1,2 1708:16
anybody 1751:16	1768:6 1811:14,25	assembling 1792:3	1711:18 1726:20
apologize 1724:18	1842:1 1857:21	assessment 1811:23	1750:3,10,14
1750:4 1753:8	1929:5	1812:7 1816:5	1751:15 1754:1
1759:19 1791:9	approved 1885:3	assessments 1737:17	1756:22,23,25
1796:6 1802:3,7	approximately	assign 1739:4 1828:4	1757:25 1781:23
1805:24 1807:24	1813:11 1849:17	1851:5	1782:7,8,13,15,17
1828:6 1924:22	1849:18 1850:6,10	assigned 1690:24	1786:23 1788:2,7
apparently 1721:11	1860:19	1744:23 1754:3,4	1789:4 1790:7
1721:20,23 1810:3	april 1773:21,23	1761:23 1764:16	1793:2 1825:20,23
apples 1793:24,24	area 1746:1 1771:12	1765:10 1767:4	1869:15 1891:1
applicants 1911:13	1794:22 1871:18	1768:16 1769:7,10	1899:20,23 1921:8
application 1692:4	areas 1789:18	1770:1 1777:16	1925:14,17
1750:21 1777:7	1799:7	1847:7 1850:1	assistants 1782:3
1780:9,11 1825:14	arent 1717:23	assignment 1687:17	1796:18 1920:20
1825:23 1874:22	1734:3 1916:1	1692:12 1695:2	assistantship
1880:10 1894:9	1920:8	1702:18 1722:13	1687:19 1715:4,7
1923:19 1924:1,5	argument 1801:13	1728:18 1745:7	1754:21 1779:23
applications 1890:21	arguments 1857:14	1760:1,2 1762:6	1782:11 1783:21
1891:17 1912:15	1915:10	1769:6 1811:22	1785:2,14 1786:12
1912:16 1923:24	art 1795:9	1828:25 1829:7,18	1869:4
applied 1719:19	article 1856:7	1845:3 1850:20	assistantships
1749:9 1757:19	artistic 1817:16	assignments 1692:9	1713:8,11 1714:1
1779:22 1837:7,8	artists 1792:17	1692:15 1696:2	1716:11 1727:7
1837:18 1859:14	1795:18	1697:12,23 1698:4	1734:14 1747:4
1870:12 1879:8	aside 1718:11	1698:14,15	1771:23 1773:24
1887:12	1731:11 1750:21	1699:13,20 1700:8	1774:8 1779:25
apply 1749:12	1858:20	1701:8 1703:25	1780:2 1785:5
1859:17 1874:20	asked 1708:24	1704:5 1707:1	assisted 1761:24
1874:21,24	1725:3,4 1731:4,9	1711:13 1714:14	1827:9 1831:21

assisting 1783:24
associated 1727:25
 1751:7 1774:11
assume 1740:6
 1798:15 1805:21
assuming 1726:1
 1929:3
assumption 1798:24
 1802:25
attached 1686:11
 1751:2 1775:20,22
 1776:1 1930:3
attempt 1801:13
attempting 1885:18
attend 1689:5,9
 1696:1,25 1697:19
 1699:12 1701:5
 1706:2 1819:12
 1845:20 1852:1
 1869:18 1892:23
 1909:19,22 1917:6
 1926:5,22
attendance 1751:15
 1783:12
attended 1701:25
 1719:6,11 1722:3
 1761:19 1769:18
 1822:16 1888:5
 1901:19 1909:3
attending 1759:6
 1777:19
attends 1917:3
attention 1746:16
 1809:18 1918:7,22
 1919:21
audience 1871:22
auerbach 1681:10
 1681:10 1682:4,7
 1682:11,14,16,19
 1683:4,7,11,14
 1685:4,16 1686:5
 1686:17 1687:1
 1690:3 1691:18,22
 1691:24 1694:23
 1695:13 1705:3,6
 1705:13 1708:14
 1709:1 1753:21
 1754:13 1755:15

1756:5 1757:11
 1760:18 1767:17
 1769:2 1772:14
 1773:3,7,17
 1774:16,25 1775:4
 1775:11 1776:3,22
 1781:2 1785:24
 1831:9,14 1832:20
 1833:9,11,23
 1835:2,17 1836:3,8
 1836:22 1837:13
 1837:24 1838:9,22
 1839:23 1840:12
 1841:3,5 1842:6,10
 1842:21,24
 1843:11 1844:5,13
 1844:22 1851:17
 1854:7,18 1855:15
 1857:3 1858:2
 1865:6,25 1866:8
 1866:19 1867:8
 1870:6,13 1895:18
 1897:4,20,23
 1898:11,24 1899:5
 1899:10,18 1900:4
 1900:18 1901:1
 1903:21 1912:21
 1913:6 1917:7
 1926:11 1927:8,20
 1928:2,9
august 1775:7,21
 1821:16
auspices 1792:24
authenticity 1928:7
authority 1735:5
 1741:12
autumn 1686:1
 1687:18 1691:4
 1707:3 1710:7
 1711:25 1712:1
 1715:22 1720:20
 1726:15 1728:18
available 1750:9
 1769:18 1810:21
 1878:12 1896:12
 1896:22,25
avenue 1681:11,16
average 1707:19

1849:25 1866:13
 1872:4 1915:15
aviv 1886:17
award 1714:16
 1836:17
awarded 1853:9
awards 1714:12
aware 1783:12
 1798:8,11,18

B

b 1684:1 1846:9
ba 1868:13
bachelors 1770:12
back 1711:16
 1718:12 1738:13
 1756:19 1760:11
 1763:6 1766:7
 1787:8 1828:7
 1840:25 1847:13
 1853:20 1861:18
 1872:24 1886:4
 1887:1 1895:12
balanced 1713:11
bank 1785:17
base 1713:3
based 1720:14
 1723:10 1744:23
 1748:14 1761:10
 1767:5 1769:5
 1796:9,21 1799:18
 1805:18 1811:21
 1812:7 1827:13
 1833:4 1840:1
basic 1689:3 1693:12
 1693:24 1695:23
 1697:12 1742:13
 1794:4,7 1927:1
basically 1688:14
 1690:22 1715:5
 1722:16,21
 1737:16 1739:18
 1740:7 1742:6,12
 1750:19 1833:1
 1837:11
basics 1720:13
basis 1746:6 1798:22
 1828:15 1879:5

1914:7
batches 1762:21
bear 1918:25
becoming 1778:22
 1788:6 1875:3
began 1686:1
 1719:14 1793:1
 1899:19
beginning 1694:21
 1713:16 1715:3,25
 1719:20 1729:3
 1731:25 1742:23
 1752:2,4 1753:11
 1753:25 1758:13
 1758:15,18
 1783:15 1845:4
 1882:14 1902:9
 1905:12,20 1912:2
 1924:25 1925:22
begins 1757:20
behalf 1681:2,8
believe 1694:21
 1715:12,22 1729:3
 1740:16 1751:24
 1752:19 1753:23
 1758:16 1764:6
 1777:8 1781:16
 1782:20 1783:19
 1784:17 1789:1
 1794:9 1796:19
 1798:5,18 1799:20
 1804:7,25 1805:4
 1806:14 1808:1
 1810:13,17 1812:1
 1813:10 1816:6
 1817:22 1818:16
 1820:1 1822:5,10
 1825:22 1826:4
 1828:20 1834:4
 1853:3 1854:2
 1859:24 1860:13
 1861:16 1877:23
 1893:13 1895:5
 1900:13,16 1903:9
 1904:22 1908:12
 1911:5,13 1912:9
 1913:16 1921:7,12
 1922:15 1925:11

believed 1723:17 1768:6	biweekly 1713:16 1715:2,6,14 1752:15,16 1753:23 1772:9 1785:11 1925:5,9 1925:14	1802:25 1806:2 1810:15 1813:14 1813:20 1820:22 1823:18 1824:25 1826:9,11	1802:8 1840:2 1860:15 1867:17 1869:8,23 1880:22 1884:10 1889:1 1893:9 1894:15 1920:3
beneficial 1823:15 1823:22 1909:9	blah 1714:17,17,18	caed 1761:13 1766:1 1769:14 1781:3 1797:25 1812:20	cap 1798:18
benefit 1717:22 1745:21,25 1792:19,22 1793:11 1795:12 1799:8 1806:18 1812:25 1813:5 1816:23 1817:18	bloch 1681:9	caing 1757:20,23 1785:12	capable 1746:9 1846:25
benefitted 1793:16 1797:17,21 1801:20 1809:22 1817:2,5,8 1820:21	board 1680:2 1840:6 1930:5	calculated 1769:4	capped 1798:23
bennett 1681:9	book 1784:2,13 1789:6,8,23 1791:18 1792:2	calculation 1768:19 1811:24	career 1710:20,22,23 1749:1 1765:14 1795:2,12 1799:6 1893:20,22
bent 1798:13,15	bore 1871:21	calculations 1811:21	carefully 1829:12
best 1799:18 1849:25 1918:21 1920:5	bottom 1857:7 1919:21	calendar 1874:16	cas 1798:16 1813:4,5 1826:11
better 1717:18,22 1718:1 1800:14 1820:24 1832:14 1892:7 1927:19	bozhi 1911:8,9	calibrated 1722:23	case 1680:7 1780:21 1796:20 1803:23 1828:10,12 1830:3 1833:17 1838:1,22 1839:2,7,8,15 1840:13 1842:1 1881:13 1885:21 1889:22 1890:13 1896:24 1927:25 1930:7
beyond 1866:16 1867:11 1879:25 1886:2	bplus 1833:20 1846:9	call 1685:3 1726:6 1750:5 1755:13 1786:12 1834:25 1897:21 1915:12 1929:4	cases 1765:2,13 1778:13 1796:22 1804:3,4 1812:5 1814:7 1816:12 1832:25 1833:5
bibliographic 1793:5	break 1709:3 1749:17 1917:9	called 1685:13 1750:16 1756:2 1785:7 1797:25 1823:5 1835:14 1843:8 1849:19 1858:18 1859:10 1859:24 1867:24 1870:9 1898:8	cash 1713:18 1715:17
bibliographies 1784:2,3 1794:25 1795:1	breakout 1727:16	calls 1685:4 1755:15 1835:2 1842:24 1897:23 1919:15	catalog 1857:8 1858:5
bibliography 1783:15 1789:25 1790:3 1791:16 1792:3 1794:6,23	breaks 1785:15	campus 1788:1,4 1863:10,11 1892:7 1892:22	categories 1735:21 1795:11
big 1701:1	brief 1831:18	campuses 1744:10	caterers 1783:14
bill 1892:4	briefly 1739:10 1831:15	cancel 1729:13	catering 1788:17
bio 1923:11,23	bring 1743:12 1767:23 1788:3	candidacy 1709:24 1883:7,20 1884:5 1884:11,21 1885:2 1912:4 1913:9,19 1913:22 1914:2 1923:18 1924:2,5	caters 1783:14
bioelectric 1912:16	bringing 1787:25	cane 1809:10	ccooper 1681:17
biology 1925:20 1926:18	broadly 1762:25 1901:21 1912:14 1923:11	cant 1696:10,14 1711:2,9 1718:9 1724:11 1726:1 1731:17,18,19	cct 1820:4,5,10 1821:3 1822:7,22 1892:16,20 1893:7 1894:12 1897:9
biometric 1923:19	broke 1868:13		center 1720:18
birds 1816:21	brought 1764:11		
birth 1739:7 1791:17 1794:15,19	bs 1702:9		
bit 1805:16 1810:5 1814:14 1827:11 1854:3 1910:7	building 1755:1 1795:21 1829:17		
	bullet 1733:23		
	bump 1812:6,6		
	bunch 1894:10		
	burden 1814:7		
	busy 1810:23		
	C		
	c 1681:1,16 1846:9		
	ca 1758:21,24 1784:1 1796:11 1798:10 1798:14 1799:3		

1727:9 1728:1	chem 1924:13	cinema 1756:10	1769:18 1771:19
1782:10 1783:8	chemical 1925:20	1772:23 1779:25	1806:9 1807:13
1787:1 1799:22	1926:18	1780:4,24 1781:9	1832:11 1845:11
1819:11 1859:9,11	chemistry 1898:17	1782:16,24 1783:6	1845:15,19
1859:22,23	1898:23 1899:8	1786:24 1787:3,4	1846:18,23
1862:15 1878:16	1900:17 1901:10	1787:18,24	1847:11,22
1878:17 1879:19	1901:12 1911:23	1789:14 1790:3	1848:24 1850:5,23
1880:4 1881:11	1918:9 1919:16	1791:7,13 1792:20	1851:3,21 1863:23
1889:13 1891:13	1920:20 1921:16	1794:13,13	1864:11 1883:11
1891:13,20 1892:6	1925:2 1927:6	cinematographers	1883:11 1884:12
centers 1859:15	cheol 1691:11	1818:9,9	1884:14 1888:2,16
1864:7	cheolsung 1691:6	circumstances	1900:10 1903:20
certain 1702:8	1726:8,16	1748:25	1927:5
1704:13 1737:10	cherry 1791:24	citizen 1809:9	classes 1699:2,6
1751:20 1757:15	chicago 1680:5,17	civilization 1859:4	1703:15 1726:12
1771:1 1784:14	1681:12 1685:18	1869:6	1751:6 1759:6
1802:21 1810:18	1686:10 1704:21	claim 1905:8	1762:2 1783:25
1810:23 1830:11	1716:25 1717:3,5	clarification 1823:4	1815:21 1845:17
1883:10 1912:12	1720:18 1727:9	1909:9	1869:18 1887:25
1912:18 1914:23	1728:1 1729:22	clarify 1754:16	1888:5,22
certainly 1731:4	1734:7 1747:23	class 1687:9,10	classroom 1861:6
1804:13,21 1813:4	1756:7 1765:16	1689:20 1690:15	1864:22 1920:10
1893:22	1774:6 1782:8	1690:22,25	cleaned 1747:25
certificate 1821:2,4	1796:1 1799:22	1692:13,14,16,20	cleaning 1743:14
certification 1930:1	1818:7,10 1819:5	1692:23 1693:2,11	clear 1714:25
certify 1930:3	1819:11 1821:12	1693:12 1694:11	1728:14 1834:13
cervone 1681:9	1835:19 1836:14	1695:15,20,21	clearer 1814:24
cetera 1809:18	1837:9,20 1838:4	1696:1 1697:4,12	clears 1805:23
1885:4	1838:13,25 1839:5	1697:22 1699:1,11	click 1856:3,13
chalk 1723:7 1828:3	1839:19 1840:20	1699:12 1700:9,16	1857:5
1858:18	1843:13 1844:10	1700:24 1701:1,4	clicked 1856:1
change 1763:9	1854:10 1855:9	1702:4,20 1703:18	client 1841:12
1764:7,22	1867:15 1869:17	1719:22 1728:15	clips 1784:6 1794:4
changed 1767:25	1891:13,13,20	1728:16,17	1801:15
1811:11	1892:20 1898:13	1729:13 1730:1,2	clock 1706:18,18
changes 1694:2	1899:9 1911:12	1731:22,23 1732:5	1785:6
changing 1811:2	1920:21 1922:1	1738:20 1739:14	close 1863:11
channing 1681:15	1927:7 1930:6,7	1739:15,23,24	closed 1840:10
characterization	choose 1736:8	1740:1,11,17	closely 1829:11
1817:11	choosing 1812:5	1742:3,5,11,12	closer 1806:22
characterize	chose 1761:10	1743:1,2,3,11,12	1814:16 1895:16
1788:19 1794:7	1791:3 1800:14	1743:13,23 1744:1	closing 1929:3
1797:14 1812:10	1805:13,18	1745:8 1746:5,25	coaching 1697:12,13
chat 1905:14	1863:18	1747:22 1759:15	1699:24
check 1738:4 1753:4	chosen 1824:12	1759:20 1761:5,19	cob 1813:22
1758:13,15	1875:15 1879:5	1762:10,14,18,23	code 1706:2,5,6
1785:11 1828:16	1911:16	1763:13,16 1765:3	1749:7
1828:16,16	christina 1680:15	1766:15 1767:21	cohort 1872:19

cohorts 1872:19	comment 1740:15	1841:18	confirm 1779:20
colleague 1779:24	1760:3 1777:10	compiling 1783:15	conflicts 1821:6
1812:1	1804:1	1784:1,3 1794:6	conforms 1714:23
colleagues 1866:21	commented 1778:18	complain 1812:17,22	1714:23
1867:19	commenting	complete 1783:16	confused 1808:8
collect 1748:15	1759:12	1806:22 1854:24	conjunction 1698:6
collected 1707:11	comments 1698:21	1855:12,13 1930:9	connection 1734:13
1747:24	1760:3,8,11 1767:1	1930:12	1826:8
collection 1911:23	1767:23 1769:21	completed 1710:2	conservatory
collectively 1903:19	1769:24 1770:20	1844:25 1852:23	1770:13
college 1744:10	1770:21,25 1778:5	1875:4 1884:12,17	consider 1717:2,4
1746:12 1747:20	1778:7 1801:25	1884:21 1885:4	considering 1893:22
1770:13,15	1802:1,13,16,17	1895:1,8 1902:16	consist 1727:14
1781:10 1821:2	1803:1,2,7,10,13	completely 1837:20	consisted 1727:15
1845:13 1854:11	1803:18,23,25	1837:22 1838:17	consistency 1763:18
1854:12 1855:3,5,7	1804:3,8,11,13,21	1905:24	consistent 1793:21
1856:2,18 1857:9	1808:23 1817:14	completing 1711:3	1912:3
columbia 1837:2,4,8	1828:4 1830:20,21	1894:24 1895:6	construct 1801:13
1837:18 1838:3,5	1831:11	component 1716:8	consult 1840:14,24
1838:15,16,23,24	committee 1879:11	1716:24 1819:25	consultancy 1893:25
1839:6,17 1840:1,3	common 1883:19	composition 1809:18	consultation 1841:24
1840:3,5,6,10,11	1902:11 1908:21	computation	consulting 1717:10
1840:13,18	communicate	1705:22 1749:8	contact 1903:15,20
1841:13,14,15,18	1828:14	1754:22 1755:4	1907:1,3 1908:8,10
column 1865:16	communicated	computer 1706:6	contacting 1724:24
com 1681:7,13,17	1784:11	1743:12	content 1803:1,7,8
combination	communication	computing 1742:10	1901:24
1714:12 1853:17	1720:7 1729:7	concept 1909:11,11	contents 1837:24
come 1690:17	1736:10	concepts 1902:10	context 1790:25
1693:18,21 1697:8	communicators	concern 1790:24	1796:7
1700:6 1706:4	1728:14	concerned 1804:10	continue 1867:14
1712:2 1738:22	community 1892:24	concerning 1841:25	1885:18 1907:22
1741:23 1744:11	1893:3,4 1896:13	concluding 1927:22	1910:1
1765:10 1779:3	comp 1713:24	1927:23	continues 1855:1,2,2
1786:20 1838:14	compare 1722:21	conditions 1837:19	1855:4
1839:17 1840:25	1849:12	conduct 1689:17	continuing 1885:17
1846:24 1848:8,11	compared 1735:17	1790:1 1805:9	1924:5
1848:13 1852:4	1838:25 1930:10	1816:18 1823:23	continuity 1800:5
1856:16,17 1857:4	compensated 1758:1	1829:21 1830:2	contributed 1846:23
1873:7,9,10,20,21	compensation	conducted 1800:8	conversation
1878:17 1886:4	1712:6 1713:10	1805:5 1828:21,23	1688:14 1751:18
1906:10 1907:23	1714:13 1779:11	1829:3,22 1863:7	1751:20 1786:25
1910:13 1911:10	1782:5 1889:19	1908:14,15	1788:6
1911:11 1917:5	1895:2	conducting 1694:19	conversational
comes 1894:6 1897:3	competency 1856:25	1707:8 1913:1	1688:12,13 1751:1
comfortable 1746:19	competitive 1875:12	1914:1 1924:17	conversations
coming 1716:13	1878:23 1886:8,9	conference 1732:2	1765:7 1795:21
1732:4	compiled 1791:21	1905:7	1816:4 1818:10,11

1818:13 converse 1889:3 conveyed 1909:13 convincing 1915:10 cooper 1681:15 coordinated 1863:8 coordinates 1821:22 coordinating 1783:13 1788:17 1821:25 coordination 1858:10 coordinator 1772:22 1904:23 1906:10 1907:22 1910:1 copies 1763:24 copy 1828:11 copyright 1784:11 1784:12 core 1687:9 1692:5 1727:2,18 1734:2,3 1781:4,12 1802:23 1802:24 1826:5,7,8 1826:12 1845:8,10 1845:11 1847:4,20 1847:20 1849:1 1850:22 1854:12 1855:3,6,7 1856:2 1856:18 1857:9 1858:16,21 1873:2 1874:7,19 1875:7 1875:17 1877:2,13 1877:13 1894:22 1895:20 corner 1906:1 correct 1711:5,11,23 1716:4,11 1720:18 1722:4,17 1725:10 1736:25 1741:18 1751:24 1752:10 1753:6,15 1760:16 1790:9,21 1791:3,4 1793:14 1798:3,6 1799:8,13 1800:24 1802:14,15,18,19 1802:22,23 1804:14 1808:17 1809:1 1811:8,14	1811:15 1816:8,15 1816:19 1817:25 1820:16 1821:13 1821:16 1823:6,19 1824:7,8 1825:21 1826:13 1827:25 1828:22 1831:23 1831:24 1832:4,7 1832:16 1834:15 1834:16 1842:11 1853:10 1874:7 1877:3,11,15 1880:5 1881:3 1886:12 1887:11 1889:13,25 1895:9 1904:10 1908:6 1909:15 1913:1,2 1914:5 1917:22,23 1917:24 1918:13 1918:20 1919:16 1919:19 1920:6,21 1920:24 1921:6,9 1921:23 1922:3,4 1923:13 1924:2,3,7 1924:20 1925:25 1926:1,16 corrected 1764:12 correcting 1807:22 corrections 1738:15 correctly 1722:14 1750:7 1751:9 1807:15 1852:10 1886:25 1918:10 1919:13 1923:16 cota 1722:21 1725:19 couldnt 1745:13 1830:5 1872:10 1888:24 counsel 1837:17 1841:6 1913:4 count 1784:24 1888:1 counter 1782:15,16 1782:24,24 1783:6 1783:6 1786:23,24 1787:3,3,4,4,18,18 1787:24,24	1789:13,14 1790:3 1790:4 1791:7,7 counting 1784:23 counts 1853:2,3 couple 1709:4 1711:16 1765:13 1792:5 1813:12 1831:18 1872:25 1884:15 1889:10 1924:9 course 1689:14 1693:23 1697:25 1699:18 1701:6 1714:15 1715:10 1719:14 1720:13 1720:16 1721:21 1726:24 1729:24 1732:19 1734:4 1745:2 1750:24 1753:13 1756:21 1756:23,25 1757:25 1758:22 1758:24 1759:4,5 1761:12,13,18,19 1764:25 1766:1,4,7 1766:8,15 1768:5,9 1769:6,13,16,16 1770:2 1771:22 1773:24 1774:8 1778:16,21 1779:22,25 1780:2 1780:12,18,21 1781:22 1782:2 1787:19 1792:22 1796:14,18 1797:25 1798:6,9 1798:14,19 1799:2 1799:10,12 1800:15 1802:23 1806:5,18 1809:3 1809:15 1810:9 1812:8 1813:6,18 1814:6 1815:2,6,16 1817:2 1820:6,7 1821:15,17,23 1822:17,20 1823:5 1823:8,13,20,20,22 1824:21 1825:20	1825:23,24 1826:6 1826:7,8 1827:8 1829:21 1832:6 1848:25 1849:6,21 1850:8 1851:2,12 1851:18 1852:1,8 1857:8 1858:4,5,10 1859:20,21 1860:3 1860:16 1861:13 1862:4,10,11,21,24 1863:5,13,17,25 1864:2,9,20,24 1865:9,10,12,14,16 1865:17,18,18 1866:9 1877:20 1878:19 1880:25 1881:7 1882:4,11 1889:12 1896:4,16 1896:21 1897:2 1901:8,11,20 1902:4 1904:23 1905:6,11 1919:13 1919:18 1926:20 courses 1689:6,9 1701:10 1714:14 1727:18 1751:2 1754:11 1780:22 1781:3,4,6,8,11,12 1784:4 1802:24 1816:25 1819:12 1820:5,5,15,19,22 1820:25 1821:11 1828:21 1853:13 1858:23 1859:2,16 1861:19,21 1864:16 1872:8 1877:18 1879:10 1882:17 1883:4 1896:14 1901:9 1924:14 coursework 1789:7 1793:2,4 1885:4,7 court 1685:7,11 1686:22 1689:25 1690:2 1691:9,13 1691:21 1802:8 1819:22 cover 1694:14
--	---	--	--

1708:20 1732:6	1898:12 1913:1	1742:2 1744:22	department 1687:7
1743:11 1777:9,23	1922:3 1925:16,17	1763:16 1823:16	1687:20,24 1688:1
1807:25 1875:7	1925:23	1838:12 1915:18	1718:14 1719:19
1878:20 1880:12	curriculum 1780:7	1915:25 1927:17	1750:15 1751:13
1887:14 1909:7	1854:12 1855:3,6,7	days 1729:12	1772:24 1779:19
covered 1745:1	1856:2,18,20	1739:16 1915:22	1780:22 1781:13
1753:8 1807:17	1857:10 1858:11	1916:2	1818:15 1821:18
1919:23	1858:13	dbblaw 1681:13	1822:24 1837:5
covering 1909:11	cv 1708:20 1825:13	deadline 1832:24	1843:22 1860:22
create 1812:3	1825:19 1875:9	deal 1718:16 1733:1	1862:14,17 1864:5
1892:24	1878:18 1880:12	dealing 1838:12	1865:12 1866:12
created 1748:1	1887:14	1855:20	1867:10 1872:5,9
1791:15	cx 1682:2 1683:2	dearborn 1680:16	1872:14 1883:6,11
creating 1788:22		decide 1851:23	1884:24 1886:1,11
1790:2 1856:20	D	1928:12	1890:6,8,12 1892:9
credential 1821:8	d 1681:3,16 1682:1	decided 1711:23	1892:12 1898:17
credit 1865:15	1683:1 1685:23,25	1763:18 1764:16	1900:17 1918:9
criteria 1702:7	1686:9 1710:14,17	1804:16 1842:1	1920:20
cross 1827:3 1870:16	1711:13 1748:4,9	1911:15 1922:2	departmental
1870:22 1895:19	1756:10 1792:19	1923:4	1748:5 1772:22
crossexamination	1793:12 1794:17	deciding 1849:10	1880:11 1883:24
1709:12 1753:20	1820:13 1821:9	decision 1838:23	depending 1765:1
1786:6 1871:1	1826:1 1835:24	1839:10 1840:11	1771:13
1917:15	1843:17,18	1857:21	depends 1879:10
crossreferenced	1866:16 1872:17	decisions 1833:3	1883:23
1865:11	1885:17 1898:23	deducted 1712:10	deposit 1758:17,19
csr 1930:16	1899:8 1911:25	deduction 1712:16	1772:10 1785:11
cubs 1729:22	1921:22	deeply 1764:21	1785:16
culture 1744:9,24	daniel 1759:2	1818:5	depth 1915:3
1746:3 1795:8	danya 1682:3 1685:4	defend 1872:1	derive 1806:17
1859:24 1862:16	1685:9,10,12	defending 1710:3	describe 1777:14
1880:5 1891:14	1785:10	defines 1855:9	1809:14 1829:12
cup 1729:22	dash 1691:11	definitely 1724:13	1857:9 1860:2
curated 1789:3	data 1689:4 1695:24	1724:22 1730:1	1901:17
curating 1795:15,16	1707:11,11,12	1789:2 1793:16	described 1777:8
curator 1795:7	1743:14,21	1801:17 1872:18	1817:22 1818:6
curatorial 1795:17	1747:24,25	degree 1685:22	1834:9
curiosity 1804:8	1748:14,15	1711:9,13,22	describing 1778:8
curious 1793:15	1914:18	1756:9 1835:23	description 1750:18
1804:5	date 1772:25 1834:7	1843:15,16	1810:4 1829:19
current 1757:18	1890:20	1866:13 1894:5	descriptions 1829:13
currently 1685:17	dated 1772:17	1898:22	design 1707:7,10
1699:5 1712:25	1773:1,20	degrees 1921:18	1820:7 1829:4
1742:21 1756:6	dates 1752:8	delay 1841:8	1864:8
1757:3 1781:14	1875:25	delivering 1799:17	designed 1689:3
1782:16 1784:2,16	david 1822:12	demand 1781:18	1720:14 1747:21
1792:1 1795:25	day 1727:13,14	demonstration	1777:25 1781:8
1835:18 1843:12	1728:2 1731:9	1777:10	1862:4 1881:7

1882:5	1769:7,8,17 1771:8	discretion 1839:10	dispensed 1714:16
designing 1747:19	1794:8 1795:24	discuss 1723:21	dispute 1722:16,19
desire 1922:2	1812:18 1813:13	1732:9 1739:20	1723:13,14 1724:9
detail 1829:1	1817:1,19 1822:16	1742:4 1750:16	1724:25 1725:1,7
detailed 1695:22	1838:5,17 1839:18	1756:20 1759:25	1803:24
1796:13 1806:16	1840:18 1849:15	1762:25 1769:11	dissertation 1709:21
1806:21	1849:16 1856:15	1800:2,3 1804:9	1710:4,11,14,15
details 1738:15	1856:17 1859:2	1807:7 1811:18	1711:3 1787:9,19
1785:15 1836:16	1884:22,25 1885:5	1815:25 1816:3	1788:4 1789:16,19
1837:3,5 1923:3	1885:8 1886:19	1826:12 1828:8	1792:11,14,15
determinative	1901:9 1903:4,5	1847:1,6,9 1848:11	1883:1 1911:17,22
1841:9	1912:14 1916:17	1848:13 1902:10	1912:1 1921:22
determined 1768:21	1918:19 1925:21	1914:14	distinct 1793:9
determining 1828:19	1927:2	discussed 1732:8	distinction 1925:4
develop 1795:19	differently 1810:10	1737:18 1739:9	distinguish 1838:23
developed 1707:10	1813:2	1760:4 1764:17	1840:13
1778:4	differing 1804:21	1765:3 1768:4	distinguishable
developing 1693:24	difficult 1812:3	1803:3 1811:15,19	1839:6
1710:3 1829:18	1814:20 1827:16	1813:14 1822:22	distributed 1735:22
1892:9	1892:25	1822:25 1824:2	distributing 1783:10
diagnostics 1778:3	dire 1683:5 1854:20	1831:25 1908:21	distribution 1702:6
didnt 1707:17	1854:22	1914:12	1819:9
1711:21 1714:2	direct 1685:15	discussing 1723:23	divide 1905:16,17
1721:5,11,13,20	1719:25 1722:18	1771:13 1803:24	divided 1901:11
1723:1 1724:6	1722:23 1723:1	1819:9	dividing 1849:9
1725:5 1729:18	1756:4 1758:17,19	discussion 1692:25	divinity 1835:22
1730:11 1733:7,8	1772:9 1785:11,16	1693:2 1699:22,23	1836:15
1733:17 1740:1,15	1808:2 1811:1	1727:17 1732:12	division 1685:20,21
1743:4 1748:19,20	1834:10 1835:16	1759:18,19,20	1756:11,12
1750:20 1765:23	1843:10 1898:10	1761:22,23 1764:5	1835:21 1843:23
1766:8 1802:4	1917:19 1918:7,22	1766:20 1767:2,6	1843:24 1845:11
1811:1,13 1812:22	1919:21	1767:22,24	1862:18 1867:10
1816:3 1846:15	directed 1791:25	1769:12 1788:23	1898:15,16
1847:13,23 1873:9	directive 1702:9	1811:17 1812:5	doc 1849:3,4,5,8
1879:9 1881:8	directly 1828:10,13	1822:3 1827:22	docs 1847:24 1850:3
1909:7 1922:5	director 1750:14	1828:5 1846:19	1850:17 1877:10
diem 1869:25	1784:10 1791:20	1847:14 1848:2	1892:22 1912:10
differ 1804:6	1839:11 1840:15	1855:3 1901:22,23	1922:15
1901:15	1840:22,25	1901:23,25 1904:9	doctoral 1716:8,25
difference 1713:18	1841:25 1921:8,11	1904:12,15 1907:5	1818:24
1885:11,12 1891:6	disagree 1803:9	1907:14 1909:12	document 1686:6,7
1893:6 1895:1	disagreed 1817:16	1909:20 1910:23	1691:19,25 1692:3
1927:5	disagreement	1924:18	1715:1 1727:5
differences 1841:15	1914:20 1915:14	discussions 1751:1	1770:22 1772:15
different 1692:9	disagreements	1759:24 1771:3,7	1773:18 1775:5
1714:1 1715:13	1914:23 1915:1,5,6	1783:13 1817:24	1815:13 1818:19
1726:19 1735:21	discomfort 1746:23	1909:6 1914:16	1818:23 1819:8
1753:4 1759:20	discourage 1867:11	disparities 1746:4	1836:23,25 1837:1

1844:6,8 1854:8,24	1745:10,25	1815:1 1816:1,7	1770:3,5 1800:5
1855:13 1857:1	1746:14 1748:10	1817:22 1823:2,3	1816:7
1865:7,8 1899:6	1751:21,21 1752:3	1831:10 1900:13	editor 1800:17
1900:5,7 1918:8	1752:3,5 1756:18	1904:24 1905:4,13	edu 1785:7
1919:12,17	1757:7 1772:6	1906:4,7 1907:24	education 1799:20
documentary	1787:12 1804:7	1908:14,15,20	1815:19 1819:5
1756:25 1766:5	1813:17 1820:8	1909:3 1910:6,9	1840:19
1769:20,23	1822:10 1825:17	1921:3,6	educational 1717:19
1770:14,15 1771:4	1825:22 1829:22	draft 1868:17	1795:23 1818:25
1771:10,12,17	1831:14 1834:13	drafted 1827:13	1819:21
1772:8 1792:4	1837:22 1838:19	drafts 1690:6 1694:1	edward 1700:21,23
1814:25 1815:20	1841:8 1842:12	1765:11 1815:15	effective 1825:10
documentation	1855:25 1856:25	1868:20	effectively 1763:2
1815:18	1857:22 1862:19	dragisich 1900:14	1809:17
documents 1764:1	1867:4,13,25	draw 1795:7 1803:4	eight 1866:14 1872:6
1775:12,15 1797:5	1871:21 1872:23	drawing 1796:25	1881:24
1815:8 1857:20	1873:18 1879:20	draws 1794:9	eighth 1680:17
1928:13	1885:7,24 1910:17	drew 1807:19	1881:22
doesnt 1714:2	1915:13 1918:23	due 1762:6 1777:24	either 1708:6
1715:2 1733:16	1920:9 1923:3	1781:17 1846:5	1771:14 1776:15
1746:6 1811:12	1928:1,13	1848:10	1778:12 1780:22
1894:8 1915:8	door 1733:2	duly 1685:6,13	1821:21 1833:17
doing 1703:9 1731:6	dossier 1784:9	1755:17 1756:2	1865:13 1883:17
1731:9,18 1740:7	1791:21 1793:22	1835:5,14 1843:1,8	1902:3 1914:18
1743:24 1744:1,3	1794:2	1898:1,8	elaborate 1827:10
1746:10,20	dowd 1681:9	duties 1849:13	elected 1819:12
1747:18 1750:18	dr 1736:10 1759:14	1901:20	election 1857:25
1752:13 1753:9	1760:5 1761:16	dx 1682:2 1683:2	electives 1856:24
1770:16 1783:2	1770:1 1771:1	dynamic 1797:11	electric 1923:23
1784:19,20	1782:15,17 1783:5		electrics 1923:11
1789:22 1792:20	1783:24 1786:18	E	element 1923:21
1793:12,16 1794:1	1786:21 1787:20	e 1681:1,1 1682:1	elementary 1717:24
1795:25 1808:19	1788:2,16 1789:7	1683:1 1684:1	1750:10
1809:23 1820:22	1789:17,21,22	1907:4	eleven 1681:6
1825:25 1839:14	1790:2,9,13,14	earlier 1715:21	eligibility 1928:16
1883:3 1885:6	1791:6,8,11,12	1787:22 1793:21	1928:23
1888:25 1914:17	1792:24,25 1793:1	1827:15 1862:1	email 1687:23
1916:19 1923:17	1793:14 1796:11	1883:22 1913:18	1712:3 1750:8,21
1924:1 1925:6	1797:14,18,21	early 1715:20	1772:17,21 1773:1
domestic 1911:13	1798:25 1800:2,9	1794:13 1911:12	1773:20,21,22
dong 1762:24	1801:24 1802:17	earned 1714:6	1775:6,21 1814:4,5
dont 1689:15 1705:4	1802:21 1803:2,9	1888:25	1828:10 1880:11
1722:25 1724:1,2,4	1803:13 1804:22	easier 1814:8,14,18	1890:6,20 1891:16
1724:5,7,14 1725:3	1805:7 1806:2	easily 1728:13	emailed 1698:21
1725:8 1728:9	1808:20,25 1809:3	east 1864:3 1865:10	1708:20 1763:23
1731:8 1733:6,6	1810:2,2,4,10,15	1881:7,14 1882:1	emailing 1797:5
1737:23 1738:7	1810:19,21,25	ed 1700:21 1795:24	emails 1783:2
1741:10 1743:10	1811:4,10 1812:19	editing 1769:20	1878:8 1890:12

emergency 1822:1	entering 1717:25 1747:22	evidence 1686:25 1705:6,12 1773:13 1774:24 1776:10 1776:21 1840:2 1844:21 1857:18 1866:7 1899:17 1900:25 1930:12	1905:10 1906:4 1908:5
emphasize 1909:6	entire 1694:11 1706:22 1821:19	exactly 1862:2 1869:9 1892:25 1910:17	exception 1839:13 1841:5 1856:6 1910:25
emphasized 1796:15	entirely 1750:11 1912:3 1924:15	exam 1693:13 1702:5 1761:24 1763:12,14,15 1764:10,14,15 1827:13,14 1831:22 1883:6,12 1905:7 1906:3 1908:5	excerpt 1855:6
employ 1829:6	entitled 1920:19	examination 1685:15 1750:1 1756:4 1808:2 1811:1 1827:6 1831:8 1832:19 1834:1 1835:16 1843:10 1854:22 1894:20 1895:17 1898:10 1917:20 1924:11 1926:10	exclusively 1727:18
employee 1773:7	envisioned 1731:14	examined 1685:14 1756:3 1835:15 1843:9 1898:9	excuse 1735:18 1841:1 1884:2
employees 1706:3	equality 1748:13	examining 1792:16	excused 1755:10,12 1834:18,19 1842:18,19 1897:14,17 1927:13,15
employer 1680:6 1681:2 1709:9 1754:14 1838:22 1840:12 1841:6 1857:4 1870:21 1918:3,8,14,24 1919:5,11,22 1920:14,15,19 1926:19 1927:9 1928:11 1929:4	equivalent 1716:10 1869:12 1887:20 1887:25	example 1783:10 1791:15 1796:10 1796:16 1797:1 1802:21 1809:11 1868:15 1879:8 1890:25 1891:12	exercises 1777:25 1829:8
employers 1684:4 1855:16	error 1730:4 1764:10	exams 1701:8,9 1702:11 1710:1,2 1731:1 1736:2,11 1736:13 1761:25 1763:17,21,25 1764:2,8 1796:17 1827:10 1885:21 1902:18 1905:4,5	exhaustive 1910:12
employment 1687:25 1821:8 1826:2	especially 1848:10		exhaustively 1905:9
ended 1757:23 1765:8 1788:5 1800:6	essay 1744:23		exhibit 1684:3 1686:2,18,22,23 1691:15,20 1695:12 1703:13 1705:6,8,10 1712:18 1772:11 1772:16 1773:4,10 1773:11,14,19 1774:17,20,22 1775:1,2,8,13,13 1775:14,18,22,25 1776:2,8,12,17,19 1818:20 1819:15 1836:4,5,9,19,24 1837:14 1839:12 1841:2 1842:2,4 1844:1,7,14,17,19 1854:4,9,19 1856:5 1857:15,16 1865:3 1865:8 1866:1,3,5 1898:25 1899:1,11 1899:13,15 1900:1 1900:6,19,23 1918:2,3,8,15,24 1919:5,11,22 1920:14,15,19 1926:19 1930:13
engaged 1747:7 1815:7	essays 1693:12 1725:23,24		
engineering 1921:20 1921:20,21	essence 1713:13		
english 1811:18	essentially 1837:3 1902:1,5 1905:20 1907:25 1910:5,9 1910:12 1911:13 1916:25		
enhance 1794:21	estimated 1838:6		
enhanced 1794:16	et 1809:18 1885:4		
enhancing 1824:22	eta 1871:13		
enjoy 1817:20	ethnographic 1863:5 1863:6		
enroll 1896:14	evaluate 1702:7 1896:4		
enrolled 1896:11	evaluation 1868:22 1878:18 1897:3		
enrollment 1860:20 1862:20 1864:11 1865:20	evaluations 1814:22 1880:12,15 1896:2 1896:3,17,21,21,25		
enrollments 1701:2	evening 1806:12		
ensure 1858:11	evenings 1806:11		
ensured 1902:13	event 1782:25 1789:14 1885:25		
ensuring 1910:10	events 1782:23 1783:5,7,9,14 1788:17 1795:19		
entail 1737:19	eventually 1896:10		
enter 1706:16 1831:4	everybody 1847:17 1847:17		
entered 1707:12 1725:14,16 1782:21	everybodys 1916:19		
	everyones 1917:1		

1928:5,10 1930:11 1930:12 existing 1748:14 expect 1710:5 1733:9 1748:8 1873:12 expectation 1748:6 expectations 1692:7 1700:9 1721:10 1732:4 1738:5 1743:5,7 1750:17 1816:1,3 expected 1702:6 1733:19 1737:10 1737:15,16 1748:4 1757:16 1800:12 1819:6 1829:8 1846:8 1853:18 1868:16 experience 1716:10 1717:19 1718:2 1771:9,11,14,16 1780:8 1786:18 1788:5,16 1789:11 1794:9 1796:22 1799:6 1800:16 1801:18 1803:5 1818:25 1819:6,10 1819:21 1825:13 1825:20 1855:8,10 1874:9 1877:12 1879:6,21 1894:6 1911:14 experienced 1797:12 1800:19 1818:12 experiences 1771:9 1786:16 1788:25 1789:2 1792:10 1813:20 1820:12 1822:7 1832:11 experiment 1902:16 experimental 1771:12 1914:25 experiments 1902:13 1914:16,18 expert 1793:8 explain 1698:3 1768:6 1805:14	1806:8 1841:15 explained 1713:21 1768:17 explanation 1722:18 1736:14 1814:17 explicitly 1807:5 exploring 1795:17 1893:21 exposure 1746:11 expressed 1800:9 extant 1791:16 extends 1801:13 extension 1824:18 extensive 1764:5 1771:9 1796:12 1800:16 extensively 1789:17 1800:3 1811:16 1814:5 extent 1765:9 1771:1 1787:20 1794:18 1795:22 1799:5 1810:23 1839:4 external 1925:18 extra 1852:24 extremely 1915:4 eye 1816:21 <hr/> F <hr/> facilitated 1727:23 fact 1799:2 1822:19 1833:14 factor 1839:2 factored 1768:18 factors 1879:7 facts 1839:4 factual 1840:6 faculty 1690:16 1700:20 1705:20 1708:7,8 1781:20 1781:22 1782:1 1796:8,10 1798:17 1822:4 1847:16 1848:17 1850:10 1852:4 1858:19 1867:9 1877:9 1896:24 1903:2,4 1903:15 1907:1,3	1908:8,10 1909:2 1912:7 fail 1832:7,9,13,15 1832:22 1833:3 fair 1720:22 1805:11 1808:21 1809:25 1812:9 1817:10 1880:14 1889:21 fairly 1863:4 1869:16 fairness 1763:19 fall 1692:11 1710:8 1715:21 1755:3 1756:14,23 1757:20,22 1758:16 1823:9 1836:2 1843:21 1851:15 1852:9,12 1868:3,4,10 1874:10,17 1898:20 1913:23 1914:3 1918:12 familiar 1762:9 1789:9 1793:8 1817:4 1836:10 1920:23 familiarity 1742:14 familiarize 1737:19 family 1822:1 1859:10 1878:17 far 1702:19 1798:17 1803:25 1832:11 1896:18 fascinating 1793:7 1793:19 1794:2 fashion 1714:1,3 fasman 1681:3 1682:5,8 1683:5,6 1683:8 1686:19 1689:23 1691:8,14 1705:7 1708:10,13 1709:3,11,13 1724:17 1725:2 1726:25 1727:1 1735:4 1749:15,22 1754:16,19 1755:7 1837:15 1838:2,10 1839:25 1840:9	1841:4,11 1842:7 1842:16,20 1844:15 1851:9,12 1851:14,16 1854:20,23 1855:11 1856:6,17 1857:22 1858:1 1866:2,18 1867:4 1870:15,23 1871:2 1889:2,8,9 1894:16 1895:12 1897:6,8 1897:12 1899:12 1927:18,25 1928:8 1928:18 1929:1 fast 1819:23 1928:4 faster 1805:25 fault 1752:24 federation 1681:15 feedback 1689:12,15 1692:19 1698:23 1699:21 1700:8 1702:13 1703:5 1722:6,11 1731:2,3 1733:8 1738:11 1766:24 1767:11 1770:9,19,23,24 1796:13 1800:7,22 1801:16,20 1802:21 1803:5,20 1804:5 1806:21 1808:10,17,20,24 1809:4,5,7,8,12,13 1809:19,21 1815:22 1816:4,14 1816:18 1817:1,13 1817:18 1827:16 1827:19,20 1828:9 1828:12 1906:7 feel 1745:21 1746:9 1746:11,19 1825:10 feeling 1739:22 fellow 1891:21,22,24 1892:1,8,19 1893:7 1893:7,9,10 fellows 1820:11 fellowship 1714:4,12 1838:6
---	--	---	--

female 1818:8	1697:11 1698:11	1815:4 1818:8,9	fly 1840:17
feminine 1792:17	1698:17 1703:12	1822:21 1828:10	focus 1710:22,23
feminist 1787:21	1725:10,13,14,16	1835:14 1836:13	1793:14 1851:23
festivals 1795:10	1725:18,23,24	1838:15 1843:8	focused 1803:6,8
field 1787:16 1886:5	1726:4,6 1735:5,12	1844:12 1845:2,17	1825:3
fieldwork 1886:12	1736:2 1741:3,12	1846:2,14 1847:19	focuses 1787:21
1886:16	1745:9 1765:11,12	1849:12,13 1856:1	focusing 1912:14
fifth 1866:22	1768:8,19,20	1856:7 1858:15	followed 1702:9
1867:14 1883:17	1811:16,22 1812:4	1859:6,8,9 1860:2	following 1778:2
1886:2	1813:10 1828:19	1873:1,1 1874:9,15	1847:8 1862:6
figure 1794:11	1840:16 1841:1	1874:20,21	follows 1685:14
1799:25 1927:21	1846:16 1851:6,6	1877:19 1884:14	1756:3 1835:15
files 1930:13	1861:10 1863:14	1884:16,23	1843:9 1898:9
fill 1896:9	1863:20 1868:21	1889:12,12 1898:8	footage 1770:4
film 1756:24,25	1868:22	1901:5,12 1903:8	forced 1791:1
1758:23 1759:21	finals 1735:9	1903:14 1908:17	form 1686:12,13
1759:22 1761:14	financial 1686:13	1910:7 1911:6,8	1746:6 1751:17
1762:3,4,7 1766:14	find 1728:10	1912:25 1922:24	1771:15 1853:20
1769:20 1770:12	1748:25 1749:2	1923:5	formal 1817:15
1770:13,15 1772:6	1825:9 1832:21	firsthand 1817:8	formally 1911:5
1772:8 1780:23,23	1926:24	firstly 1923:20	format 1795:24
1781:5,14 1782:8	finding 1712:2	fit 1800:14	1802:7
1782:10 1791:17	fine 1730:13 1746:24	five 1704:9 1707:21	forms 1704:25
1794:15 1795:10	1884:1 1908:22	1713:8 1714:15	1771:10 1774:11
1797:9 1798:1,16	1929:1	1716:10,17	1774:14 1785:21
1798:20 1802:23	finish 1704:7	1717:23 1718:8	1803:19
1806:1,13 1807:8	1710:19 1790:6	1735:21,21 1743:1	forth 1847:14
1807:10 1809:14	1883:22 1885:20	1746:10 1761:1	1895:12
1810:9 1815:20	1908:25	1782:21 1783:1	forward 1710:20
1818:7 1821:16	finished 1793:2	1784:24 1792:16	1915:3
1826:6 1827:8	1864:3 1867:2	1824:15 1844:11	forwarded 1773:20
1828:21,24,25	first 1685:13	1844:12 1866:16	found 1740:10
1829:5,23 1830:1	1686:11,19	1867:11 1902:9	1793:6 1794:14
1830:10	1687:17 1698:12	1906:20 1911:24	1814:23 1823:22
filming 1756:22	1705:17,18	1912:2,10	1824:21 1890:19
filmmaker 1771:17	1708:15 1711:18	fiveyear 1704:10	foundation 1767:16
1787:25 1788:3	1719:1 1728:18	1757:13 1853:9	1768:23 1866:18
1792:2,4 1818:7	1729:4 1732:21	1878:1 1885:13,16	1867:5
filmmakers 1771:5	1733:18 1737:4,22	fix 1811:5	four 1714:15
1797:12,12	1738:3 1743:3	flights 1869:25	1715:13 1762:25
1818:12	1751:4 1756:2,18	float 1905:13	1784:23 1813:14
filmmaking 1770:14	1758:11,20 1760:1	floating 1910:10	1816:24 1876:17
1792:7	1760:1 1762:10	floor 1680:17	1884:23
films 1766:17 1767:3	1765:23 1766:1,23	1681:11	fourhour 1902:8
1769:22,24 1807:8	1775:18 1777:13	flow 1713:19	1906:21
1807:13 1817:21	1782:18 1786:17	1715:17	fourth 1757:18
final 1690:7,24	1791:6 1800:1	fluent 1688:1 1750:9	1758:17 1819:20
1693:13,13	1806:20 1807:20	flunk 1721:20	1850:22 1883:17

frequently 1742:19
1742:22 1743:8
1803:15 1808:15
friday 1915:23
fridays 1689:1
friend 1708:18
friends 1866:22,25
front 1746:24
1818:21 1819:17
1906:3 1919:10
fulfill 1883:10
fulfilled 1844:24
full 1712:14 1713:13
1713:15 1714:10
1716:7,16 1728:2,2
1835:8 1915:25
fullday 1734:7
fullygraded 1906:4
fund 1787:2
funding 1867:13,17
1879:25 1885:13
1885:16 1886:1,3,4
1886:6 1889:18
1925:2,18
further 1749:22
1754:15 1755:8
1827:2 1832:17,18
1894:16 1897:14
1905:19,21 1924:8
1927:10,11,17
future 1745:17,17
1801:11 1824:25
1914:17,19,21

G

gai 1703:24 1754:3,4
1754:6 1779:17
1819:10 1836:18
1852:20,23
1861:25 1866:16
1867:2,11 1875:21
1876:10,13
1882:15,18
1885:22 1894:24
1895:1,7
gain 1819:6
gained 1819:10
geared 1693:24

1781:7
gender 1783:9
1787:2
genders 1746:5
general 1700:9
1746:8 1796:2
1856:22 1878:9
1916:8,13
generally 1739:12
1794:21 1851:20
1882:17 1884:16
1917:1
gentle 1760:6
getting 1699:19
1746:1,24 1754:2
1799:6 1815:13
give 1696:22
1697:15 1729:18
1730:20,22
1733:10 1762:11
1762:15,18
1764:13 1765:17
1767:11 1768:5
1770:24 1791:19
1796:7 1803:5
1809:19,21,22
1812:6 1816:14
1817:13 1827:5
1829:1 1846:6
1861:10 1894:8
1902:3 1903:3,25
1904:6,14 1906:7
1907:13,16,19
given 1689:17
1694:13,19,24
1700:13 1701:22
1702:22 1733:5,7
1735:18 1760:11
1764:8 1768:17
1770:18 1777:20
1784:6 1802:22
1821:5 1827:14
1833:15 1834:14
1839:9 1853:20
1857:20 1861:3,4
1863:2 1900:9,12
1900:13 1913:12
1913:13,15

1918:16,17
1924:24 1930:10
gives 1928:19,22
giving 1759:15
1769:24 1778:9
1784:7 1800:10
global 1859:25
1864:4,5 1881:9,10
gmail 1681:17
go 1687:21 1692:14
1708:16 1710:19
1711:16 1713:4
1718:10,11
1722:16 1731:24
1739:20 1742:15
1744:2 1750:5
1756:19 1758:20
1763:4 1775:18
1777:5 1782:11
1786:1 1788:8
1799:5 1826:20
1828:7 1834:20
1835:12 1847:6
1852:25 1861:18
1861:18 1863:11
1870:7 1871:21
1872:24 1878:7
1879:7 1887:1,24
1891:1 1894:2
1914:15 1921:13
1928:4
goal 1795:3 1893:20
1913:13
goals 1795:12
1796:16 1806:22
1900:8
goes 1840:5 1856:8
1895:12
going 1686:19
1694:1 1710:10,23
1716:6 1719:15,22
1724:19 1729:11
1729:11,19,24
1731:2 1733:19
1742:1 1745:10
1753:12 1766:7
1769:13 1773:9
1786:8,10 1804:17

1819:22 1839:11
1839:15,16
1840:23 1841:8,12
1841:13,14 1856:4
1857:14 1867:5
1872:20 1877:3
1886:9 1893:20,24
1903:14 1917:9
1928:9,11,14
good 1709:14,15
1721:24,25
1738:14,17
1739:13 1786:8
1816:21 1825:8
1871:3,4 1875:5
1915:18 1917:19
1928:18,20
gotten 1791:10
1919:1
government 1893:23
grad 1685:17
1772:24 1810:10
1822:24 1847:16
grade 1689:7,16
1693:5,10 1696:1
1697:22 1698:13
1699:12 1701:8
1702:6 1722:19,22
1723:18 1724:24
1725:1,6 1732:7
1735:9,19 1736:5
1741:4 1745:8,14
1760:4 1762:21
1763:5 1764:12,14
1767:7 1768:19,20
1769:5 1803:24
1804:10 1811:7,23
1812:4,7 1813:15
1830:17,21,23
1831:2 1832:9,15
1833:19,21
1834:14 1846:3,9,9
1846:11,17,21
1851:5,6,7,7
1861:7 1868:21
1882:6 1902:18
1905:9 1910:16
graded 1692:15

1693:12,16	1759:11,23,24	1839:24	1915:25
1697:23 1698:11	1762:17,19 1768:4	group 1788:23,24	handing 1686:6
1698:19,20	1778:17 1797:4	1789:3 1901:22	1691:19 1772:15
1702:15,18 1703:1	1813:8 1828:15	1905:8	1773:18 1775:12
1719:12 1722:4,14	1845:20,23,24	groups 1783:11	1836:23 1865:7
1722:14 1728:12	1846:6,12 1849:9	1830:16	handle 1722:18
1735:8 1740:23	1851:8 1863:19	guaranteed 1832:12	1797:4
1741:3,5,6 1745:5	1864:24 1869:19	guess 1746:8	hang 1723:11
1745:6,7 1759:18	1904:17,18,19,20	1784:23 1878:25	hank 1772:21
1761:20,24	1905:1,3,4,5,12,21	1885:10 1894:2	happen 1691:9
1763:12,16,20,21	1906:8 1908:2,3	guest 1822:21,23	1906:15
1764:14 1827:23	1910:4,5,7,11	guidance 1689:12	happened 1714:23
1846:4 1848:12	graduate 1680:8	1692:19 1693:4	1723:16 1803:15
1861:5 1864:23	1711:2 1712:4	1696:22 1697:16	1847:2 1853:22
1873:23 1902:19	1717:25 1718:3	1698:13,16	1905:23
1905:22,25	1756:6,13 1757:12	1700:13 1701:22	happening 1745:16
grades 1690:24	1777:17 1779:9	1702:22 1721:12	happy 1846:15
1698:21 1703:2	1781:20,23,23	1740:17 1762:11	harbor 1922:7
1725:10,13,15,16	1782:8 1796:8	1762:15,19	hard 1763:24
1725:18 1726:5,6	1820:10 1821:21	1764:13 1765:18	harsh 1760:6
1741:13 1759:13	1822:4 1835:18,25	1770:4,6,18	hash 1905:19
1759:25 1760:4,5	1840:19 1843:12	1903:25 1904:6,14	hasnt 1885:10
1761:23 1763:10	1843:19 1850:4,8	1904:20	havent 1898:21
1763:23,25 1764:8	1859:16 1870:11	guide 1735:12	head 1872:10
1767:5,8,12 1768:1	1872:2 1874:21	1763:2 1771:4	headed 1839:22
1768:5,8,11,16,18	1877:10 1878:11	1920:19,23,25	1840:20
1769:5,25 1770:2	1882:14,21	guided 1702:3	health 1710:24,24
1778:14,19 1811:2	1884:23 1890:14	guidelines 1689:16	1746:4 1748:13
1811:12,13,15,19	1890:17 1891:4	1723:5 1846:7	1836:17 1837:6
1828:5,14,19	1892:22 1896:20	guiding 1797:13	1925:19
1831:3 1832:2,2,8	1898:12,18		healthcare 1716:18
1833:2,13,14,15,16	1899:19 1910:19	H	hear 1867:18
1834:7 1846:13,15	1910:24 1912:9	h 1681:4 1684:1	1880:22
1846:17,20 1847:1	1916:6 1919:12	hadnt 1742:11	heard 1857:13
1849:11 1861:10	1922:14 1926:20	1847:20	1904:24
1863:20 1910:16	1930:6	half 1696:16 1698:19	hearing 1680:15,16
grading 1689:13	graduating 1871:23	1698:20 1704:4,9	1682:6,13 1683:13
1690:4,5,6,19,23	grant 1925:20	1741:5,6 1754:4,7	1685:1 1694:18
1692:20 1698:1,2,4	1926:12,18	1754:8 1761:21	1695:11 1705:4,8
1699:16,17,18	grants 1815:13	1762:17 1784:21	1709:5,8 1724:16
1702:4,10,22	great 1817:9	1845:20,23 1846:3	1724:19 1726:22
1703:6,9 1717:8	1847:25	1846:3,4 1914:10	1735:2 1749:18,21
1722:7,16 1723:13	greater 1814:7	1919:22 1926:3	1749:23 1750:2
1723:14 1725:20	1915:3	hand 1844:6 1854:8	1753:19 1754:14
1725:20,22	greatly 1797:17,21	handed 1722:13	1755:9,13,18,22
1734:21 1735:6	grievance 1715:15	1723:6 1735:23	1757:5,7 1760:15
1737:20 1740:19	grieves 1792:3	1846:14 1900:5	1768:24 1773:9
1740:20 1741:18	grounds 1773:6	handful 1912:10	1774:20 1776:6,13

1776:16 1780:17	1769:22 1799:8	1813:23 1845:2,21	1733:14 1747:14
1780:25 1786:2,5	1806:21 1809:5	1861:1 1863:22	1751:12,20,22
1788:10,13 1802:4	1892:5,6	1865:1	1752:14 1759:7,7
1812:9 1826:22,25	helped 1707:9	holding 1688:2	1759:10 1760:19
1827:4,7 1831:6,21	1792:6 1825:2	1696:23,24	1760:20,24 1761:2
1832:18 1833:8,10	1868:12 1902:18	1697:16 1759:7	1761:3,20 1762:1,2
1834:2,17,20,24	helpful 1715:25	1762:11,15 1849:9	1764:11,25 1765:7
1835:6,11 1838:12	1807:1 1821:7	home 1725:22	1765:11,18,21,24
1839:3,21 1840:17	1926:24,25	homework 1697:23	1769:18 1771:18
1840:23,24 1841:7	helps 1891:4 1919:2	1698:14,15	1778:11 1782:19
1841:19,20,23	hennigel 1873:3	1725:21 1740:17	1782:21 1783:1
1842:8,14,17,22	heres 1719:24	honestly 1718:1	1784:14,16,18
1843:2,6 1844:17	1838:14 1905:17	honor 1875:14	1785:6 1805:5,9
1851:11 1854:21	herrigel 1845:18	1879:1	1813:21,23
1855:19 1856:4,9	1846:2 1848:7	hookup 1744:9,24	1814:11 1830:4
1857:13,19 1866:3	1849:8 1873:4,7	1746:3	1845:22 1846:24
1866:20,23 1867:7	hey 1750:8	hope 1726:3 1738:18	1848:4,6,15,15,18
1870:3,5,17,20	hierarchical 1771:4	1807:14 1872:1	1849:10,10 1861:1
1889:4,7 1894:18	1817:25	1894:14,14	1863:22 1864:15
1894:21 1895:10	high 1846:22	hopefully 1778:15	1865:1 1873:7,9,13
1895:14,16	1922:15	1871:14	1873:19 1902:17
1897:13,18,21	higher 1795:24	hopes 1765:12	1902:17,24,25
1898:2,6 1899:13	1799:20 1862:22	hoping 1766:25	1904:4,7 1907:11
1900:21 1903:18	hilal 1683:3 1842:24	hopkins 1904:25	1907:20 1909:24
1912:20,25 1913:3	1843:4,5,7 1871:3	hose 1848:1	1915:18,25 1916:5
1917:11,14,25	1871:5 1889:10	hosting 1783:7	1916:7,7,9 1926:4
1918:24,25 1919:2	hired 1719:20	hour 1680:18	housed 1754:24
1919:4 1920:13	hiring 1708:19	1696:16 1706:11	1755:1
1924:9,12 1926:8	historian 1818:7	1706:12 1707:25	human 1687:13
1927:9,12,16,22,24	history 1780:24	1737:8,9,10 1769:4	1700:18 1859:9,11
1928:19 1929:2,8	1791:13 1860:10	1783:19 1785:3	1859:21,22 1860:6
1930:11	1860:10	1813:11 1824:15	1860:7,8,21
held 1687:2,6 1691:2	hito 1789:5	1830:8 1847:5	1877:19 1889:13
1694:8 1697:3	hoffman 1766:3	1864:18 1914:11	humanities 1756:12
1699:22 1705:14	1770:1 1771:2	hourly 1706:8	1796:6 1812:4
1719:12 1720:3	1797:6,7,14,18	hours 1688:9 1689:6	hundred 1872:19
1732:16,18	1810:2 1815:1,3	1692:18 1693:5,8	
1756:15,19	1816:1,7,14	1693:19 1694:3,4,7	I
1761:20 1762:3,5	1817:13,22	1694:8 1696:2,15	id 1707:21 1740:1
1765:5 1776:23	hoffmans 1815:4	1697:3,6,9,17,20	1786:22 1918:14
1778:11 1782:4	1816:17	1699:13,23 1700:3	1927:18,21
1783:11 1848:4,5	hold 1687:16,17	1700:4,5,5,7,11,14	idea 1729:18 1860:8
1851:3 1858:9	1688:18 1689:6	1701:7,14,15,18,23	1860:11 1892:23
1864:14 1902:17	1692:25 1694:6	1702:1 1706:17,19	1927:19 1928:20
1904:9 1930:8	1696:2,17 1699:13	1707:13,17,21	ideal 1715:20
hello 1719:15 1731:1	1701:7 1732:23	1708:2 1718:24	ideally 1908:24
1731:23 1743:11	1762:1,3,7 1784:12	1719:12 1732:10	ideas 1693:24 1694:1
help 1766:25 1767:2	1785:15 1813:21	1732:13,16,18,23	1701:19,20

1799:23	1809:8 1812:9	independently	instruct 1690:16
identical 1908:3	1818:4 1819:23,23	1782:2 1810:5	instruction 1722:24
identification 1686:4	1820:13 1821:4	indicate 1780:2	1723:1 1733:4,5
1691:17,20	1836:23 1839:11	indicated 1791:18	1739:19 1795:25
1772:13 1773:16	1843:16 1849:20	1800:4 1806:20	1817:3
1775:10 1836:7,21	1850:13 1856:4	1834:9	instructions 1694:13
1844:3,7 1854:6	1871:17 1885:6,6	individual 1688:10	1733:8 1778:10
1865:5 1900:3	1891:21 1893:19	1805:5 1846:18	1806:16 1904:18
identified 1928:6	1893:21,22	individually 1761:1	1907:13,16,19
identify 1686:7	1898:16 1909:16	individuals 1925:24	1913:12
1691:25 1772:18	1914:1 1915:18	inform 1800:18	instructor 1689:2,19
1773:21 1775:5,19	1916:2 1921:10	1879:17	1727:24 1780:19
1794:10 1836:24	1923:14,22	informal 1780:1	1781:25 1796:7
1844:8 1854:9	1924:15 1925:21	information 1854:11	1821:22 1849:5
1865:8 1899:6	image 1756:22	1855:5,14,22,23	1851:25 1852:5,8
1900:6	1758:23 1759:21	1856:13 1857:6,8	1858:3,7 1862:23
identity 1792:18	1759:23 1762:4	1857:12 1858:19	1865:23 1876:22
1845:9 1849:19	1772:7 1780:23	1877:5 1878:13	1876:23 1879:13
ill 1704:9 1730:14	1781:5,15 1798:2	1902:4	1879:17 1880:18
1732:14 1740:3	1798:16,20	informed 1718:4	1882:5 1896:15,17
1745:8 1756:19	1802:24 1826:6	1834:6 1879:4	instructors 1728:13
1786:12 1822:9	1828:24 1829:23	initial 1732:2 1745:6	1847:4,7,10 1850:7
1844:6,11 1854:8	images 1784:12	1763:5	1850:16 1858:21
1913:3 1928:15	imagine 1927:4	initially 1754:2	insurance 1836:17
illinois 1680:17	important 1717:2,4	1763:17 1787:25	1837:6
1681:12 1930:7	1717:11,14	initiate 1719:18	intellectual 1788:24
illness 1821:25	1809:10 1817:10	initiative 1925:20	1796:16
im 1685:21,23	1855:7 1915:2	1926:18	intend 1928:5
1686:6,19 1687:9	improve 1767:1	input 1851:6,7	intended 1821:18
1691:8,19 1699:5	1769:22 1778:9,10	1905:21	intense 1869:12
1710:2,3,25	1778:15 1801:7,10	inquiries 1805:1	intensive 1816:25
1714:10,22 1716:6	1848:14	inquiry 1687:10	interactions 1863:13
1719:15,21	improved 1746:13	1691:6 1695:8	interactive 1812:10
1724:17 1726:1,14	1746:18 1824:24	1699:10 1734:6,11	1813:8
1729:11,11	include 1783:24	insight 1789:15	interest 1787:5
1733:11 1739:16	1801:14	1809:4	1789:18 1818:16
1739:22 1746:3,4,8	included 1752:20	installments 1715:6	1871:18 1923:8,9
1746:14 1749:2,15	1901:25	1715:13	interested 1708:25
1750:9,9 1751:8,24	includes 1785:12	instance 1798:16	1786:22 1795:5,6
1752:4 1766:7	including 1838:6	1802:20 1832:5	1797:13 1800:4,9
1768:13 1772:15	1857:4	1894:24,25 1905:8	1800:19 1804:12
1773:9,18 1775:12	income 1867:16	1905:10 1908:23	1808:7 1892:9,24
1779:21 1783:23	incorporate 1803:21	instances 1696:3	1893:4,19 1923:13
1785:6 1786:8,10	1808:20 1809:24	institute 1705:22	1923:15
1788:3 1789:12	increase 1760:22	1749:8 1754:22	interesting 1794:14
1790:23 1792:3,15	incredible 1818:7	1755:4,5 1925:19	1871:19
1794:25 1795:6,17	independent	institutions 1784:8	interests 1789:20
1795:25 1807:14	1796:24	1860:11	intermittent 1808:11

intern 1690:10
1691:5 1692:22
1726:16,18
1731:14 1845:8,15
1845:16 1848:20
1848:22 1850:19
1851:5 1853:13
1873:2 1874:3,22
1877:14 1883:3
internal 1735:19
1746:15
international
1780:24 1870:8
interned 1849:2,4
1874:15
interning 1874:23
1875:5
internist 1850:1
interns 1847:5
internship 1853:2
1854:2
internships 1727:7
1852:19,22
interrogate 1792:17
interrupt 1724:17
interrupted 1807:24
interview 1777:11
1878:21 1887:16
interviewed 1708:21
1875:10 1887:17
intro 1687:12
1739:18 1810:9
1827:8 1828:21,25
1830:1,10
introduce 1686:17
1773:3 1774:16
1776:3 1837:13
1838:19 1841:12
1841:13 1854:18
1899:10 1900:18
1928:5,10
introduced 1775:3
1899:2 1918:4
1919:6 1920:16
introduction
1700:18 1756:24
1761:14 1762:4
1780:23 1806:1

1868:14
introductory 1739:2
1751:10 1772:8
1856:1
invested 1810:3
involve 1780:6
1790:1 1795:18
1811:17 1812:5
1863:9
involved 1724:12,13
1724:23 1725:4,6
1734:4 1780:6
1783:7 1787:24
1829:2 1886:12
involves 1893:1
irrelevant 1837:20
1837:22
isnt 1892:18
israel 1871:18
issue 1715:8,9,18
1809:9 1839:4,7
1840:21 1841:25
issues 1743:22
1763:1 1777:23
1808:6 1813:14,16
1824:19 1837:25
1915:5 1928:12
issuing 1811:7
itll 1842:2
ive 1687:6,8,10
1699:18 1702:18
1718:2 1746:11,23
1750:10 1776:25
1780:15 1782:13
1784:4,20 1792:6
1799:20 1814:22
1818:11,12
1832:12 1844:25
1857:19 1859:4
1866:19 1875:24
1900:5 1914:14

J

j 1681:4,10
jacqueline 1782:17
1786:17 1790:12
january 1784:11
jennifer 1782:15

1786:16
jersey 1681:16
jerusalem 1859:3
1869:6 1870:3
1886:17 1887:23
1890:2
job 1708:21 1710:25
1740:12 1890:18
1890:22
jobs 1785:14
1878:12 1890:15
joe 1767:22
john 1737:3 1809:9
join 1911:2,10,15
joined 1911:5 1923:7
jointly 1908:15
joyce 1775:7
judgments 1817:20
1850:13
judy 1766:3 1815:5
jurisdiction 1725:17
justifications 1768:7

K

katerina 1779:24
1812:1
keels 1699:10
1741:16,24
1742:20
keep 1689:7 1695:25
1699:14 1701:6
1863:6 1879:22
1894:7
keeping 1732:5
1759:6 1902:15
1916:18
keller 1904:24,24
1905:4,13 1906:4,7
1908:14,15,20
1909:3 1910:6,9
1921:3,6
kellers 1907:24
kept 1692:18
1828:17 1916:13
key 1794:10
kind 1688:13 1689:7
1692:6 1699:18,20
1702:5 1720:13
1722:18 1735:19
1737:17,18,19
1739:18 1746:16
1750:18 1762:25
1777:9 1794:4
1795:24 1797:8,10
1809:5,19 1815:12
1847:10 1863:16
1864:6 1883:12,22
1888:1 1901:20
1902:14 1908:22
1908:25 1915:8
kinds 1764:18
1793:5 1817:1
1818:13
knew 1716:13,18
1732:23 1770:16
1805:9 1866:20
know 1689:25
1691:9 1715:3
1718:6 1720:11
1725:24 1731:8
1733:6,6,9 1734:16
1736:17,18
1741:10 1743:21
1745:10,18
1746:13 1748:16
1750:4,23,24
1751:1,19,21,25
1752:12 1754:2
1757:7 1761:1
1767:18,25 1768:3
1768:20 1769:3,10
1774:1 1779:16
1780:13 1781:13
1786:13 1787:12
1798:12,23
1799:16 1802:4
1805:19 1814:21
1818:5 1827:23
1834:13 1838:5,7
1838:18 1839:3
1849:17 1850:6
1851:10 1855:20
1855:22 1857:22
1862:8,19 1866:13
1866:15,23 1867:1
1872:16,22

1873:18 1885:15	1913:1 1915:16	1789:10 1793:7	1805:22 1852:22
1890:9 1895:15,21	1916:8,14,21,25	1794:14 1812:13	1861:21,24
1896:18 1902:14	1917:3,4 1921:11	1815:17 1823:11	1876:12 1902:3
1905:14,18	1922:3,10,18,23	learned 1728:10,12	lecturer 1777:23
1908:23 1909:10	1923:7,10,17	1771:15 1793:4	1850:4 1851:2
1910:15 1912:3,7	1925:24,25	1803:19 1808:19	1853:13 1859:16
1915:13 1917:1	labor 1680:2	1812:15 1815:19	1863:17 1874:6,9
1918:18 1928:1,14	1796:14 1930:4	1816:17 1833:2,5	1874:19 1875:3,17
knowledge 1705:21	labs 1719:23 1720:3	learning 1748:23	1877:14 1894:22
1746:5 1749:4,6	1720:5,12,14,22	1789:12 1793:16	1896:5 1900:16
1754:21 1795:1	1721:9,18 1722:1	1795:12 1796:2	1921:6
1798:22 1849:25	1737:15,16 1740:7	1809:22 1879:22	lecturers 1851:23
1867:3	1902:24 1904:1	leave 1747:3	1858:16
knows 1768:25	1907:23 1908:4,21	lector 1757:2,4	lectures 1689:10
1866:19	1909:1 1924:17	1776:25 1777:14	1719:11 1721:7
korola 1779:24	lagos 1682:3 1685:4	1777:16 1778:22	1722:4 1731:8
1812:2	1685:9,10,12	1779:2,7,17 1803:3	1745:20 1746:1,20
kozmin 1903:9,10	1709:14 1785:10	1823:21,23 1824:5	1777:19 1801:12
1907:4	laid 1704:11 1737:15	1824:9 1825:2,12	1808:21 1859:1
kran 1682:18	language 1687:6,19	1830:14,18 1832:1	1860:1 1901:19
krantz 1835:2	1688:1,3 1695:23	1834:6 1850:21	1903:3 1907:2
1841:17 1842:18	1697:14 1703:22	lectoring 1785:13	1908:9
kranz 1835:9,9,10,13	1704:2 1711:18	lecture 1692:16	lectureship 1779:15
kristen 1707:3	1715:4,7 1750:3,10	1694:9,16,20	1852:23 1853:3,4
1708:8,11	1750:14 1751:14	1696:4,8,13	1854:1 1862:3
kuechler 1775:7	1754:1 1838:18	1699:25 1701:9	1874:24 1875:22
	1856:24	1729:14,16,19	1876:12,22
L	languages 1687:7,19	1732:5 1738:19,24	1891:18
la 1792:7	1718:11 1742:11	1739:2,2,9,12,21	lectureships 1779:12
lab 1688:25 1689:17	1742:15 1750:15	1741:20,25 1744:8	1852:19 1859:7
1690:17 1695:22	1751:13	1744:11,19	1894:7 1895:20
1696:15,16,17,19	large 1872:14	1759:15 1761:5,8	lecturing 1800:5,19
1696:20,23,24,25	largely 1918:18	1767:21,24	1858:24 1890:24
1705:21 1706:1,3,3	lasted 1727:13	1777:23 1796:13	led 1739:24,24
1708:18 1719:25	lasting 1688:10	1799:11,17,18,24	1740:11 1778:1
1722:7 1738:2,4	laumann 1700:21,21	1799:25 1800:7,8	1820:7,10 1821:20
1739:18 1740:9	1700:23 1702:12	1800:10,12,13,23	1910:18,20,21
1749:4,6,7 1754:21	1703:3 1744:3	1807:18,19 1808:1	1911:1
1901:21,23 1902:5	1745:13	1808:6,9 1859:2	lee 1691:6,12
1902:7,8,11,19,20	lead 1695:22	1874:16 1875:7	1693:17 1726:8,16
1903:23 1904:21	1719:25	1877:18 1889:12	1729:9 1730:6,18
1904:21 1905:1,2	leading 1739:23	1895:3 1903:16	1734:20,22 1735:2
1906:10,11,13,21	1760:14 1762:23	1909:8	1735:23 1736:10
1907:8,17,22	1777:21 1788:23	lectured 1701:12	lees 1728:16
1908:22 1909:22	1912:19	1728:21 1729:21	leeway 1851:23
1910:1,2,15,18	leads 1824:13 1834:4	1731:10 1743:14	left 1702:7 1856:3
1911:2,5,7,8,10,14	learn 1717:14	1744:5,9 1800:11	1865:17
1911:15 1912:6,13	1788:25 1789:1,2	1800:20 1801:4	lengthy 1886:11

lesson 1738:3 1777:25 1829:4	1827:11 1829:1 1854:2 1909:5	lu 1903:11,11	marked 1684:3 1686:3,6 1691:16
lessons 1689:8	llp 1681:3	ludicrous 1840:4	1691:19,23 1753:3
letter 1686:8,12,15 1704:11 1708:20 1712:17 1713:21 1714:24 1716:3,4 1777:9 1832:9 1833:16 1836:13 1836:16 1837:3,25 1838:14,17 1840:1 1840:7 1841:16,17 1844:9 1853:17 1874:22 1875:8 1878:20 1880:12 1887:15 1899:7	log 1708:1 1751:19 1751:23	lump 1715:5 1752:1 1753:25	1772:12,15 1773:15,18 1775:9 1775:12 1818:20 1836:6,20,23 1844:2,6 1854:5,8 1865:4,7 1900:2,5
letters 1836:9,10 1838:18,20 1875:9 1878:19 1887:15	logged 1752:13	ly 1794:21	market 1710:25
license 1930:17	logical 1893:11	M	masters 1777:18 1921:19 1922:6
lighting 1809:18	long 1727:12 1728:8 1737:7 1742:25 1784:19 1813:17 1830:7 1840:9 1841:17 1847:21 1864:17 1871:20 1871:21 1886:18 1891:23 1898:21 1913:24 1914:9 1926:2	m 1680:18 1915:20 1915:21 1916:3,4 1916:11 1929:6,9	material 1730:1 1740:9 1748:17 1777:22 1789:9,11 1829:14 1902:4
likewise 1790:11 1797:20	look 1737:17 1764:4 1770:18 1773:19 1775:17 1804:2,3 1804:11 1819:15 1831:11 1838:11 1857:6 1871:6 1896:15 1918:14 1920:3	maam 1825:16	mathematical 1764:10 1811:24 1812:3
limit 1707:18	looked 1721:8 1738:16 1804:7 1815:24	macromolecular 1921:20,21	matter 1680:14 1817:16 1928:25 1930:5
lines 1805:2	looking 1824:19 1890:15	madame 1757:5 1839:21 1917:25 1918:23 1919:2 1920:13	matters 1841:25
linguistic 1871:17	looks 1738:14 1912:3 1918:18 1919:3 1920:25	mailed 1891:16	mauerbach 1681:13
link 1855:24 1857:11	losing 1764:19	mailing 1878:9,10 1880:11 1890:16 1891:2,7,8,15	maximize 1770:8
links 1856:10,14	lot 1697:13 1760:23 1762:8 1770:2 1771:15 1814:6,8 1846:23 1855:13 1863:15	main 1696:4 1738:19 1738:24	maximum 1782:21
list 1687:24 1750:5 1756:18 1763:23 1878:9,10 1880:11 1890:10,17 1891:2 1891:7,8,15	lots 1857:3,10,11 1890:14 1893:21 1893:25 1914:25	maintaining 1732:9	mcenerney 1777:8
listed 1858:4 1876:25 1877:1 1919:24	love 1738:23 1817:19	major 1722:12 1765:15 1921:15	mean 1693:23 1714:4,25 1715:9 1715:13,17,23 1718:10 1721:14 1722:10 1724:3 1725:11,20 1726:1 1729:24 1730:2 1731:1,7 1733:6,7 1733:11 1735:25 1740:6 1742:8 1745:13 1746:23 1749:2 1755:2 1780:18 1794:12 1806:8 1807:4 1811:12 1818:2 1819:3,4 1838:3,7 1838:19 1849:14 1853:16 1855:15 1856:6,23,25 1857:6,8 1865:17 1871:20 1872:11
listen 1738:23 1816:25	loves 1793:15	majoring 1865:13	
listened 1721:7,8	low 1723:18 1846:22 1872:20	majority 1822:3	
listening 1718:7	lower 1905:25	majors 1781:9 1856:24 1872:16 1872:21	
listing 1865:9		making 1742:13 1770:15 1850:13 1902:15	
lists 1703:13 1784:4 1891:9		man 1882:10	
literature 1791:17 1792:4 1868:15		manages 1774:4	
little 1715:25 1757:6 1805:16 1810:5 1812:3 1814:14		mandate 1790:25	
		mandated 1790:19	
		manner 1841:6	
		map 1779:10	
		mapss 1777:17	
		margaret 1824:13 1834:5	
		margin 1760:3,7 1770:19 1778:7 1801:24 1802:1 1830:20	
		mark 1908:23	

1872:18 1873:18	1925:24 1926:2,6	1868:19 1914:15	miseenscene 1809:16
1885:1,8 1894:5	meets 1865:22	1922:21,24 1923:5	1809:17
1911:21 1913:17	melissa 1681:10	method 1721:1	misleading 1911:25
1916:2,15 1922:20	member 1690:16	1891:3	missed 1728:25
1928:4	1700:20 1705:20	methods 1687:12	1764:9
meaning 1742:8	1782:1 1796:8	1688:21 1714:8	missing 1930:13
1790:17	1798:17 1820:8	1730:3	misspoke 1822:25
means 1723:1	1903:2,15 1907:4	metric 1746:13,16	mode 1817:3
1790:25 1865:13	1909:3	micere 1699:10	modifications
meant 1805:14	members 1847:16	michigan 1681:11	1738:15
mechanics 1908:22	1848:17 1850:11	1921:14 1922:7	mols 1680:15 1682:6
1908:25 1928:17	1852:4 1867:9	1927:3,6	1682:13 1683:13
1928:23	1877:9 1903:4	middle 1714:11	1685:1 1694:18
media 1756:10	memory 1752:7	1752:5 1772:17	1695:11 1705:4,8
1772:23 1780:1,5	menachem 1835:8,9	1815:16 1835:12	1709:5,8 1724:16
1781:9 1782:9,16	mendel 1682:18	1864:2 1865:10,16	1724:19 1726:22
1782:24 1783:6	1835:2,8,9,9,12,13	1865:20 1881:7,14	1735:2 1749:18,21
1786:24 1787:3,4	mention 1762:1	1882:1	1749:23 1750:2
1787:18,21,24	mentioned 1699:8	midst 1769:19	1753:19 1754:14
1789:14 1790:4	1723:25 1734:14	midterm 1701:21	1755:9,13,18,22
1791:8	1754:20 1788:16	1702:5 1745:8	1757:7 1760:15
meet 1688:9 1721:9	1793:21 1799:11	1765:9	1768:24 1773:9
1742:19,22 1743:4	1801:23 1810:2	midterms 1745:5	1774:20 1776:6,13
1778:12,14	1814:23 1820:4	mike 1904:25	1776:16 1780:17
1860:17 1862:12	1826:4 1831:20	mind 1739:23	1780:25 1786:2,5
1864:13 1914:6,8	1890:4 1893:3	1884:6 1918:23	1788:10,13 1802:4
meeting 1692:15	1921:3 1928:21	mine 1727:19	1826:22,25 1827:4
1696:1 1733:18	mentioning 1723:24	minimal 1689:14	1827:7 1831:6
1734:6 1737:4,14	1724:2	1718:4 1722:6,10	1832:18 1833:8,10
1737:22 1743:6	mentor 1796:10	minor 1783:3	1834:2,17,20,24
1750:25 1761:2	1797:7,15 1813:4	1908:25 1914:22	1835:6,11 1839:3
1811:16 1813:10	mentored 1810:9	1915:4	1840:24 1841:20
1821:20 1830:5	1812:18,19	minors 1781:9	1841:23 1842:8,14
1850:13 1923:1	mentoring 1797:8,18	1856:24	1842:17,22 1843:2
meetings 1699:12	1797:20 1810:3	minus 1714:4	1843:6 1844:17
1706:3 1733:25	1812:24 1818:17	1828:16	1851:11 1854:21
1734:3,5,11,12,17	mentorship 1796:5,7	minute 1749:16	1855:19 1856:4,9
1754:10 1769:19	1796:12,21,23	1788:9 1801:12	1857:13,19 1866:3
1796:12 1806:10	message 1773:20	1889:3	1866:20,23 1867:7
1813:12,17,18	met 1692:17 1719:20	minutes 1688:11	1870:3,5,17,20
1816:9 1821:20	1731:21 1736:22	1709:4 1743:1	1889:4,7 1894:18
1822:2 1824:15	1742:23 1760:4	1801:14 1830:8	1894:21 1895:10
1845:21,21 1847:2	1762:21 1764:4	1864:18 1870:15	1895:14,16
1847:3 1852:2	1769:4 1822:1	1901:25 1902:6,10	1897:13,18,21
1858:9 1860:23	1826:11 1846:19	1906:13,18,20	1898:2,6 1899:13
1877:3 1908:12,18	1847:5 1860:18	1908:12,19	1900:21 1903:18
1909:14 1914:13	1862:13 1864:14	1909:10 1914:10	1912:20,25 1913:3
1916:21 1917:3	1864:16 1868:10	1916:24	1917:11,14

1918:25 1919:4 1924:9,12 1926:8 1927:9,12,16,24 1928:19 1929:2 moment 1773:5 1774:18 1797:24 1826:21 1827:5 1854:20 1893:21 1925:6 monday 1847:5 1915:23 money 1749:13 monitor 1902:12 1906:13 month 1730:23 monthly 1925:5,12 months 1886:20,20 1913:19,24 moon 1791:24 morgan 1759:2,14 1760:5 1796:11 1797:21 1798:25 1799:10 1800:2,9 1801:24 1802:12 1802:21 1803:2 1804:22 1805:7 1810:2 1823:2 1831:10 morgans 1802:17 1803:9,13,18,23 morning 1709:14,15 1928:4 mornings 1806:11 morse 1682:10 1755:15,20,21 1756:1 1786:8 1795:2 1797:24 1805:4 1827:1 1831:18 1834:18 moss 1824:13 1834:5 move 1686:17 1705:3,6 1773:3 1774:16 1776:3 1837:13,15 1844:13 1854:18 1865:25 1899:10 1900:18 moving 1756:22	1758:23 1759:21 1759:22 1762:4 1772:6 1780:23 1781:5,15 1798:1 1798:16,20 1802:24 1826:6 1828:24 1829:23 mueller 1695:10 1698:9,22 1726:11 1726:13 1736:21 1736:22 1737:5 1740:23 1741:8 multicultural 1920:10 multiple 1829:24 1830:2 1888:9 museums 1795:9 music 1791:25 musician 1791:20 <hr/> N <hr/> n 1681:1 1682:1 1683:1 name 1685:8,9 1691:9,10,12 1700:22 1755:19 1807:20 1815:2,4 1828:1 1835:7,8,12 1843:3 1858:4 1865:23 1897:2,2 1898:3 1909:16 1911:9,9 nano 1912:15 1913:10,14 1923:18,22 nation 1791:17 1794:15,19 national 1680:2 1925:19 1930:4 nature 1732:12 1771:6 1792:18 nearly 1832:12 necessarily 1795:14 1916:1 necessary 1810:22 1815:13 1915:9 need 1721:11 1738:7 1750:11 1754:6,8	1774:18 1805:25 1829:6 1834:7 1889:2 1894:5 1917:9 needed 1749:13 1778:9 1812:17 1876:9 1889:18 negative 1768:18 neither 1779:18 never 1714:7 1718:8 1736:6,18,19 1745:18 1746:23 1808:12 1814:21 1826:15 nevertheless 1817:5 new 1681:6,6,16 1748:15 1787:16 1789:10 newspaper 1856:7 ngo 1893:24 nice 1740:12 nicole 1682:10 1755:15,20,20 1756:1 nih 1926:12,17 nine 1860:21 1871:9 ninth 1833:1 1838:12 1871:9,10 1881:23 1882:3 nlr 1930:5 nod 1880:23 nodding 1710:18 1873:16 1876:20 1880:21 1882:12 nods 1802:8 nonsense 1838:8 1839:25 nonzero 1910:25 noon 1806:14 nos 1775:9 1776:20 note 1830:21 1839:13 notebook 1902:19 1905:2 notebooks 1904:21 noted 1760:23 notes 1778:8 1830:15 1863:6	1880:4 notice 1680:15 1694:19 1728:24 1729:1,6 noticed 1728:23 1763:1 1801:23 notices 1890:9 notification 1739:15 notified 1777:12 1780:3,15 notify 1692:5 novel 1748:17,19 number 1702:9 1727:23 1730:21 1737:10 1751:20 1761:2 1784:14 1847:25 1857:20 1865:18 1872:20 1879:7 1890:5 1892:5 1899:11 1910:25 1922:14 1930:7 numbers 1865:17 numerical 1764:22 1812:4 nw 1681:16 <hr/> O <hr/> object 1773:6 1839:23 1855:11 objection 1686:21 1705:7 1760:14 1767:16 1774:19 1776:5,11,15 1844:16 1866:2,18 1899:12 1900:20 1912:19,24 objectives 1859:13 obligation 1841:11 observations 1799:19 observe 1731:7 1816:13 1852:4 1863:12 1903:22 1904:3,11 1906:11 1907:5,8,10 observing 1902:14 obtain 1821:4
--	--	---	---

obtaining 1687:21 1777:5	1814:11 1830:4 1845:21,22	1912:20,25 1913:3 1917:11,14,25	1820:15 1821:15 1823:4,8,22 1824:9
obviously 1743:18 1849:14 1855:21 1885:17	1846:19,24 1848:4 1848:6,15,18 1849:10,10 1861:1	1918:24,25 1919:3 1919:4 1920:14 1924:9,12 1926:8	1825:18 1827:4 1828:20 1831:25 1832:5 1840:20,22
occasion 1739:14 1814:1 1831:22 1906:12	1863:22 1864:15 1865:1 1870:8,9 1873:7,9,12,19	1927:9,12,16,24 1928:19 1929:2	1841:3 1842:14 1856:4 1862:3 1871:25 1872:3,8
occasionally 1767:22 1803:11 1808:3 1906:12	1902:17,24 1904:4 1904:7 1907:10,20 1909:24 1922:25 1923:2	official 1724:25	1872:21 1873:5 1874:2,18,25 1875:12,14,20,24
occasions 1696:7 1799:14 1803:12 1879:14,16 1906:23	officer 1680:16 1682:6,13 1683:13 1685:1 1694:18	1699:7 1706:5 1709:25 1711:2,16 1712:5,10 1713:7	1876:8,17,21 1877:17 1878:21 1878:23,25 1879:12,24
occur 1730:9	1695:11 1705:4,8 1709:5,8 1724:16 1724:19 1726:22	okay 1695:1 1699:3 1699:7 1706:5	1880:14,17,25 1881:6,21 1882:3 1883:25 1884:17
occurred 1808:17 1826:15	1735:2 1749:18,21 1749:23 1750:2 1753:19 1754:14	1714:22 1715:7 1716:23 1718:22 1718:24 1722:3	1884:19 1885:23 1885:25 1886:24 1887:1,19 1888:4
october 1772:18	1755:9,13,18,22 1757:5,7 1760:15 1768:24 1773:9	1724:8 1725:9,14 1730:13,14 1731:18,20 1732:2	1888:24 1890:4 1891:11 1894:16 1901:17 1908:17
offended 1818:5	1774:20 1776:6,13 1776:16 1780:17 1780:25 1786:2,5	1735:8 1736:8 1740:14 1741:1,15 1742:4,19 1749:4,9	1909:2 1918:12 1922:5 1923:1 1925:8,8
offer 1716:16 1781:14 1859:16 1872:9 1879:11	1788:10,13 1802:4 1826:22,25 1827:4 1827:7 1831:6,21	1749:15,16 1751:11,14 1752:7 1752:17,22,23	once 1728:21 1730:22,23 1734:20 1736:21
offered 1781:11,12 1821:3,17 1837:21 1845:12 1865:10 1865:11 1911:11	1832:18 1833:8,10 1834:2,17,20,24 1835:6,11 1839:3	1757:8 1758:20 1759:16,22 1761:12 1762:17	1742:23 1766:14 1779:10 1782:14 1799:15 1808:13
offering 1839:8	1839:21 1840:24 1841:20,23 1842:8 1842:14,17,22	1766:10 1767:18 1768:15 1769:13 1774:16 1776:13	1848:6,21 1868:11 1880:17 1881:16 1882:4 1885:1
offers 1780:22 1886:6	1843:2,6 1844:17 1851:11 1854:21 1855:19 1856:4,9	1776:16 1786:20 1789:13 1792:22 1795:2 1798:5,12	1906:16 1928:20 1928:22 ones 1727:8 1752:7
office 1689:6 1692:18 1693:5,8 1693:19 1694:3,6,8 1696:2 1697:3,9,16 1697:20 1699:13	1857:13,19 1866:3 1866:20,23 1867:7 1870:3,5,17,20 1889:4,7 1894:18	1799:16 1801:9 1802:20 1803:12 1804:20 1805:23	1882:4 1885:1 1906:16 1928:20 1928:22 1887:24 1920:8
1699:23 1700:3,5,7 1700:11,14 1701:7 1701:14,17,23,25 1719:12 1731:24 1732:9,13,16,18,23 1733:14 1759:7,9 1760:19,24 1761:20 1762:1,2 1764:11,24 1765:7 1765:11,18,21,24 1769:18 1771:18 1778:11 1805:5,9 1813:21,23	1894:21 1895:10 1895:14,16 1897:13,18,21 1898:2,6 1899:13 1900:21 1903:18	1805:23 1806:7 1807:22,23 1808:16 1809:2,20 1810:8 1811:10 1814:25 1816:6 1818:2 1819:14	onethird 1758:12,14 1758:18 onetoone 1795:21 online 1766:8,19,20 1767:2 1827:24 1851:8 1858:5 1896:6,7,11 open 1839:20

opinion 1796:11 1812:23	P	1846:2,5,9,18	1820:9
opinions 1817:17	p 1681:1,1 1916:3,4 1929:9	1848:12,12 1851:5 1863:14 1873:22	participating 1733:24
opportunities 1687:25 1796:24 1815:14 1826:17 1890:5 1894:4	package 1838:17 1870:1 1878:1	papers 1689:7 1690:8 1693:13 1697:24 1698:12 1698:19,20 1701:8 1701:20 1702:15 1702:17,19,23,25 1703:3,12 1719:12 1722:4 1725:21 1735:8,24 1740:20 1740:24 1741:5,6 1742:16 1745:9 1759:12,13,23 1760:2,9,10 1761:21 1762:18 1762:20 1763:5,7 1765:12 1777:11 1778:2,5,17 1801:25 1802:16 1804:2,9 1829:9 1830:17 1831:12 1846:1,13,13 1848:10 1861:4,7 1863:3	participation 1861:6 1864:23
opportunity 1789:8 1798:13 1804:13 1816:13 1887:2 1911:11	page 1686:11 1723:8 1772:17 1778:8 1830:20 1837:25 1855:15,17,19,21 1855:23 1856:1,7 1856:15,17 1857:7 1857:9,10 1858:20 1905:24	1740:24 1741:5,6 1742:16 1745:9 1759:12,13,23 1760:2,9,10 1761:21 1762:18 1762:20 1763:5,7 1765:12 1777:11 1778:2,5,17 1801:25 1802:16 1804:2,9 1829:9 1830:17 1831:12 1846:1,13,13 1848:10 1861:4,7 1863:3	particular 1751:2 1753:10 1757:21 1764:19 1770:2 1771:15 1791:2,7 1797:10 1800:10 1800:20 1808:12 1811:11 1818:17 1819:8 1824:19 1834:7 1855:19,24 1871:19 1878:14 1915:2 1924:19,22
opposed 1723:2 1818:13	pages 1854:25 1855:1 1856:8 1857:4,5,11 1902:19 1905:2 1906:2	1740:24 1741:5,6 1742:16 1745:9 1759:12,13,23 1760:2,9,10 1761:21 1762:18 1762:20 1763:5,7 1765:12 1777:11 1778:2,5,17 1801:25 1802:16 1804:2,9 1829:9 1830:17 1831:12 1846:1,13,13 1848:10 1861:4,7 1863:3	particularly 1760:21 1767:3 1793:18 1808:7,8 1816:1
option 1829:25	paid 1703:21 1704:17,20 1706:8 1706:13 1708:4 1713:16 1714:6 1715:4,6,23 1716:17 1718:22 1746:16 1751:25 1752:1,4,14 1753:4 1753:12,13,22,23 1753:24 1754:2 1758:8 1771:22 1772:5,9 1774:6 1783:18 1785:8,9 1853:14 1861:12 1866:10 1868:1 1869:20,24 1870:1 1893:12 1924:23 1925:4,5,9,10,21	1740:24 1741:5,6 1742:16 1745:9 1759:12,13,23 1760:2,9,10 1761:21 1762:18 1762:20 1763:5,7 1765:12 1777:11 1778:2,5,17 1801:25 1802:16 1804:2,9 1829:9 1830:17 1831:12 1846:1,13,13 1848:10 1861:4,7 1863:3	parties 1928:24
options 1795:4 1893:22 1894:1	part 1690:19,20 1713:23 1716:19 1716:21,22 1717:2 1727:2 1745:7 1748:4,8 1772:16 1800:14 1818:25 1819:4,21 1825:14 1829:10 1839:8 1851:22,24 1856:21 1870:1 1893:2,2 1910:15	1740:24 1741:5,6 1742:16 1745:9 1759:12,13,23 1760:2,9,10 1761:21 1762:18 1762:20 1763:5,7 1765:12 1777:11 1778:2,5,17 1801:25 1802:16 1804:2,9 1829:9 1830:17 1831:12 1846:1,13,13 1848:10 1861:4,7 1863:3	parts 1868:14
oral 1883:12	paper 1690:6,7 1698:11,17 1701:19 1723:2,3 1735:12 1741:3 1750:20 1760:1,1 1765:9 1802:13 1803:24 1830:20 1830:24 1831:1	1740:24 1741:5,6 1742:16 1745:9 1759:12,13,23 1760:2,9,10 1761:21 1762:18 1762:20 1763:5,7 1765:12 1777:11 1778:2,5,17 1801:25 1802:16 1804:2,9 1829:9 1830:17 1831:12 1846:1,13,13 1848:10 1861:4,7 1863:3	pass 1778:16 1832:7 1832:9,15,22 1833:3
order 1786:11 1798:10 1809:16 1856:12	paperwork 1783:3	1740:24 1741:5,6 1742:16 1745:9 1759:12,13,23 1760:2,9,10 1761:21 1762:18 1762:20 1763:5,7 1765:12 1777:11 1778:2,5,17 1801:25 1802:16 1804:2,9 1829:9 1830:17 1831:12 1846:1,13,13 1848:10 1861:4,7 1863:3	passed 1832:10 1833:18 1913:22
organic 1901:10,12 1921:11 1924:13 1927:5	par 1738:4	1740:24 1741:5,6 1742:16 1745:9 1759:12,13,23 1760:2,9,10 1761:21 1762:18 1762:20 1763:5,7 1765:12 1777:11 1778:2,5,17 1801:25 1802:16 1804:2,9 1829:9 1830:17 1831:12 1846:1,13,13 1848:10 1861:4,7 1863:3	passing 1778:14
organize 1783:5	paragraph 1714:11 1714:11 1716:7 1819:20	1740:24 1741:5,6 1742:16 1745:9 1759:12,13,23 1760:2,9,10 1761:21 1762:18 1762:20 1763:5,7 1765:12 1777:11 1778:2,5,17 1801:25 1802:16 1804:2,9 1829:9 1830:17 1831:12 1846:1,13,13 1848:10 1861:4,7 1863:3	path 1765:14
organized 1892:17	parameters 1783:13	1740:24 1741:5,6 1742:16 1745:9 1759:12,13,23 1760:2,9,10 1761:21 1762:18 1762:20 1763:5,7 1765:12 1777:11 1778:2,5,17 1801:25 1802:16 1804:2,9 1829:9 1830:17 1831:12 1846:1,13,13 1848:10 1861:4,7 1863:3	pattern 1713:7 1714:13,17,20 1715:1
organizing 1788:17	paris 1887:23	1740:24 1741:5,6 1742:16 1745:9 1759:12,13,23 1760:2,9,10 1761:21 1762:18 1762:20 1763:5,7 1765:12 1777:11 1778:2,5,17 1801:25 1802:16 1804:2,9 1829:9 1830:17 1831:12 1846:1,13,13 1848:10 1861:4,7 1863:3	patterns 1714:7
orgulous 1888:4	part 1690:19,20 1713:23 1716:19 1716:21,22 1717:2 1727:2 1745:7 1748:4,8 1772:16 1800:14 1818:25 1819:4,21 1825:14 1829:10 1839:8 1851:22,24 1856:21 1870:1 1893:2,2 1910:15	1740:24 1741:5,6 1742:16 1745:9 1759:12,13,23 1760:2,9,10 1761:21 1762:18 1762:20 1763:5,7 1765:12 1777:11 1778:2,5,17 1801:25 1802:16 1804:2,9 1829:9 1830:17 1831:12 1846:1,13,13 1848:10 1861:4,7 1863:3	paul 1681:5
orientation 1720:17 1727:9 1747:20	participate 1824:12	1740:24 1741:5,6 1742:16 1745:9 1759:12,13,23 1760:2,9,10 1761:21 1762:18 1762:20 1763:5,7 1765:12 1777:11 1778:2,5,17 1801:25 1802:16 1804:2,9 1829:9 1830:17 1831:12 1846:1,13,13 1848:10 1861:4,7 1863:3	pay 1706:11 1707:24 1752:25 1772:4 1774:5,7,9 1785:1 1785:12,12,13,14 1785:15,16,19,22 1809:17 1867:20 1868:1,25 1925:21
original 1930:9	participated 1697:25 1698:2 1725:1	1740:24 1741:5,6 1742:16 1745:9 1759:12,13,23 1760:2,9,10 1761:21 1762:18 1762:20 1763:5,7 1765:12 1777:11 1778:2,5,17 1801:25 1802:16 1804:2,9 1829:9 1830:17 1831:12 1846:1,13,13 1848:10 1861:4,7 1863:3	paycheck 1752:21 1753:1
ought 1855:12		1740:24 1741:5,6 1742:16 1745:9 1759:12,13,23 1760:2,9,10 1761:21 1762:18 1762:20 1763:5,7 1765:12 1777:11 1778:2,5,17 1801:25 1802:16 1804:2,9 1829:9 1830:17 1831:12 1846:1,13,13 1848:10 1861:4,7 1863:3	paychecks 1925:12
outline 1738:2 1739:13		1740:24 1741:5,6 1742:16 1745:9 1759:12,13,23 1760:2,9,10 1761:21 1762:18 1762:20 1763:5,7 1765:12 1777:11 1778:2,5,17 1801:25 1802:16 1804:2,9 1829:9 1830:17 1831:12 1846:1,13,13 1848:10 1861:4,7 1863:3	payment 1704:15,17 1714:8,8 1716:17
outlined 1806:22		1740:24 1741:5,6 1742:16 1745:9 1759:12,13,23 1760:2,9,10 1761:21 1762:18 1762:20 1763:5,7 1765:12 1777:11 1778:2,5,17 1801:25 1802:16 1804:2,9 1829:9 1830:17 1831:12 1846:1,13,13 1848:10 1861:4,7 1863:3	payments 1715:21 1752:17,18 1753:4
outside 1807:13 1813:23 1860:23 1867:17 1876:9 1885:16 1889:18 1903:15 1907:2 1908:8		1740:24 1741:5,6 1742:16 1745:9 1759:12,13,23 1760:2,9,10 1761:21 1762:18 1762:20 1763:5,7 1765:12 1777:11 1778:2,5,17 1801:25 1802:16 1804:2,9 1829:9 1830:17 1831:12 1846:1,13,13 1848:10 1861:4,7 1863:3	payroll 1704:21
overall 1856:22 1859:13 1912:12		1740:24 1741:5,6 1742:16 1745:9 1759:12,13,23 1760:2,9,10 1761:21 1762:18 1762:20 1763:5,7 1765:12 1777:11 1778:2,5,17 1801:25 1802:16 1804:2,9 1829:9 1830:17 1831:12 1846:1,13,13 1848:10 1861:4,7 1863:3	
overenrolled 1799:1		1740:24 1741:5,6 1742:16 1745:9 1759:12,13,23 1760:2,9,10 1761:21 1762:18 1762:20 1763:5,7 1765:12 1777:11 1778:2,5,17 1801:25 1802:16 1804:2,9 1829:9 1830:17 1831:12 1846:1,13,13 1848:10 1861:4,7 1863:3	
overrule 1773:9		1740:24 1741:5,6 1742:16 1745:9 1759:12,13,23 1760:2,9,10 1761:21 1762:18 1762:20 1763:5,7 1765:12 1777:11 1778:2,5,17 1801:25 1802:16 1804:2,9 1829:9 1830:17 1831:12 1846:1,13,13 1848:10 1861:4,7 1863:3	
overruled 1760:15		1740:24 1741:5,6 1742:16 1745:9 1759:12,13,23 1760:2,9,10 1761:21 1762:18 1762:20 1763:5,7 1765:12 1777:11 1778:2,5,17 1801:25 1802:16 1804:2,9 1829:9 1830:17 1831:12 1846:1,13,13 1848:10 1861:4,7 1863:3	
overview 1855:20 1857:9 1860:3		1740:24 1741:5,6 1742:16 1745:9 1759:12,13,23 1760:2,9,10 1761:21 1762:18 1762:20 1763:5,7 1765:12 1777:11 1778:2,5,17 1801:25 1802:16 1804:2,9 1829:9 1830:17 1831:12 1846:1,13,13 1848:10 1861:4,7 1863:3	
owners 1784:12		1740:24 1741:5,6 1742:16 1745:9 1759:12,13,23 1760:2,9,10 1761:21 1762:18 1762:20 1763:5,7 1765:12 1777:11 1778:2,5,17 1801:25 1802:16 1804:2,9 1829:9 1830:17 1831:12 1846:1,13,13 1848:10 1861:4,7 1863:3	

1774:5	1913:22	1727:5,8 1773:3,10	play 1863:16
pdf 1775:20 1776:1	period 1712:13	1776:6 1844:7	played 1910:16
pearlman 1681:5	1739:19 1742:13	1854:9 1855:11	please 1685:7
1682:12,15	1743:23 1744:1	ph 1685:23,25	1708:10 1755:18
1760:14 1767:16	1772:4 1792:7	1686:9 1710:14,17	1757:6 1773:5
1768:23 1773:5	1883:19 1886:11	1711:13 1748:4,9	1791:8 1818:19
1774:18 1776:5,11	periods 1787:22	1756:10 1792:19	1819:14,19 1835:6
1776:15 1786:1,7	1886:19 1888:18	1793:12 1794:17	1843:2 1851:9
1788:8,14 1802:6	person 1763:20	1820:13 1821:9	1898:2 1917:10
1826:20 1827:1	1834:6 1916:22	1826:1 1835:24	1918:1
1831:15,17	1923:5	1843:17,18	plot 1809:14
1832:17 1834:12	personal 1717:22	1866:16 1872:17	plus 1785:13,14
pedagogical 1716:7	1867:2	1885:17 1898:23	1828:16
1716:23 1718:1,2	personally 1717:14	1899:8 1911:25	point 1687:15
1747:2 1796:16	1793:6	1921:22	1704:4 1724:23
1818:24 1819:6,13	perspective 1771:16	phillips 1683:10	1754:4,7,8 1764:16
1824:1,13,16,22	petition 1839:11	1897:24 1898:4,5,7	1794:24 1807:11
pedagogically	petitioner 1680:9	1917:17 1918:2,7	1853:2,5,6 1867:12
1746:9	1681:8 1685:2,4	1919:11 1927:13	1873:18,19,20
pedagogy 1720:14	1686:2,22,23	phone 1750:12	1879:13 1892:13
1821:11,15 1822:5	1691:15 1695:11	phonetic 1789:5	1894:6 1908:24
1822:11,19,22,25	1699:8 1703:13	photocopy 1906:5	1911:2 1925:11,13
1824:17 1892:14	1705:3,10 1733:22	photocopying	1925:15
1892:25 1893:4	1734:14 1755:13	1783:25	pointed 1767:22
pending 1699:19	1755:15 1772:11	physical 1758:12,15	points 1703:24
people 1727:17,24	1772:16 1773:11	1898:16	1704:2,8,9 1722:12
1727:25 1774:5	1773:14,19	pi 1922:17 1926:5	1735:21 1754:3,6
1817:19 1839:17	1774:17,20,22,25	pick 1863:10	1764:19 1779:17
1840:3,17 1847:12	1775:2,8,13,13,14	picked 1863:7	1852:20,23
1847:15 1849:16	1775:17,22,25	picture 1881:8	1861:25 1866:17
1867:16,19 1877:6	1776:4,8,11,16,19	ping 1903:11,11	1875:21 1876:10
1879:10 1882:17	1818:20 1819:15	pinpoint 1892:25	1876:13 1882:16
1882:22 1883:22	1834:25 1835:2	pis 1923:8	1885:22 1894:25
1886:2 1892:6,10	1836:4,5,19	pitfalls 1902:11	1895:1,7 1905:17
1892:24 1912:6	1837:13 1839:8	1908:21	policy 1859:5
1916:10,14,17,23	1841:2 1842:2,4,24	place 1720:19	1865:13,14 1868:7
percent 1767:6	1844:1,13,17,19	1821:19	1893:24
1769:12 1850:9	1854:4,18 1856:5	plan 1765:11	politics 1859:23
perfect 1752:7	1857:14,16 1865:3	1799:18,23,25	1862:16 1880:5
perfectly 1730:13	1865:7,25 1866:3,5	1829:4	1891:14
perform 1689:3	1897:18,21,23	planned 1688:25	polling 1730:4
1789:21 1810:14	1898:25 1899:1,10	1763:17	polymer 1913:10
performance 1800:7	1899:13,15 1900:1	planning 1783:7	polymers 1913:14
1812:8	1900:6,18,21,23	1788:18 1856:20	1923:22
performed 1790:8	1928:2,21,22	plans 1777:25	portal 1896:10
1790:12 1791:5	petitioners 1684:8	1914:19,21	portion 1714:16
1792:23 1810:14	1686:7,17 1691:20	platform 1827:24	1758:8
1811:20 1879:18	1705:8 1712:18	1828:1	porzio 1681:4

position 1687:22 1688:2,8,24 1690:10 1691:3 1703:22 1704:3 1705:14,24 1706:9 1706:20 1707:6,24 1708:1,16,22 1750:6 1752:1,15 1752:18 1753:17 1782:22 1795:6 1845:7 1850:21 1878:23 1884:22 1891:18,18 1892:3 1928:16,22	1808:24 1809:4,6 1827:22 1828:1,5 1896:7 potential 1795:11 potentially 1923:23 power 1845:9 1849:1 1849:19,19,22 1850:7,24 1851:2 1851:18 1852:1,8 1853:13 1858:4,24 1861:20,21 1873:2 1874:4,7 1877:13 1894:22 powerpoint 1727:15 1784:6 1793:13,18 1794:4 pozen 1859:10 1878:16 1879:18 1889:13 practical 1716:9 practice 1688:12,14 1794:22 1809:24 1829:8 1890:8,11 practices 1743:15 1790:4 preceptor 1859:5 1868:2,3,6 1869:1 preceptoring 1890:24 preceptors 1868:9 preceptorship 1881:19,23 1889:25 1890:19 precise 1752:6 precisely 1696:10,14 1733:3 1829:22 1851:22 prefer 1814:6 preferences 1780:2 preliminary 1690:7 premiums 1716:18 prepare 1694:16 1721:9 1902:1 prepared 1744:19 1784:9 1825:25 1902:2 1928:3 preparing 1761:24 1777:20 1784:4,6,6	1793:13,17 1794:2 1794:3 1827:10 1831:22 1901:24 presence 1861:5 1871:12 1921:1 present 1700:1 1701:11,12,13 1741:21 1744:15 1761:6 1808:16 1814:10 1816:7 1840:2 presentation 1727:15 1791:19 1793:18 1794:1,3 1840:7 1864:22 presentations 1693:14 1700:9 1703:12 1784:5,7 1792:5 1793:13 presented 1801:1 presenters 1918:19 presents 1916:22 preserved 1857:24 presumably 1883:14 1885:3 presume 1736:1 1856:21 1878:5 1927:23 pretty 1713:6 1752:4 1823:9 previous 1720:14 1742:10 1784:13 1829:17,18 1908:1 1908:11,13 previously 1732:17 1732:18 1789:6 1813:11 1928:6 primarily 1771:8 1782:23 1787:21 1795:18 1825:2 primary 1784:9 1789:3,3 1791:21 1792:8 1793:5,22 1829:13 prince 1784:10 1791:19 1793:17 1794:1 principles 1823:5	1824:11,18 prior 1759:23,25 1766:8 1778:21 1788:1 1828:25 1830:11 1842:23 1872:25 1879:5 1899:22 prioritizes 1796:12 probably 1725:17,18 1736:12 1801:17 1850:12 1915:18 problem 1690:5 1715:16 1905:10 1905:23 1928:8 problems 1763:3 1873:21 1905:8,16 procedure 1724:25 procedures 1815:23 1929:3 proceed 1709:9 1829:9 1870:21 1897:19 1915:3 proceedings 1930:4 process 1777:7 1780:1,4 1790:2 1812:10 1813:9 1834:9,10 1883:7 processing 1797:5 proctor 1701:9 proctored 1763:15 produce 1815:22 produced 1928:10 1928:13 producing 1717:12 1829:14 product 1868:21,22 production 1757:1 1766:5 1769:16 1772:9 1797:9 1815:1,6,14 1816:25 1818:8 productive 1796:19 professional 1815:12 professor 1691:1,6 1692:17 1693:5,7 1693:17 1694:6,8 1694:10,10 1695:9 1695:10 1696:5,6,8
---	--	--	--

1696:22,25
 1697:15,19 1698:9
 1698:12,22
 1699:10 1700:1,10
 1700:13,21
 1701:11,22,25
 1702:12 1703:3
 1707:3 1708:8,24
 1709:18 1715:10
 1718:12,13 1719:2
 1719:15 1721:5
 1722:13,24
 1723:22,24
 1724:12 1725:13
 1725:25 1726:8,11
 1726:13,13,16
 1728:16 1729:9
 1730:6,18 1734:20
 1734:22 1735:2,23
 1736:21,22 1737:5
 1740:23 1741:8,16
 1741:21,24
 1742:20 1745:13
 1747:9,12 1752:9
 1752:13 1759:1,2
 1759:24 1760:12
 1761:6,15 1762:11
 1762:14,18,22,22
 1762:24,24 1763:4
 1763:7,9,15,24
 1764:3,7,13
 1765:10,17,20,24
 1766:2 1767:9,11
 1767:14,18,25
 1770:6,10 1771:2
 1797:1,2,6,7
 1799:10 1802:12
 1803:18,22 1805:1
 1807:14 1810:8
 1812:11,13,23
 1813:8,13 1814:19
 1815:3,4 1816:10
 1816:14,17 1817:9
 1817:13 1820:13
 1821:21,22,25
 1822:8,9 1825:1
 1827:9,14 1828:8
 1828:11,18 1830:1

1830:25 1845:18
 1845:18 1846:2
 1848:7 1849:8
 1871:3,3,4,7
 1873:3,6,6 1888:8
 1890:25 1903:6,22
 1903:25 1904:3,11
 1908:16 1909:5,17
 1909:19 1910:8
 1911:8 1912:8
 1913:7 1914:7
professors 1718:9
 1751:7 1799:19
 1811:5,6 1812:2,20
 1813:4 1814:10
 1817:2 1818:14,14
 1826:12 1847:18
 1850:4 1888:9,17
 1903:7
program 1685:25
 1686:9 1689:5
 1716:19,21,22,24
 1727:9 1750:15
 1757:2,3 1774:4
 1777:1,17,18,20
 1778:3,20 1779:3
 1779:19 1797:10
 1803:4 1819:24
 1823:21,24 1824:5
 1825:4,15 1831:3
 1832:3 1837:7,8
 1839:18 1840:19
 1859:3,4 1869:6
 1887:18 1892:13
 1899:8 1918:15
programming
 1695:23 1697:14
 1742:14
programs 1716:8,25
 1717:3 1870:10
 1887:21,23
progress 1906:14
 1914:14
project 1694:2
 1707:8,9 1771:13
 1782:16,24 1783:6
 1787:3,25 1790:5
 1913:10

projects 1697:11
 1706:1,2 1747:20
 1749:7 1791:14
 1795:19 1868:13
 1916:17
promote 1767:2
prompted 1822:6
prompts 1688:13
 1723:9
proposal 1710:4
 1883:13,13 1885:9
 1885:10
proposals 1693:13
propose 1914:17
proposed 1832:2
 1833:13 1910:11
 1912:4
proskauer 1681:3,7
proved 1894:11
provide 1717:18
 1778:6 1789:15
 1798:13 1803:2,20
 1806:21 1807:3
 1827:12 1830:20
 1905:16
provided 1760:7
 1766:24 1767:1
 1770:19 1800:22
 1808:25 1809:3,4
 1810:4 1827:15,19
 1827:20 1828:9
 1904:22 1905:1
providing 1699:20
 1769:21 1770:4,6
 1778:5 1802:21
 1803:1 1809:7,12
 1816:18
pseudonym 1809:8
public 1710:24,24
 1720:15 1739:7
 1795:22 1859:4
 1865:12,14 1868:7
publicizing 1783:8,9
 1788:18
publicly 1896:12
publishing 1789:23
purple 1791:23,24
purpose 1791:2

1837:23
pursuant 1680:15
 1928:11
pursue 1912:17
pursuing 1685:22,23
 1756:9 1795:4,5
 1843:15,16,17
 1898:22
pushed 1888:2
put 1732:14 1748:23
 1786:25 1794:11
 1794:24 1839:25
 1855:16 1874:22
 1880:25 1882:5
 1906:5
puts 1896:10
putting 1794:4,22
 1923:22
python 1706:2
 1749:7

Q

qualification 1875:2
qualifying 1883:6
 1885:21
quality 1767:1
quant 1720:22,23
quantitative 1687:11
 1688:21 1720:24
 1721:1 1730:3
 1732:20
quarter 1686:1
 1687:17 1694:22
 1695:7 1696:3
 1699:9 1700:17
 1701:10 1703:14
 1706:23 1715:3,22
 1715:23 1719:20
 1729:3 1730:18
 1731:25 1733:20
 1742:10,24 1752:2
 1752:5 1753:10,13
 1753:25 1754:5
 1757:21 1758:13
 1758:16,19
 1765:23 1766:16
 1777:13 1778:18
 1779:6 1781:16

1807:12 1810:24	1737:24 1749:24	ran 1850:23	rebuttal 1839:15
1813:19 1821:20	1753:19 1754:15	rande 1892:4	1927:25
1824:14 1830:11	1764:19 1765:3,4	range 1730:22	recall 1694:18
1831:2 1833:4,6	1765:15 1785:24	ras 1837:19	1724:8,22 1728:9
1845:6,17 1846:1	1786:9,11 1787:10	rcx 1682:2 1683:2	1731:17,18,19
1848:23,23	1804:20,23 1808:4	rdx 1682:2 1683:2	1750:7 1751:21
1849:13,18,23	1810:17 1814:15	reached 1709:23	1763:11 1772:6
1850:6,9,12,22	1814:19 1823:1	read 1686:19 1714:9	1803:25 1811:1
1852:12 1860:14	1827:2,5,16,18	1725:25 1759:17	1820:8 1825:17,18
1862:8 1868:10,16	1831:7,19,20	1761:20,22	1827:13 1829:22
1869:2,10,11,13	1832:17,18 1833:8	1766:23 1774:18	1852:10 1853:24
1872:9 1876:4,6	1842:12,14,17	1844:15 1851:22	1869:8,23 1888:25
1882:2 1886:4	1870:13,22	1868:20 1918:10	1889:1 1910:17
1887:20,24 1888:3	1889:10 1894:17	1919:13	1917:21 1921:4
1893:15 1895:6,21	1897:4,14 1917:7	reading 1714:10	receive 1692:19
1895:22,24	1924:8 1926:9	1726:2 1729:25	1693:4 1698:13,23
1901:13 1903:5,8	1927:10 1928:24	1732:5 1783:11	1702:13 1703:5,24
1903:10,12,14	quick 1905:14	1784:3 1788:22,23	1704:25 1712:8
1906:25 1908:1,2,7	quickie 1857:25	1789:3 1803:18	1713:24,25 1714:3
1908:11,14 1909:2	quickly 1788:9	1848:9	1721:13 1729:5
1909:4 1910:4,20	1805:16	readings 1692:18	1731:2 1733:7,8
1911:6 1924:14,25	quite 1769:17	1696:1 1699:14	1740:17 1752:17
1925:22	1783:23 1789:9	1701:6 1744:24	1758:17 1770:9
quarterly 1715:12	1793:9 1803:15	1759:7 1783:10,25	1772:25 1774:7,11
quarters 1707:15	1810:23 1811:16	1788:22 1796:17	1774:14 1779:11
1752:10 1777:1,2	1817:4 1863:15	1807:8 1847:6	1785:11 1824:1,10
1784:22,24	1871:20	reads 1851:21	1839:11 1844:11
1848:22 1868:18	quiz 1902:1,2	ready 1685:2	1852:20 1856:5
1869:13 1874:15	quizzes 1902:19	1897:19 1917:17	1857:14 1868:1
1874:23 1875:4	1904:20 1908:5	real 1746:13	1899:23
1888:1 1901:2,4,5	quote 1716:6	really 1689:16	received 1684:3
1901:11,15		1696:24 1699:18	1686:8,22,24
1902:22 1903:3	R	1702:6 1715:23	1689:14 1692:3,6
1908:11,13,17	r 1681:1 1695:23	1718:4,6 1720:9,10	1698:15 1702:5
1924:22 1926:17	1697:14 1742:7	1722:19,23	1703:15 1704:14
1927:2	1743:13	1727:18 1731:2	1705:9,11 1709:23
question 1723:11	ra 1752:9 1753:17	1739:13 1743:10	1712:5,9 1713:9,13
1726:15,23	1786:12,15 1925:3	1746:6,14,16,17	1713:25 1715:12
1754:16 1764:17	race 1859:23	1748:17,21	1718:3 1720:15
1764:20,23 1796:6	1862:11,16 1880:5	1839:20 1884:10	1722:6 1723:17
1802:5 1805:3	1891:14	1894:8 1911:23	1733:4 1746:11
1806:24 1807:25	raelene 1930:16	1925:4	1758:12,14 1769:6
1809:10 1822:13	rain 1791:23,24	reason 1694:24	1773:10,12,22
1832:14 1833:12	raing 1717:8	1700:6 1875:6	1774:8,21,23
1851:11 1895:11	raise 1757:8 1808:4	1881:21	1775:6,14,19,23
1897:6 1913:3	1928:12	reasons 1879:24	1776:7,9,17,18,20
questions 1695:24	raised 1804:22	1886:10	1778:19 1779:17
1697:10 1709:1,9	1808:5 1809:9	rebellion 1792:7	1785:21 1797:9

1811:20,22	1870:20 1876:22	1833:14	1752:3 1813:17
1814:22 1815:22	1876:23 1879:13	regular 1734:3	1854:1 1860:15,19
1833:15,19,20,22	1879:17 1889:4,7	1753:22 1761:3	1869:22 1873:8
1837:1 1840:8	1896:15 1898:3	1848:6 1864:14	1886:25 1889:15
1844:9,18,20	1899:3 1917:11,14	1893:7,10,14	1920:9
1853:17 1857:17	1918:5 1919:7	1914:7 1924:25	remembering
1866:4,6 1867:20	1920:17 1929:7	regularly 1868:20	1751:9 1920:11
1895:2 1896:20	1930:8	1870:10 1890:18	remission 1716:16
1899:14,16 1900:7	recording 1930:11	1917:6	repertoire 1803:21
1900:22,24	recross 1833:12	reject 1842:2	replaced 1910:9
1917:20 1930:12	recrossexamination	rejected 1684:19	reply 1686:12
receiving 1689:16	1754:18 1831:16	1842:3,5 1930:13	report 1751:15
1704:10 1770:23	1834:11 1897:7	relate 1787:7,19	1833:2 1910:15
1778:13 1856:7	redirect 1749:23	1792:10	reporter 1802:8
receptive 1805:1	1831:8 1832:19	related 1687:3	1819:22
recess 1709:6	1894:19 1895:17	1688:15 1756:15	reports 1902:20
1749:19 1786:3	1924:10 1926:10	1776:23 1782:23	1904:22 1905:2
1788:11 1826:23	reduced 1704:14	1784:5 1786:9	represent 1818:4
1834:22 1841:21	1713:10 1757:15	1787:10 1789:14	1841:12
1870:18 1889:5	1757:17,22	1789:22 1790:1,3	reproduced 1784:13
1917:12	1758:14,18	1791:14 1792:6,20	requested 1764:21
recognize 1920:1	1853:14	1793:13 1795:19	1778:12
recognized 1865:15	reduction 1757:19	1796:15 1921:22	require 1870:11
recollect 1893:18	refer 1857:8	relations 1680:2	required 1689:5
1923:3	reference 1767:20	1930:4	1695:25 1697:13
recollection 1752:6	1789:25 1805:20	relationship 1719:18	1720:17 1733:23
1918:21 1920:5	1805:21 1806:7	1796:20 1797:18	1766:12,13,16
recommendation	1808:3 1815:10	1797:20 1807:7	1778:14 1790:19
1875:9 1878:20	1887:15	1849:7	1806:14 1807:9,11
recommended	referenced 1727:8	relationships	1815:11,21 1819:9
1779:20 1801:11	1808:13,13,14	1794:11	1819:24 1820:18
1801:14	referring 1786:13	released 1707:10	1845:18 1846:10
record 1685:1,8	1793:20 1807:2	relevance 1837:19	1876:14 1902:1
1689:19 1709:5,8	refining 1693:25	1839:24	requirement
1727:24 1749:18	refresh 1742:6	relevancy 1773:6	1710:14 1711:3,7
1749:21 1754:17	refresher 1740:8	relevant 1748:21	1711:22 1748:5
1755:19 1780:19	regard 1731:20	1773:7 1837:16,25	1790:20,22 1791:1
1785:5 1786:1,2,5	1740:16 1812:14	1838:2,11,21	1798:9 1867:12
1788:8,10,13	1816:19	1839:2 1841:8,16	1880:1 1897:10,11
1826:20,22,25	regarding 1696:23	1841:19 1855:17	requirements
1828:17 1834:21	1724:24 1773:23	1902:4	1711:14 1836:17
1834:24 1835:7	1841:7	relied 1797:2,3	1837:6,11 1839:2
1840:10 1841:18	region 1680:3	religious 1837:4	1883:10,11
1841:20,23 1842:9	1930:5	remember 1689:15	1884:13,14
1843:3 1849:5	regional 1839:10	1696:7,10,10,12,14	requires 1716:9
1850:7,16 1851:25	1840:15,21,25	1723:23 1724:1,2,4	research 1688:21
1852:5,8 1858:3	1841:24	1724:5,7,15 1725:8	1693:24,25
1865:23 1870:17	registrar 1831:4	1737:4,21,23,24	1705:15 1706:1,25

1707:1,2,9 1708:6	1688:4,7,23	1710:22,23 1711:4	1910:10 1917:1
1708:15,22	1692:12 1695:19	1711:10,19,22	rooms 1770:3,5,8
1710:24 1711:12	1695:21 1699:11	1712:23 1713:11	1816:7
1717:12 1747:4,20	1699:15 1701:3,5	1713:17 1714:20	rose 1681:3
1748:22 1754:20	1705:23,25 1707:5	1718:9,19 1719:4,7	rough 1829:15
1782:6,11,13,14,17	1707:7 1759:3	1719:12 1721:1,24	roughly 1866:14
1783:20 1784:9	1761:17 1766:6,21	1724:8 1726:7,17	round 1760:6
1785:1,4,13	1769:14,17	1727:10 1731:11	1890:20
1786:12,23	1777:15 1779:7	1733:2,20,21	row 1895:25
1787:20 1788:2,6	1782:22 1783:4,21	1734:22,24 1735:6	rubric 1722:19
1789:4,17,19	1845:14 1851:1	1736:23 1740:20	1735:19 1762:19
1790:6 1791:15,21	1852:15 1860:4	1741:3,16 1743:3	1846:6
1792:8 1793:2,5,10	1861:20 1862:1	1745:18,19	rubrics 1904:22
1793:17,22 1794:1	1868:8 1869:14	1747:13 1748:18	1905:1
1829:14 1883:13	1901:14,18	1749:22 1754:9	rule 1798:13
1890:25 1911:2,17	1902:22 1907:25	1755:9 1798:4	rules 1857:25
1912:13,17,18,23	responsible 1751:5	1799:12 1800:11	ruling 1839:14
1913:1,8,25 1914:1	1759:5,11,14	1801:18 1804:4	1840:16 1841:1
1914:14 1916:22	1769:21,23	1805:7 1811:2	run 1695:23 1782:9
1916:24 1922:9	1777:19 1778:4,17	1826:5 1827:1	1892:21 1910:24
1923:10,17,25	1811:7 1901:24	1840:22 1855:4	running 1782:23
1924:6 1925:14,17	rest 1850:17	1857:23 1858:1	
researchers 1919:16	result 1764:18	1865:22 1872:8,24	S
resistance 1845:9	resulted 1811:24	1873:25 1874:11	s 1681:1 1684:1
1849:19	results 1914:16	1876:2,10,15,17	1835:17
resolve 1723:21	retained 1734:24	1878:2 1880:1	sa 1803:25
resolved 1723:19	1735:5 1764:6	1881:15 1882:8	sailing 1730:15
respect 1689:13	rethinking 1864:2	1883:25,25	sake 1763:19
1692:11 1697:16	1865:10 1881:14	1884:11 1885:19	salary 1853:18,21,24
1699:16 1700:14	1882:1	1888:25 1889:2	salome 1761:16
1701:14 1702:3	return 1804:2	1892:13 1894:12	1807:21
1708:15 1759:16	1830:24 1831:1	1894:13 1897:10	salvatore 1681:5
1760:19 1762:17	returned 1703:3	1915:9 1927:12	1839:13 1840:5,14
1766:22 1768:11	1760:8 1763:24	1928:18	1857:24
1788:15 1789:13	reverse 1786:11	righthand 1906:1	sample 1777:9
1801:24 1809:20	review 1738:1,3	rights 1859:10,11,21	sartin 1772:21
1811:10 1839:1	1767:14,15	1859:22 1860:6,7,9	sat 1700:10
1840:7 1861:20	1777:22 1806:19	1877:19 1889:13	satisfy 1790:24
1883:12 1904:1,7	1815:17 1868:15	rigorous 1829:18	1804:8
1908:4,5 1926:19	reviewed 1767:19	rodowick 1822:12	saw 1806:13 1876:25
respond 1808:6	1770:17,20	1823:3	1923:6
responded 1759:18	1827:22 1902:4	role 1791:20 1830:14	saying 1687:24
1761:22	reviewing 1769:23	1830:18 1831:25	1723:3 1730:13
response 1806:15	1770:3 1804:12	1924:21,23	1731:18 1744:22
1831:20	1815:7 1909:11	romance 1687:7,19	1750:8 1805:17
responses 1806:17	revised 1827:18	1687:25 1718:11	1807:14 1810:6
1806:20	revisit 1789:8	1750:15 1751:13	1839:14 1890:20
responsibilities	right 1687:15	room 1905:7 1910:7	1891:16

says 1714:3 1715:1
 1716:6 1733:22,24
 1818:24 1819:20
 1838:5 1853:16
 1857:7 1919:17
 1927:20
scaffolding 1829:16
scale 1722:19
scanned 1796:17
schedule 1751:12
 1800:15,15
 1856:21 1916:13
 1918:9,17 1927:19
scheduled 1733:24
 1734:16 1739:1
 1759:8,9 1760:24
scheduling 1821:6
 1928:20
schilt 1707:3 1708:8
 1708:12,24
 1709:18 1747:9,12
 1752:9,13
scholar 1791:13,16
 1794:10,17
scholarly 1792:4
school 1717:24,25
 1720:15 1750:10
 1835:21,22
 1836:15 1922:1,16
schools 1739:7
 1747:24 1837:17
science 1687:9
 1691:6 1692:5
 1695:8 1699:10
 1727:2,18 1732:20
 1734:3,6,10
 1777:18 1867:10
 1921:19,20,21
sciences 1685:21
 1687:9 1843:24
 1845:11 1898:16
scientist 1746:14
score 1905:25
scott 1903:12,12
 1909:18
screened 1766:15
screening 1806:12
screenings 1781:25

se 1870:2
searle 1755:1
seat 1685:7 1843:2
second 1695:7
 1698:12 1700:16
 1703:18 1723:12
 1723:25 1726:8,12
 1726:23 1761:12
 1762:14,18 1779:6
 1782:14 1783:20
 1822:22 1828:12
 1836:16 1837:24
 1849:2 1853:1,4
 1862:3 1876:11,12
 1876:15 1880:3
 1881:24 1885:6
 1889:22 1906:25
 1911:6
seconds 1903:10
secretary 1890:16
section 1762:23
 1798:20 1813:13
 1868:14,15
 1901:21,22 1902:8
sections 1693:1,3
 1699:22,23
 1727:17 1762:3
 1781:16,17,19
 1829:24 1830:3,6,7
 1848:2 1849:18,20
 1849:23 1850:2
 1858:14 1860:24
 1904:9,12,15
 1907:6,8,14,17
 1909:20,22
 1910:18,23
 1924:18,19 1927:2
see 1710:5 1714:9,19
 1714:22 1715:19
 1717:9,21 1718:15
 1718:15 1720:2,16
 1720:21,21
 1721:11 1723:2,11
 1725:19,19 1726:4
 1726:4,14,14
 1728:8,15 1729:5
 1729:15 1730:5
 1731:3,22,24

1732:9,16 1734:9
 1736:16,16,19
 1738:4,7 1740:1,10
 1741:7 1743:4,4,8
 1743:16,23
 1744:15,15 1745:1
 1746:19 1748:1,23
 1748:23 1749:14
 1803:22 1816:23
 1818:23 1846:24
 1848:8,11,13
 1856:25 1867:7
 1871:13 1873:12
 1874:18 1879:12
 1879:20 1881:12
 1883:2,2 1886:7
 1891:3,19 1892:2
 1892:19,19
 1896:12,16 1897:3
 1913:16 1919:24
 1928:1
seek 1822:6 1825:7
 1826:1,17 1928:9
seeking 1765:2
 1821:2,8 1835:23
 1838:23 1878:7
seen 1766:17 1767:4
segments 1801:12
selected 1879:1
selena 1737:3
self 1792:18
selfassembling
 1913:13
selfassembly
 1913:10
selfie 1787:10
selfies 1787:9
 1792:15,17
seminar 1777:16,21
 1777:21 1782:9
 1820:6 1868:12
seminars 1778:1
 1824:14
send 1738:8 1763:6
 1890:9,12 1891:15
sends 1890:18
senior 1882:21
 1891:21,23 1892:7

1892:19 1893:7,9
 1900:16 1921:6
sense 1763:19
 1869:17 1885:8
 1911:25
senses 1746:15
sent 1686:14
 1687:23 1712:3
 1741:7 1750:5,8,21
 1760:9 1763:5,7
 1770:20 1772:23
 1828:9,11,11,12
 1858:16 1878:8
 1890:20
separate 1704:18
 1714:5 1715:8,8
 1718:15,16 1755:5
 1770:8,21,21,22
 1793:25 1808:23
 1828:17 1849:10
separately 1752:18
 1752:20 1781:21
 1853:14 1870:1
 1916:20 1924:23
sequence 1845:8,10
 1849:2 1850:17,24
 1873:2,3 1874:4,7
 1874:19 1877:2,8
 1877:14 1888:2
 1894:23 1901:12
 1901:13
sergei 1903:9,9
 1907:4
series 1729:22
serve 1687:24
 1750:5 1848:20
 1875:22 1899:20
 1901:2
served 1776:25
 1782:6,13 1868:2
 1873:2 1894:4
service 1893:12
 1897:9
services 1780:21
serving 1779:2
 1788:1 1821:22
 1825:20
session 1694:11

1696:20,20 1701:6	1834:22 1841:21	situations 1877:1	sociology 1685:23,25
1720:1 1744:6	1849:22 1870:18	six 1688:9 1707:21	1687:13 1688:16
1761:20 1822:23	1889:5 1917:12	1718:24 1751:12	1700:18 1728:19
1823:1,2 1905:13	shorthand 1786:13	1761:2 1778:6	1730:3
sessions 1690:17	shot 1829:12	1787:16 1792:16	software 1774:4
1697:1 1711:6	show 1774:25 1836:3	1824:15 1829:25	sole 1689:1 1880:17
1770:11 1779:4	1845:16 1898:24	1830:16 1876:17	1882:5
1822:17,20,21	1918:2 1920:14	1913:19	solid 1816:22
1903:23 1909:3	shown 1846:24	sixth 1822:24	solutions 1706:4
1910:8 1926:22	shows 1772:17	skills 1688:12	somebody 1690:20
set 1688:13 1718:10	shut 1840:22	1794:21 1795:7	1823:15 1841:14
1719:22,23	sic 1873:3	1796:2,25 1824:22	1882:13,15 1885:5
1720:21 1721:3,8	sicilon 1923:21	1829:19	1887:18 1892:8
1721:15,16	sick 1739:17	skvirsky 1761:16	somewhat 1789:18
1729:12 1747:23	side 1789:18	1762:22 1763:4	1793:8 1858:13
1751:2,12 1770:21	sign 1751:18	1765:10 1797:2	song 1689:21,24
1784:16 1818:12	1791:25 1863:7	1806:2,3 1807:14	1690:1 1691:1
1829:7 1832:24	signed 1716:24	1808:20,25 1809:3	1719:2,15 1721:5
1851:18 1858:20	1867:23	1810:4,10,15,19,21	1722:13,24
1885:5	significant 1927:4	1810:25 1811:4,10	1723:22,24
seterra 1789:5	significantly 1787:22	1812:19 1813:8	1724:12 1725:13
sets 1690:5 1875:25	silicon 1912:15	1827:9 1828:11,18	1725:25 1726:13
setting 1715:24	1923:20,22	1830:1	songs 1715:10
1746:12	silicone 1923:18	skvirskys 1763:7	sorry 1691:8 1698:9
settings 1816:14	similar 1720:12	slant 1871:19	1714:22 1719:11
seven 1784:17	1788:18 1797:8	slight 1812:6,6	1724:17 1734:25
1912:9	1817:1 1837:8	slightly 1760:5	1752:22 1753:24
seventh 1877:24	1838:19 1847:8	1780:6 1798:20,25	1759:17 1766:7
sexuality 1687:13	1849:7,14 1852:16	1849:15	1768:13 1797:3
1700:19 1746:4	1869:16 1880:10	slower 1757:6	1806:25 1819:23
1783:9 1787:2	1916:7,9 1918:18	small 1855:6	1820:13 1833:10
share 1781:24	similarly 1785:10	1860:22 1916:25	1849:20 1858:12
1847:11 1848:1	simple 1806:24	smaller 1782:7	1880:24 1881:15
shared 1828:18	simply 1783:2	1830:16 1868:14	1893:16 1895:11
1847:12,15,21	1920:10	sneeze 1851:10	1895:14 1898:20
sharing 1771:8	single 1785:11,16	snyder 1903:12,13	1909:16 1911:20
1877:5	sir 1874:2 1875:3	1908:16 1909:5,18	sort 1722:20 1821:17
shes 1699:17 1707:8	1877:20 1878:7	1909:19 1910:2,8	1827:11 1867:16
1723:4 1768:24	1883:16 1886:16	sociable 1728:14	1929:2
1784:4,5 1792:1	1890:13 1892:3	social 1685:21	sought 1807:13
1802:2 1921:8	1893:20	1687:8,9 1691:6	1878:4 1879:24
ships 1895:3	sit 1693:7 1719:14	1692:4 1695:7	1880:7 1881:16
shoot 1819:23	1765:20,24 1779:3	1699:10 1727:2,18	1887:3,10 1889:11
shooting 1769:20	1848:17 1909:24	1732:20 1734:2,5	sound 1733:16
short 1709:6	site 1863:10	1734:10 1746:14	sounded 1718:7
1739:16 1749:19	sitting 1814:8	1777:18 1782:9	sounds 1733:16
1780:7 1786:3	situation 1719:1	1843:24 1845:11	1888:4 1928:18
1788:11 1826:23	1838:13	1863:12 1867:10	source 1886:3

south 1680:16 1681:11	1815:23	states 1680:1 1838:20 1844:11	1783:24 1786:17 1790:12,13,14 1791:6,11,12 1792:24,25
space 1809:9,11 1813:24 1863:16	spread 1752:2	stating 1822:4 1900:8 1928:16	stuar ts 1793:1,14
span 1911:24	spreadsheet 1828:17 1906:6	statistic 1689:4	stub 1752:25 1785:15
spanish 1688:1,5,11 1718:18 1750:9,11 1751:3,5,8,10	spring 1688:21 1699:3,4 1703:19 1703:20 1704:7 1756:21 1757:4,23 1758:21 1772:7 1777:3 1798:1 1824:6 1848:23 1862:9 1876:6 1880:3 1895:20,22 1895:24	statistical 1695:24 1697:11 1742:10	stubs 1774:5
speak 1750:13 1757:6 1809:11 1811:18 1873:22	square 1681:6	status 1773:8	stuck 1919:1
speaker 1750:9 1822:21,23	staff 1733:24 1734:3 1734:5,11,12,16 1754:10 1777:20 1820:8 1831:3 1832:3	stay 1701:6	student 1685:17 1718:3 1723:17 1735:18,20 1756:6 1757:12 1764:11 1765:1 1766:13 1777:11 1781:23 1792:19 1793:12 1794:17 1796:8 1802:18,22 1804:10 1807:3,9 1808:12 1810:10 1811:25 1812:6 1814:18,22 1820:13 1821:21 1822:4,24 1828:7 1830:19,22,24 1831:1 1833:18,19 1833:20,21 1835:18 1838:15 1840:8 1843:12 1845:21 1846:23 1846:25 1850:5 1860:20 1862:20 1865:20 1874:21 1882:14 1884:24 1885:6 1891:8 1896:20,25 1898:12 1910:22 1911:1
speakers 1688:1	stamm 1930:16	step 1787:8	
speaking 1795:22 1800:6 1819:23 1822:4	standalone 1780:4 1780:12,18 1781:24 1825:24 1859:16 1860:1 1879:18 1880:3 1881:24,25 1882:17 1889:22 1889:23	stepped 1739:17	
specialized 1762:8	standard 1714:13,17 1714:21 1851:4 1863:4 1916:2	steps 1829:5	
specific 1729:24 1730:20 1803:6 1808:4 1857:7 1892:10 1912:22 1913:8 1923:3	standing 1875:6	steven 1681:4,5	
specifically 1809:15 1854:12 1920:9	start 1716:7 1736:22 1786:10 1872:17 1873:1 1915:17	stipend 1704:11,14 1704:19 1712:11 1712:14,21 1713:3 1713:14,15 1714:5 1714:5,13,16 1753:10,16,22,24 1753:24 1757:13 1757:15,17,22 1758:7,9,12,15,18 1836:16 1837:5 1838:6 1853:9,18 1853:19 1924:24 1924:25	
specify 1715:2	started 1858:15 1868:3 1874:14 1918:12 1922:1	stipends 1704:23 1713:9 1853:14	
speculate 1814:20	starting 1899:22	stipulated 1928:7	
speeds 1757:8	state 1685:7 1755:18 1835:6 1843:3 1898:2	stop 1745:15 1890:10	
spell 1685:8 1692:6 1695:10 1700:22 1708:10 1755:18 1835:7 1843:3 1898:2	stated 1857:19 1915:8	stopped 1747:9	
spelled 1689:25 1691:10	statement 1780:7 1805:11 1819:7 1820:2 1822:13	stored 1707:11	
spend 1742:12 1813:7 1909:10 1913:25 1915:16 1916:23		straight 1828:7	
spent 1743:23 1744:1 1770:3 1921:25		street 1680:16	
split 1690:22,22 1725:20 1762:20 1763:18 1901:21 1912:20		strike 1730:5 1814:16	
spoke 1718:18,20 1730:21 1750:12		strong 1797:15 1818:16 1915:14	
		structure 1801:11 1806:17 1808:6 1829:15 1848:11 1925:21	
		structured 1806:9	
		struggled 1764:21	
		struggling 1765:8 1848:9	
		stuart 1782:17	

1723:10 1727:16
 1728:12 1729:25
 1742:9 1743:22
 1747:21 1750:25
 1751:3,5,17,19
 1759:9,12 1760:8,9
 1760:11,23 1761:3
 1761:21 1762:9
 1763:1,8,25
 1764:18,20 1765:5
 1765:8,13 1766:11
 1766:25 1767:5,23
 1768:17,19 1769:5
 1769:19 1770:4,9
 1770:22 1771:21
 1772:24 1777:17
 1777:22 1778:1,5,6
 1778:12,13,19
 1779:9,10 1781:20
 1781:24 1798:6,9
 1801:25 1802:13
 1803:5 1806:4,13
 1808:4,7,10,14,21
 1808:24 1809:5,13
 1811:19 1813:15
 1814:4,5,6,15,22
 1815:11 1816:5,9
 1816:11,19
 1817:14 1818:24
 1819:24 1820:10
 1824:20 1825:11
 1827:15,17
 1828:10,13,15
 1829:6,24 1830:5
 1830:16,17 1831:4
 1831:11 1832:6,12
 1832:21,24,25
 1833:2,4 1838:24
 1839:1,5,6 1845:25
 1846:17 1847:16
 1848:7 1850:8
 1858:19 1859:17
 1860:8 1863:3
 1865:13 1866:16
 1868:11,23
 1870:11,11
 1872:17 1873:20
 1877:10 1878:10

1878:11 1882:21
 1887:24 1890:15
 1890:17 1891:5
 1892:16,22 1896:4
 1896:8,8,11,11,14
 1896:18 1901:23
 1902:3,13,20
 1905:11,15
 1906:14 1908:24
 1909:9 1910:13,16
 1910:19,24
 1912:10,11 1916:6
 1922:14,16 1930:6
studied 1770:13
 1789:6
studies 1685:24
 1688:15 1748:18
 1756:10,13
 1772:23 1780:1,5
 1781:9 1782:10
 1786:24 1787:10
 1787:13,14,15,21
 1836:1 1837:5
 1843:19 1859:25
 1860:22 1864:4,5
 1881:9,10 1885:17
 1898:19 1899:19
 1921:9
study 1701:20
 1783:9 1787:2
 1792:23 1794:12
 1859:3,23 1860:24
 1862:15 1869:5
 1870:8 1880:4
 1887:2,18,21,22
 1890:2 1891:13
studying 1746:2,3,4
 1815:20 1867:15
stuff 1733:19
style 1796:10 1797:7
 1800:25 1818:11
sub 1730:14
subheadings 1856:3
subheads 1856:19
subject 1748:11
 1787:5 1792:13
 1817:9 1824:16
 1856:22 1871:16

1923:12
subjects 1923:14
submission 1723:8
submit 1690:7
 1750:20 1803:25
 1815:11 1825:12
 1830:25 1831:2
 1832:2,8,10 1834:8
 1859:17 1875:8,8
 1878:18 1884:4
 1887:14 1906:3
submits 1830:19
submitted 1693:17
 1698:11 1702:12
 1703:2 1734:21
 1759:14 1777:8
 1778:19 1780:9,11
 1802:17 1815:14
 1825:19 1833:13
 1833:14,17,19
 1834:14,14
 1880:12
submitting 1692:4
 1780:6
subpoena 1928:11
 1928:13
subpoenaing 1840:3
subsequent 1801:18
 1823:23
substance 1801:3
 1803:1
substantial 1718:5
substantially 1779:8
substantive 1746:1
 1791:10
successful 1765:13
 1924:1,4
sufficient 1867:4
 1910:12
suggested 1760:3
 1801:18 1811:14
 1909:10
suggesting 1694:2
 1759:13 1769:25
 1837:17
suggestion 1915:13
suggestions 1769:22
 1909:5

suite 1681:11
sum 1752:1 1753:25
summary 1807:3,5
 1825:13,19
summer 1705:18
 1706:22 1707:3
 1754:20 1911:12
 1911:15 1921:25
 1922:9 1923:4
summers 1784:23,24
sums 1715:5
sung 1691:11
supervised 1905:5
supervises 1834:6
supervisor 1834:5
supplement 1817:6
support 1765:2
 1885:18
suppose 1911:18,21
supposed 1692:14
 1702:8 1712:19
 1713:4 1729:16
 1733:9 1736:16
 1807:6,7 1868:19
sure 1685:9 1687:18
 1699:9 1700:23
 1708:11 1709:5
 1711:1 1713:6
 1715:9 1722:22
 1724:11 1728:20
 1738:8 1742:13
 1749:2 1750:7
 1752:4 1753:7
 1779:21 1783:12
 1786:14 1794:25
 1796:9 1802:10
 1805:17 1806:9
 1821:5 1823:9
 1826:3 1829:4
 1856:10 1894:15
 1902:15 1915:24
 1921:10 1924:15
surface 1913:14
 1923:23
surprise 1867:18
surprising 1921:17
surrounding 1839:4
survey 1707:8,9,10

1707:11 1747:19 1747:21,24 1748:1 1748:24 switched 1758:16 1925:13 sworn 1685:6,14 1755:17 1756:3 1835:5,15 1843:1,9 1898:1,9 syllabus 1719:24 1721:8 1723:5,5 1732:1,7,8,15 1744:14,22,24 1761:11 1805:19 1806:16,23 1847:8 1851:19 1858:17 1858:22 1859:11 1859:13,18 1860:5 1862:4 1864:8 1878:17,18 1880:13 1919:12 1919:23 1920:2 system 1704:21 1706:14 1747:24 1831:5 1834:8,15 1851:8 1914:25 1916:18 systematic 1892:17 1892:18 systems 1910:11	1899:23 1900:8,8,9 1901:3,4,18 1908:12 1917:20 1917:21 1918:9,16 1921:1 1924:13,18 1924:21 1925:2 taed 1699:1,2 1718:8 1718:9 1730:19 1761:13 1901:13 1903:8 1907:1 1908:7 1926:16 1927:1 tailor 1729:23 tailored 1730:2 taing 1699:5 1700:17 1742:20 1805:6 1925:3,11 1927:5 take 1705:25 1709:3 1709:25 1720:17 1727:9 1728:8 1732:23 1746:15 1749:16,17 1778:21 1787:7 1819:15 1820:18 1821:19 1823:8 1829:7 1832:9 1833:3 1841:5 1854:13 1865:14 1870:15 1883:12 1887:25 1892:12 1901:24 taken 1709:7 1720:12 1749:20 1786:4 1788:12 1799:21 1820:4,5,6 1820:7 1821:11 1826:24 1834:23 1841:22 1852:21 1853:19 1870:19 1889:6 1896:5 1917:13 talk 1688:11 1730:7 1732:1,3 1740:5 1743:5,6,8,10,12 1744:12 1765:14 1779:20 1784:10 1786:17 1797:12 1797:24 1806:1	1814:25 1817:20 1859:6 1866:25 1870:15 1914:18 talked 1711:6 1713:8 1718:8 1730:3,18 1732:4 1750:17 1799:7 1800:25 1801:3,6 1858:24 1877:17 talking 1717:6 1723:13 1728:6 1739:16 1768:14 1793:24 1805:15 1810:25 1817:19 1916:24 talks 1784:7 tallied 1905:25 tanks 1710:25 tas 1736:25 1746:10 1826:12 1837:19 1888:15 1903:19 1903:19 1905:6,9 1924:14 taship 1736:23 1753:10,12 taships 1717:23 tasks 1793:25 1797:4 taught 1740:7 1750:10 1822:19 1847:20,24,24 1850:22 1859:1,25 1860:12 1861:19 1862:5,6 1864:1 1866:10,16,22 1877:18 1878:19 1881:4 1888:6,18 tax 1704:22 1774:11 1785:18 1867:21 taxes 1774:9 teach 1692:4 1699:24 1717:15 1717:20,24 1727:22 1739:15 1742:2 1757:16 1781:22,24 1782:2 1794:19 1795:13 1817:9 1821:16 1823:11,18	1824:25 1825:23 1845:19 1847:3 1850:5 1853:19 1859:19,20 1867:18,19 1879:21,22 1882:6 1885:18 1894:11 1903:3 teacher 1717:23 1720:15 1809:24 1820:24 1823:16 1825:8,10 1892:23 teachers 1681:15 1892:7,21 1919:16 teaches 1781:19 1816:24 teaching 1687:2,8,11 1687:12,14,15,17 1688:18,20 1690:10,10,11,12 1690:14,21 1691:3 1691:5 1692:22 1695:2,14 1698:6 1698:10 1703:19 1704:15,17,18,23 1711:13 1713:8 1714:1,4,5,5,7,14 1714:21 1715:2 1716:10,11 1717:8 1719:22 1720:18 1726:18,19 1727:7 1727:7,10 1728:1 1731:14 1734:13 1742:5 1746:12 1756:15 1776:23 1780:8 1798:17 1799:22 1803:21 1813:13 1816:19 1816:22 1819:9,11 1819:20,24 1821:3 1823:6 1824:11,19 1825:13,19 1826:5 1826:12 1829:10 1837:6 1839:1 1844:24,25 1845:2 1845:15 1847:4,9 1847:17,18,19,22 1847:25 1848:20
T			
t 1684:1 1809:18 ta 1687:11 1695:18 1696:17 1698:20 1700:24 1711:6 1719:1,16 1726:8 1726:12,23 1740:22 1741:6 1742:21 1750:24 1752:10,18 1754:11 1762:24 1798:10 1810:18 1814:21 1820:22 1823:18 1824:25 1836:17 1859:2 1870:2,11 1888:14 1888:14,21			

1849:15 1850:1,19 1850:19 1852:19 1853:1,12,15,18,21 1853:24 1858:25 1861:12 1864:3 1866:25 1867:1,11 1867:21 1869:4,15 1877:6 1879:5,20 1891:18,20,21,21 1891:23 1892:1,6,8 1892:9,10 1894:3,6 1899:20,22 1920:9 1920:20 team 1795:21 teams 1769:20 teasing 1914:24 technique 1762:8 techniques 1816:22 1847:9,21 1848:1 1849:15 1892:10 tel 1886:17 telephone 1814:2 tell 1723:2 1729:10 1729:15 1730:22 1732:12 1733:12 1735:14,23 1736:4 1737:9 1739:11 1744:12 1746:17 1761:8 1770:10 1791:8 1792:13 1796:5 1798:24 1801:9 1817:15 1831:10 1832:25 1846:10 1918:15 1923:1 telling 1805:10 tells 1838:24,25 template 1851:20 1858:17,22 tempting 1871:6 ten 1706:21 1707:14 1707:17,18 1743:1 1747:14 1762:21 1860:21 term 1697:24 1780:10 terminology 1763:14 terms 1686:13	1713:18 1740:20 1765:2,15 1789:7 1796:14 1799:17 1801:9 1804:5 1809:3 1816:18 1824:4,9,22 1838:11 1849:9 1860:11 1904:21 1905:4 1911:22 1916:15 1925:1 test 1777:10 testified 1685:14 1711:17 1725:12 1756:3 1778:24 1779:25 1786:15 1805:4 1808:2 1812:2 1813:11 1824:4 1835:15 1843:9 1851:10 1877:18 1887:19 1892:4 1898:9 1917:19 1921:25 testify 1839:17 1840:18 testimony 1718:7 1722:8 1786:9 1839:24 1856:11 1873:1 1904:25 1917:21,23 1921:4 text 1848:9 1851:22 1851:24 1873:22 textbook 1689:18 1719:21 texts 1851:21 1859:12 th 1894:12 thank 1685:11 1686:19 1690:2 1691:13,14 1695:12 1709:11 1725:9 1740:12,13 1743:11 1755:7,10 1755:11,22 1757:10 1780:25 1790:15 1827:1 1834:18 1835:11 1841:4 1842:6,7 1843:6 1851:16	1870:5,16,23 1871:6,15 1872:3 1873:5 1874:2 1884:19 1889:8 1890:9,10 1895:11 1897:12,15,16 1898:6 1919:4,8 1921:2 1927:14 thanks 1708:13 1802:11 1807:22 1819:14 1823:4 thatll 1714:6 thats 1686:6 1687:10 1699:7 1711:19,22 1721:14 1725:12 1727:2,3 1740:10 1744:2,12 1745:10 1748:5,7 1752:22 1752:23 1753:19 1754:13 1760:16 1768:13 1771:12 1778:24 1785:3 1792:6,7 1798:3 1799:13 1800:24 1802:15,19,23 1805:19,21 1806:3 1809:1,10 1811:15 1814:13 1820:1 1824:8 1831:6 1832:4 1833:23 1834:16 1837:21 1839:21 1840:20 1843:4 1848:6 1849:24 1861:5 1863:4 1864:3 1865:17 1867:4,18 1868:1,4 1876:15 1877:12,22 1881:15 1882:13 1882:20 1884:1,17 1885:10 1890:18 1893:4 1895:9 1897:9 1901:11 1903:9 1908:6 1911:8 1916:3 1917:23 1922:2 1923:12,25 1925:6 1926:1,15,16	1927:8 1928:17 1929:1 theres 1714:14 1746:12,17 1777:7 1797:10 1798:8 1802:25 1812:23 1813:1,3 1838:16 1851:20 1855:1,13 1855:21 1856:9 1857:10 1867:5 1870:8 1875:7 1885:12 1886:3,5 1886:12 1888:8,10 1888:11 1891:6 1892:14 1893:25 1925:3 1927:4 thesis 1748:12 1787:8,19 1871:11 1872:5 1884:5,11 1885:1,3 1912:5 theyll 1859:18 theyre 1783:23 1793:9 1857:24 1866:24 1867:1 1868:16 1882:25 1883:21 1891:16 1891:17 1896:12 1920:5 1925:6 theyve 1758:16 1779:20 1860:1 1896:5 1915:4 thing 1819:20 1826:1 1881:6 things 1690:4 1693:10,21 1711:16 1732:6 1733:22 1737:11 1764:18 1774:12 1788:15 1797:5 1810:18 1820:22 1847:11,12,18 1872:25 1874:25 1877:9 1885:5 1902:12,14 1906:14 1909:6 1914:24 think 1705:4 1710:24 1719:1
---	--	---	--

1725:3 1726:22	1884:3	1765:16 1770:3	1722:16 1729:2
1745:4 1747:11	threatening 1841:6	1772:5,22 1777:24	1736:19 1737:14
1749:15 1757:8	threats 1841:7	1782:18 1785:5	1743:21 1760:5
1805:15 1813:18	three 1692:8 1694:5	1789:4 1790:6	1798:25 1800:12
1817:24 1822:1	1697:7,24 1700:5	1793:3 1796:20	1832:25 1846:3
1829:25 1830:3,16	1701:16 1703:14	1799:21 1800:1	tomorrow 1927:21
1833:12 1834:17	1707:15 1714:15	1804:23 1813:7	1928:3 1929:6
1841:9 1845:25	1741:2 1757:25	1814:7 1822:23	top 1818:23 1872:10
1849:14,24	1758:5,11 1780:24	1827:2 1837:2	topic 1694:14 1739:2
1852:10 1855:12	1781:3 1784:16	1839:9 1846:14	1739:4,6 1742:4
1855:25,25	1820:9 1821:20	1847:19,21 1849:2	1761:8 1791:7,11
1859:10 1860:7,8	1822:2,16,20	1852:9 1853:1	1791:22 1800:10
1860:21 1861:17	1830:3,10 1845:25	1857:21 1860:10	1800:20 1805:21
1862:9,22 1867:4	1852:9,12,15,19	1864:17 1866:13	1837:21 1884:6,11
1867:25,25	1858:23 1859:1,2,6	1871:21 1872:4	1885:3 1909:7
1868:11,12 1869:8	1861:4,7,19,21	1873:1,24 1876:8	1911:16 1912:1,12
1869:25 1870:9	1863:3 1864:21	1876:11,12	topics 1742:15
1872:4 1876:25	1869:12,13	1877:24 1879:11	1793:7,9 1805:14
1877:22 1879:3	1875:19,20	1881:21 1882:3	1805:18 1851:5
1883:17,21 1885:7	1879:14,16	1883:19 1884:2,4	1916:15,16
1885:24 1886:22	1884:23 1886:19	1891:19 1894:23	1918:20 1919:22
1886:23 1887:7,9	1886:20 1888:1,10	1901:8 1907:23	1920:1,2
1887:19 1888:19	1888:11,12,17,19	1908:25 1910:2,7	total 1696:12,19
1888:24 1889:11	1888:19,19,21	1915:15 1916:15	1845:25
1893:8,13 1894:18	1895:19,25 1901:4	1922:24 1923:5	totally 1837:22
1895:10,23	1901:5,11,15	1925:12,16	touch 1787:1
1905:14 1911:25	1902:22 1903:3,7	1928:15 1929:5	track 1902:15
1915:8,10,14	1926:16 1927:2,20	times 1681:6	1916:18
1927:21 1928:19	1928:2	1696:12 1718:8	traditional 1771:2
1928:21 1929:5	threehour 1806:12	1730:17,21	1817:23 1818:3
thinking 1860:6	threequarter	1732:14 1738:20	trained 1742:9
thinks 1855:17	1687:10	1757:25 1781:17	training 1716:8,23
third 1699:9 1709:16	threeweek 1888:18	1791:25 1814:23	1718:2 1720:15
1714:10 1716:7	thursday 1806:11	1822:2 1829:25	1734:7 1747:2
1733:23 1757:17	tian 1911:9 1912:8	1847:25 1851:3	1778:21 1818:24
1757:21 1758:14	1913:7 1914:7	1852:7,9,16	1819:13 1823:20
1769:13 1863:25	tians 1911:8	1860:16 1862:12	1824:2,9,10 1825:9
1873:25 1874:2,13	tied 1869:23 1912:5	1864:13 1874:4	1892:23,23
1876:8 1881:6,25	time 1689:23 1691:2	1875:18,20 1912:2	1899:23 1900:8,8
1885:21 1889:23	1691:4 1705:18	1921:3	1900:10 1917:21
1908:7,14 1909:2,4	1712:13,19	title 1690:9 1820:8	1918:9,15,16
thought 1722:17	1713:14,15	1881:12 1888:14	1919:12,15,18
1724:14 1735:11	1715:21 1728:3	1918:8 1919:11	1921:1 1925:20
1738:16 1801:17	1729:25 1731:22	titled 1821:15	1926:12,18,20
1827:16 1846:21	1731:23 1732:14	today 1739:22,23	trans 1787:10,13
1846:22 1875:16	1738:25 1743:20	1748:12 1860:7	1792:16,17
1909:7,8	1751:18,20	1864:3	transcript 1930:10
thoughts 1766:14	1758:20 1762:24	told 1694:22 1708:19	transferable 1796:3

transgender 1748:13 1787:14,15	1766:5,16,23 1770:23 1772:9	1770:1 1800:11,20 1809:23 1811:4,6	1714:10,12 1716:25 1717:3,5			
treatments 1769:24 1815:12,15,22,24 1816:5	1777:1 1781:6,8,16 1786:15 1793:25 1799:21 1804:9	unable 1759:9 unclear 1752:24 1827:17	1744:10 1747:23 1754:25 1756:7 1765:16 1774:6 1782:5 1796:1 1819:1,5,22 1821:12 1835:19 1836:14 1837:2,9 1837:20 1838:4,13 1838:20,25 1839:5 1839:7,19 1840:19 1843:13,20 1844:10,23 1851:8 1853:9 1854:10 1855:9 1859:15 1867:15 1878:12 1890:16 1896:10 1898:13 1899:9 1901:6 1911:12 1920:21 1921:14 1922:1,7 1927:3,6 1927:7 1930:6			
tried 1729:23 1847:11,18	1805:13 1806:10 1806:21 1807:12 1808:14 1812:19 1813:18 1815:1 1832:11 1836:9 1847:24 1848:16 1848:22 1850:18 1851:3 1852:18,21 1853:3 1856:19 1862:1 1868:18 1874:15,23 1875:4 1875:18,21,25 1876:13,17 1882:15 1884:16 1885:22 1894:19 1902:17 1905:9,10 1908:11,13,17 1926:4 1927:1	uncommon 1916:4 undergrad 1797:9 1815:19,21 1910:16 1921:11 1921:13 undergrads 1763:20 1855:8 1896:22 1917:5 undergraduate 1727:16 1855:10 1868:23 1872:21 1910:21,21 1911:1 1912:11 1921:9 1927:3 undergraduates 1728:5,7 1845:12 1922:15 understand 1713:20 1713:20 1722:25 1726:25 1731:11 1748:10 1790:17 1805:17 1810:6 1819:3,4 1821:12 1837:23 1856:10 1856:23 1886:10 1915:2 understanding 1703:8 1798:19 1832:23 1833:18 1833:21 1834:3 1925:1 understood 1720:13 undertake 1716:9 undertook 1727:6 unfortunately 1821:24 uniform 1858:11,13 united 1680:1,8 1838:20 1930:6 universal 1860:9 university 1680:5 1685:18 1686:10 1687:3 1704:21	troubleshooting 1847:10 true 1796:3 1803:21 1804:23 1808:25 1821:9 1906:22 1930:9 trusted 1770:16 try 1767:2 1770:8 1798:18 1858:11 trying 1790:24 1799:24 1818:4 1840:12 1883:21 tsunoda 1762:22,24 1827:14 tuesday 1806:10,11 1806:12 tuition 1716:16,17 tuning 1908:22 turn 1723:8 1764:2 1818:19 1819:19 turned 1736:1 1767:8 turning 1723:8 1772:16 tutorial 1699:25 tutorials 1689:3 twice 1730:24,25 1731:21 1782:13 1852:22 1860:18 1862:13 1864:14 1864:16 1874:5,6 two 1690:23 1699:2 1699:5 1714:14 1715:4 1717:25 1726:12 1734:13 1736:25 1739:16 1741:2 1742:14 1749:16 1750:8,11 1751:4,9 1757:1 1758:11 1759:7 1761:3 1762:6,21	twohour 1908:23 twominute 1829:11 twopage 1836:23 type 1772:4 1804:25 1809:20 1855:21 1897:1 1929:3 types 1690:4 1693:10,18,21 1861:3 1863:1 typically 1781:15,19 1782:1 1902:9 1912:15 1914:10 1915:24 1926:3	<hr/> U <hr/> uchicago 1785:7 1896:13 uchicagotime 1785:7 uhhuh 1712:22 1740:21 1854:21 1926:21 ultimate 1811:7 1834:14 ultimately 1757:23 1764:20 1767:4	<hr/> V <hr/> vacancies 1890:18 valerie 1904:24 validation 1746:15 valuable 1699:20 1820:12 value 1764:22 1819:13 1838:6

values 1764:17	walks 1733:1	wednesday 1680:17	1683:12 1749:17
variable 1915:2	want 1710:19 1723:2	1806:14,19	1757:5,10 1802:2
varied 1760:21	1728:13 1730:6,20	week 1688:9 1689:1	1900:20 1912:19
1765:1 1782:20	1733:13 1740:4	1694:3 1696:15,16	1912:24 1917:9,16
1783:23	1741:24 1743:11	1697:6 1700:3,5	1917:25 1918:6,23
varies 1796:9	1744:12 1748:15	1701:15 1706:19	1919:2,9 1920:13
variety 1727:17,25	1748:16 1753:7	1707:13,22,23	1920:18 1924:8
1751:6,6 1771:10	1786:17 1799:5	1718:24 1729:4	1927:11
1784:5 1789:19	1802:9 1805:16	1730:23,24,25	welcome 1855:16
1791:12,14 1795:4	1825:8 1839:20	1731:21 1747:14	wellbeyond 1878:1
1804:22	1840:16 1861:18	1747:20 1751:12	went 1731:25
various 1811:20	1867:14 1871:21	1759:7 1760:20,21	1737:21 1760:2,7
1859:15 1878:8	1872:24 1875:7	1760:21 1761:3	1770:7 1829:16
1887:22 1892:15	1879:11 1928:12	1766:14 1777:21	1846:8 1853:1
vera 1900:13	wanted 1693:23	1778:6,17 1782:19	1887:15
verbal 1729:7	1720:2,5 1731:3	1782:21 1784:15	weve 1824:2,15
verify 1920:4	1738:1,3 1739:11	1784:17,18	1838:11
versions 1770:23	1747:15 1765:14	1806:13 1807:10	whats 1700:16
versus 1809:21	1799:3 1863:17	1807:10 1824:20	1710:22 1714:23
videos 1792:1	1873:22 1887:1	1830:19,22 1833:1	1748:11,11
vienna 1887:23	1902:6	1847:7 1848:6	1778:24 1798:22
view 1816:21	wants 1890:25	1851:3 1854:17	1807:20 1815:4,10
1896:22	washington 1681:16	1860:16,18	1824:16 1828:1
visit 1910:2	wasnt 1713:22	1862:13 1863:11	1841:7,8,9,13,13
vitae 1780:7	1726:2 1727:24	1864:14,16	1858:18 1871:16
vital 1818:25	1729:24 1731:7	1868:11 1892:4	1875:2
1819:21	1750:23 1818:3	1902:2,5,8,18	whatsoever 1736:14
voiced 1812:15	1832:5 1870:1	1906:16,17	wholistic 1811:23
voir 1683:5 1854:20	waste 1729:25	1908:12,19,19	whos 1734:4 1781:23
1854:22	watch 1829:11	1915:16 1916:23	1879:11 1882:14
volition 1804:16	watching 1817:9	weekends 1915:24	1882:15 1891:7
1820:16	way 1704:18 1718:5	weekly 1688:25	1903:18
volitionally 1791:3	1725:4,6 1735:22	1754:10 1828:15	wide 1771:10
volume 1757:8	1746:17 1797:11	1845:21 1847:2,3	1789:19
voluntarily 1799:21	1808:5 1812:18,24	1850:13 1852:2	widely 1782:20
1825:5	1817:15 1821:16	1858:9 1863:6	1796:9
voluntary 1711:19	1834:9 1838:10	1877:3 1909:13	wild 1782:15 1783:5
1712:1 1747:5	1840:10 1880:15	1914:8,12 1916:21	1786:16,18,21
1790:9,16,24	1884:25	1917:3 1925:24	1788:16 1789:7,21
1897:10	ways 1808:5 1813:3	weeks 1762:6	1789:22 1790:2,9
	web 1857:3	1766:24 1782:25	1791:8
	website 1723:7	1783:1 1800:13	wilds 1787:20
	1785:7 1854:11,14	1806:21 1827:15	1788:2 1789:17
	1855:4,16,18	1888:19,19,20	william 1792:2
	1858:18 1867:24	weight 1811:21	winter 1695:2
	1897:1 1928:6	1839:9 1857:21	1707:4 1756:24
	wed 1840:14 1844:15	weights 1769:8	1757:3,22 1777:3
	1905:13	weitzman 1681:4	1824:5 1845:6
W			
w2 1704:25 1774:14			
1785:21			
wait 1723:25			
1724:14 1766:7			
1833:9			
walk 1689:2 1906:12			

1848:23 1873:25	1693:25 1698:18	1784:15 1785:6	1882:25,25
wires 1912:15	1706:3,19 1707:17	1788:4 1792:2	writings 1790:3
1913:11,14	1707:20 1710:10	1793:1,3 1795:15	written 1738:2
1923:18,22	1710:13 1717:4,6	1795:18 1820:10	1745:6 1766:24
wishes 1929:4	1719:24 1727:13	1851:4 1893:23,24	1769:23 1770:17
withheld 1774:9	1727:14 1732:14	1916:14,17,19	1778:5 1815:7,18
withholding 1774:5	1735:17 1740:15	1917:2 1921:23	1841:17 1864:21
1867:21	1746:7 1747:9,12	works 1794:10	1882:22 1885:9,10
withholdings	1752:13 1757:1	1796:5 1916:9	1906:2
1704:22 1785:18	1770:17 1778:15	1925:2	wrong 1726:15
witness 1682:2	1782:25 1783:15	workshop 1762:7,12	1751:24
1683:2 1685:3,5,9	1783:16,18,24	1762:15 1765:6	wrote 1760:2,3
1685:13 1689:24	1784:5,25 1785:9	1820:7,9 1824:13	1801:24,25
1690:1 1691:11	1786:20 1787:23	1824:17 1828:22	1802:13 1846:2
1694:21 1708:11	1789:5,22 1792:6	1829:15,17	1863:14
1709:10 1724:21	1793:5 1794:3,5,8	workshopping	
1735:3 1755:11,12	1795:10,17,20,20	1778:2	<hr/> X <hr/>
1755:14,16,20	1795:23 1796:15	workshops 1762:5	x 1682:1 1683:1
1756:2 1757:6,9	1797:3,4 1803:7	1765:4 1799:22	1684:1 1740:2
1760:17 1769:1	1816:2 1818:10	1819:12 1820:10	xi 1689:21,24 1690:1
1780:20 1802:3	1829:5,12 1830:15	1828:23 1829:2,20	1719:2,15 1721:5
1834:19 1835:1,4,8	1847:13 1867:24	1892:15,21	1726:13
1835:12,14 1836:3	1868:19 1883:9,23	world 1729:22	<hr/> Y <hr/>
1842:13,15,19,25	1887:22 1897:9	1860:7 1893:25	yale 1840:21
1843:4,8 1851:13	1908:2 1910:4	worth 1901:25	yaquv 1683:3
1851:15 1855:25	1913:9 1915:9,25	1914:24	1842:24 1843:4,4,7
1856:15 1866:21	1916:25 1923:4	wouldnt 1814:13,18	ye 1909:4
1866:24 1870:4,22	1925:23,25	1856:23	yea 1888:18
1895:15 1897:14	workable 1856:21	write 1706:2	yeah 1688:13
1897:16,17,19,22	workday 1704:20	1748:17 1762:7	1690:21 1698:4
1897:25 1898:4,8	1706:13,17 1708:2	1805:25 1806:15	1699:5 1700:9
1898:24 1903:19	1708:4 1752:14	1807:12 1846:1	1701:19 1713:20
1913:2 1919:8	1774:1 1782:22	1863:3,12 1883:12	1719:6 1722:3
1920:14 1927:10	1867:24	writing 1706:5,6	1724:7 1728:1
1927:14,15	worked 1698:5	1748:19 1757:1,2	1731:1,15 1734:10
witnesses 1842:23	1707:2 1708:18	1762:5 1765:4,6	1736:12 1745:6
1927:20 1928:2	1721:17 1747:12	1777:1,9,20 1778:3	1747:1 1750:19
1929:4	1770:14 1771:11	1778:20 1779:3,6	1751:22 1797:19
witnesss 1856:11	1777:22 1788:2	1779:12,19 1784:3	1842:22 1844:9
women 1792:16	1791:14 1830:15	1788:3 1792:15	1845:12 1849:22
wonderful 1789:8	1845:17 1847:12	1803:2,4,6 1823:6	1853:7 1872:7,13
wont 1724:17	1847:23 1905:5	1823:11,18,21	1874:1 1875:17
1734:19	1915:6	1824:5,11,19	1877:11 1879:20
word 1790:18 1807:4	worker 1795:8	1825:3,14 1828:22	1879:23 1881:15
1915:14	working 1706:1	1828:23 1829:2,5,9	1882:19 1885:25
words 1736:6,8	1709:18,21 1710:3	1830:14,18 1831:3	1888:12,23
1773:20 1884:3	1731:13 1771:14	1832:1,2 1868:12	1894:11 1895:24
work 1690:22	1783:5,8,11	1871:12 1882:22	

1913:18 1915:12 1916:1,8 1924:16 year 1709:16 1713:4 1714:15 1715:5,10 1715:14,24 1750:8 1753:11 1757:18 1757:18,18,19,21 1758:14,17 1772:8 1773:25 1780:5 1782:14 1783:17 1784:17,20 1821:19,24 1822:2 1822:24 1836:2 1838:15 1859:5 1862:6 1866:22 1867:14 1871:9,10 1871:14,23,25 1872:2,2 1873:25 1874:2,13,15,16 1876:4,6 1877:24 1881:22,23 1883:16,18 1885:6 1885:21 1886:2,6 1886:20,21,22 1887:5,6,20 1891:25 1893:16 1893:17 1901:12 1913:17,18,23 1914:3,4 1919:19 1926:14 years 1704:13 1714:15 1716:17 1717:25 1750:11 1751:4,10 1757:16 1758:11 1787:17 1799:19 1816:24 1844:11,12 1847:24 1852:13 1853:12,25 1866:14 1871:9 1872:6 1884:15,16 1884:23 1895:25 1911:24 1912:2 yep 1688:6 yesterday 1928:22 yokich 1681:10 york 1681:6,6 youd 1775:17 1813:3	youll 1703:8 1714:3 1714:6 1780:13 youre 1700:16 1704:10 1709:16 1709:18 1710:10 1715:24 1717:22 1723:3,13 1730:14 1733:23 1744:3,22 1746:2,24 1748:10 1796:2 1805:17 1810:6 1820:24 1838:16 1839:14 1839:14 1840:1 1850:4 1871:4,23 1874:20 1877:2,2 1881:22 1882:4 1883:3,3 1885:13 1885:16,16,17 1895:11 1912:7 1916:5 1920:23 1921:22 1922:3 1923:12 1925:3,4,5 1925:17 youve 1702:15 1704:14 1710:15 1713:9,13 1756:19 1774:8 1779:16 1784:15,19 1820:4 1821:11 1830:15 1844:23 1863:25 1867:20 1868:6 1871:8 1879:13 1884:12 1885:1,2 1886:14 1893:9 1894:10 1912:18 1921:25 1926:12 yu 1903:11,11	1758:4 1772:1 1779:15 1838:7 1854:1 1861:16,17 1866:11 1869:2 1893:13 1895:6,7,8 084004445 1930:17	1773 1684:15,16 1774 1684:16 1775 1684:9,17,18 1776 1684:9,17,18 1786 1682:12 18 1798:19,23 1862:22 1827 1682:13 1831 1682:14,15 1832 1682:16 1835 1682:19 1836 1684:12,19 1843 1683:4 1684:20 1844 1684:20 1854 1683:5 1684:21 1857 1684:21 1865 1684:22 1866 1684:22 1871 1683:6 1895 1683:7 1897 1683:8 1898 1683:11 1684:11 1899 1684:11 19 1759:12 1761:21 1798:6 1806:4 1862:22 1900 1684:23,23 1916 1791:18 1917 1683:12 1684:6 1919 1684:7 1920 1684:5 1924 1683:13 1926 1683:14 19teens 1794:14 19th 1681:11
	<hr/> Z <hr/> zachary 1681:3 zero 1907:3 zfasman 1681:7	<hr/> 1 <hr/> 1 1703:23 1712:9 1751:25 10 1696:21 1801:12 1872:20 1916:4 10036 1681:6 10100 1751:8 10200 1751:8 10300 1751:8 1042 1684:12 11 1783:19 1868:11 1875:25 12 1696:21 1775:7 1775:21 1875:25 1915:18 13 1680:3 1875:25 1876:18 1930:5 13100 1728:19 13rc198325 1680:8 1930:7 14 1684:9 1775:1,3 1775:14,22 1776:2 1776:4,14,15,17,20 1819:15 15 1706:12 1707:25 1785:3 1801:12 1830:8 1914:10 1924:16 1686 1682:4 1684:13 1684:13 1691 1684:10 17 1684:10 1691:16 1691:20 1864:12 1705 1684:14 1706 1684:14 1709 1682:5 1750 1682:6 1753 1682:7 1754 1682:8 1756 1682:11 1772 1684:15	<hr/> 2 <hr/> 20 1688:11 1701:2 1767:6 1769:12 1772:18 1849:24 1864:18 1872:11 1872:12,19 20001 1681:16 2005 1898:20 2008 1843:21 1874:14 2011 1845:4 1850:22
	<hr/> 0 <hr/> 00 1680:18 1718:15 1916:4 1929:9 000 1703:14,20 1712:19 1713:1		

1851:13 1852:10 1873:25 1874:10 2012 1852:10 1886:22 2013 1756:14 1852:11 1886:22 2014 1686:1 1887:7 1887:8 2015 1687:18 1705:19 1711:25 1712:1 1754:20 1772:18 1821:16 1823:10 1860:13 1869:8 1877:22 1898:20 1918:12 1918:17 1920:2 2016 1688:22 1691:4 1692:11 1707:3,4 1720:20 1726:15 1756:21,23 1757:3 1758:21 1772:7 1773:21,23 1777:3 1798:1 1824:6 1836:2 1840:10 1862:7 1868:4 1869:8 1880:3 1914:4 1918:9,16 1919:23 1920:2 1926:15 20162017 1919:19 2017 1680:18 1695:4 1699:3 1707:4 1710:7 1756:24 1757:4 1777:4 1824:6 1919:23 1930:8 202 1681:17 20200 1751:8 20300 1751:8 212 1681:7 219 1680:16 22 1684:11 1898:25 1899:2,11,13,16 23 1712:19 24 1713:1,2 1798:9 25 1849:24 1850:9 250word 1806:15 28 1684:12 1836:4,6	1842:8,20 <hr/> 3 3 1703:14,20 1758:4 1772:1 1779:15 1869:2 1893:14 30 1688:11 1701:2 1908:12,19 1915:17,20,21 1916:3,11 30minute 1908:18 1909:14 31 1680:18 1930:8 312 1681:12 324 1813:22 3721361 1681:12 <hr/> 4 4 1773:21,23 1893:13 400 1893:8 42 1684:5 1920:14 1920:16,19 43 1684:6 1918:2,4,8 1918:15 44 1684:7 1918:24 1919:6,11,22 1926:19 <hr/> 5 5 1854:1 1861:16,17 1895:6,7,8 1929:9 50 1901:25 1902:6 500 1703:23 1712:9 1751:25 555 1681:16 <hr/> 6 6 1866:11 600 1893:14 60603 1681:12 <hr/> 7 70s 1792:8 718 1684:10 74 1684:13 1686:3,7 1686:18,22,24 1712:18	75 1684:14 1691:21 1691:23 1695:12 1699:8 1703:13 1705:3,6,8,11 1727:5,8 1733:22 1734:14 750 1752:4,5 76 1684:15 1772:12 1772:16 1773:4,10 1773:12 77 1684:16 1773:15 1773:19 1774:17 1774:20,23 78 1684:17 1775:9 1775:13,18,18 1776:4,5,6,9,17 79 1684:18 1775:9 1775:13,18,25 1776:4,12,17,20 1818:20 1838:7 <hr/> 8 8 1681:11 80 1684:19 1801:14 1836:20,24 1837:14 1839:12 1841:2 1842:2,5 80minute 1799:25 1806:10 80s 1792:9 81 1684:20 1844:2,7 1844:14,17,20 82 1684:21 1854:5,9 1854:19 1855:11 1856:5 1857:15,17 826 1684:5 83 1684:22 1865:4,8 1866:1,3,6 84 1684:23 1900:2,6 1900:19,21,24 847 1684:6 853 1684:7 8794400 1681:17 <hr/> 9 9 1680:18 1915:17 1915:20,21 1916:3 1916:11 1929:6	9693440 1681:7
---	---	--	-----------------------