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UNIVERSITY OF KENTUCKY

SENATE MEETING

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SEPTEMBER 11, 2017

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KATHERINE MCCORMICK, CHAIR

ERNIE BAILEY, VICE-CHAIR

AL CROSS, PARLIAMENTARIAN

SHEILA BROTHERS, ADMINISTRATIVE COORDINATOR

BRENDA YANKEY, COURT REPORTER

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1 MS. MCCORMICK: Beginning of our academic
2 year, the first meeting of the Senate. Thank you so
3 much for being here. We are really excited to begin
4 the year. We just welcomed our new Senators and we
5 are ready for the year to begin. It's going to be a
6 very busy year and we have lots of interesting and
7 exciting initiatives coming from the Senate in
8 partnership with the Provost for many of those and
9 one of those you'll hear about today is a large part
10 of our meeting.

11 And so, hopefully you signed in and you
12 picked up your clickers. I'm sure that there is a
13 really sophisticated word for that digital something
14 response monitors. I don't know.

15 MR. CROSS: Digital Input Device.

16 MS. MCCORMICK: There you go, digital input
17 device, but well just call it a clicker. We also --
18 Sheila has done a great job over the summer
19 preparing a folder that actually has, and we shared
20 these with the new Senators and at the back of that
21 folder, if you'll pick one up on your way out, it
22 gives you really kind of a thumbnail sketch, a
23 graphic organizer if you will, of what we expect
24 from you and so many of you are old-hand at this but
25 it just gives you a refresher and permission to just

1 go back to your college and say this is really what
2 I'm supposed to do.

3 Now look it says it right here and so again
4 welcome and we look forward to working with you this
5 year. So remember that these are our conducts, our
6 rules of order as -- as such are very formal. We do
7 follow Roberts Rules of Order. We have a great
8 opportunity with a -- to do this very well with a
9 scholar in Roberts Rules of Order which, who is our
10 new Parliamentarian, Al Cross.

11 We are very -- most of you have not -- don't
12 have a problem with being civil in terms of your
13 academic discourse and we really appreciate that.
14 Often we do have a fairly lively debate and people
15 have -- are free and this is obviously the forum to
16 share your thoughts and opinions and hopefully to
17 bring the opinions and thoughts of your
18 constituents, the faculty that are in your colleges
19 to the floor so that we can discuss these issues and
20 come to some consensus or at least a vote.

21 So, be a good citizen, listen to others,
22 certainly in a civil way. Participate, that's the
23 other thing. Don't sit back and let someone else
24 carry the water for you. This is -- you know,
25 you're supposed to be a representative of your

1 college so if you don't speak up, then your college
2 isn't represented. So you have to make sure that
3 you do that in a thoughtful, deliberative and
4 informed way. So we just talked about the fact that
5 there are -- were going to send you lots of things.

6 Many of you who are returning Senators know
7 that and sometimes it does take a little time to
8 wade through those. You can comment so that the
9 time on the floor, the time for discussion is really
10 informed discussion, not naive. And then please
11 return those digital input devices to the table as
12 you leave.

13 So, we have an attendance slide. We do most of
14 this work with a slide. You'll see a slide that
15 says, You must vote now and I'm trying to learn this
16 more effectively. I'm not very good at it, but when
17 the slide appears and the question is read, please
18 vote. So, the question is: Are you excited about
19 the fall semester? You will say yes, no, or I
20 refuse to answer this. So, please vote on yes, no,
21 or I refuse to answer and I'll try to give you -- I
22 was told I don't give enough time for Senators to
23 respond.

24 So, I'll try to be a little bit more thoughtful
25 and so, 10, 9, 8, 7, 6. And so here we go and 66

1 percent of them said yes you are here and you're
2 ready to go and only 9 of you refused to answer the
3 question. So it looks like we have a reasonable
4 quorum. So, we, the Senate rule requires that we
5 give you all the information related to the meeting,
6 six days prior to the meeting. We had some
7 information that came later than that and so
8 therefore I need for it to -- we need -- I need
9 someone to move to waive that rule Senate 1.2.3 to
10 allow the Senate to consider the agenda and move
11 forward to the day and so I need a motion and a
12 second.

13 MS. BRION: Gail Brion, College of
14 Engineering so moved.

15 MS. MCCORMICK: Thank you, Gail. Second?

16 MS. MCCORMICK: Wonderful, thank you Greg.
17 So, the recommendation is that the Senate waive
18 Senate rule 1.2.3 to allow consideration of the
19 agenda for September 11, 2017. As that is a
20 recommendation, I'd ask that you vote. It looks
21 like you are in favor. All right. We received no
22 changes for the minutes for May 1st so unless
23 objections are heard on the floor, the minutes from
24 May the 1st will stand approved as amended with
25 unanimous consent.

1 So, again we want to welcome our new Senators.
2 Would you please stand and let us give you our
3 recognition and thank you for your service.

4 (APPLAUSE)

5 So you'll also be welcomed back by the
6 President. His welcome back reception is September
7 the 18th. Please respond to that invitation. It
8 will come to you from the President's Office. If
9 you have any questions, Sheila is happy to answer
10 those or Megan Kidd in the President's Office. So
11 again, I encourage you to take that opportunity to
12 chat with the President. He's always most welcoming
13 and if you haven't been to the Maxwell Place, it's a
14 beautiful home.

15 We gave you -- the new Senators were provided a
16 folder. The rest of you get a folder on the back of
17 the table at the back of the room and again pick up
18 a folder. Curriculum, one of the things that we are
19 really and one of our major charge. It's our
20 significant, most significant charge is moving
21 curriculum forward. We spent a good bit of time
22 this summer talking a little bit about the timing of
23 the curriculum movement forward and actually we need
24 to move quickly on that.

25 If you have a new program, we'd love to see it

1 and be ready to work on it by January. The Provost
2 is willing to help us move past that date but it
3 really is a pretty significant lift. And so if you
4 and any of your colleges need to share this
5 information that the better time to move is by
6 January. And I know Margaret is back there nodding
7 her head. Margaret Schroeder is the Chair of our
8 Program Committee and so just try to keep that in
9 mind.

10 Then April 15th for those smaller changes. So,
11 we're going to finalize our Committee Compositions
12 by September the 18th, and so be on the lookout for
13 that list soon. And Sheila has already made a
14 number of committee assignments and that information
15 will come out to you. Joe McGillis is in the
16 audience and Joe is, was a former Senate Council
17 Member and now he is our new Ombud. We'll, welcome
18 Joe, there he is. And we appreciate Joes
19 willingness to do that.

20 He was appointed by the Provost and were excited
21 for him to work in that capacity. Unfortunately
22 that left us one Senate Council member short and
23 Kaveh Tegavi was willing to help us with that and so
24 Kaveh will complete the remainder of Joes term. Bob
25 Lorch was kind enough to serve as our Senate

1 Representative on the Transportation Committee. As
2 you may be aware there was a lot of discussion
3 around parking and the use of the parking deck and
4 how transportation is going to be managed in the
5 future and so Bob is the strong voice and willing to
6 join our other faculty members on the Transportation
7 Committee and so if you have issues around that
8 please contact Bob, he is the Chair in Psychology.

9 UK has closed one of its residential facilities,
10 the Commonwealth Village. Sheila will send you a
11 little bit more information about that. I think
12 most of the students have already left that
13 facility but just to keep, you know, you abreast of
14 anything that might have happened since you were
15 here in May so she'll send you some information
16 about that by email.

17 Jennifer Bird-Pollan, one of our Senate Council
18 members and Senator from Law, there she is woo-hoo,
19 is recipient of our Law (APPLAUSE) award and were
20 really proud of Jennifer for that recognition. So,
21 updates to the Senate website: Sheila worked really
22 hard this summer so now we have all of our Senate
23 records back through 1993, 94 and we have the built
24 ability to access minutes and the transcripts to be
25 searchable in the future.

1 We still don't have that. It's a little bit
2 unwieldy to try to grab specific information but
3 certainly you can see where that information might
4 be and then work with Sheila in accessing that. The
5 web transmittal, remember web transmittals are the
6 way in which we move curriculum forward that don't
7 require a full vote.

8 That's typically courses and other small changes
9 and those now go back to 2006, '07. The University
10 Work-Life Survey, I hope that you are participating
11 in that. Decisions are really made on the basis of
12 this survey. And so we want strong faculty voice so
13 please give a thoughtful, honest response to that
14 survey. I think it moves through most of September.
15 Encourage your colleagues to respond.

16 The responses are confidential done off-site.
17 And I will get the results in early November and
18 then HR will do some really good work, and they've
19 done this in the past, of disseminating and sharing
20 the results of that survey with your colleges.

21 The Staff Senate is currently interested in a
22 Mule Award -- Award of a staff member who is
23 nominated by a faculty employee so then we really
24 would like for you to participate in that effort and
25 award or reward a staff member that you think gives

1 exemplary service and is a good citizen and the
2 nomination form is in the back and Brittany Begley
3 is the staff assistant and she'll help you as well.

4 We were also asked -- we are working harder to
5 be more responsive and be more collaborative with
6 our colleagues and student affairs and so Residents
7 Life asked if you guys would -- if we would share
8 this information with you, so I'm doing it now and
9 Sheila can also email this information.

10 So in an effort to get a closer, more congenial,
11 collaborative connected relationship between faculty
12 and students, Residents Life is engaged in these
13 after-office hours and so we'd love for you to
14 participate in the idea is to just meet with
15 students. Let them know who you are as a person
16 outside your office hour, outside the classroom,
17 outside your role as an advisor.

18 So they're going to occur at specific times:
19 October 9th and October the 11th. They'll pay for
20 dinner for -- buy dinner for you and again just a
21 way for faculty to become more connected with
22 students in ways that really do demonstrate that
23 were a community, and were connected and that we are
24 in partnership with them.

25 So Trisha Clement Montgomery can give you more

1 information. And Sheila is also going to send more
2 information about that. So Michael Kennedy is here,
3 who is, I think a long-standing member of COSFL,
4 which is the Coalition of Senate and Faculty
5 Leadership. I believe this group has had some
6 reinvigoration.

7 We had a number of members from U K who attended
8 the last meeting. Al was one of those, Joe Mazur,
9 Joe McGillis, Michael, myself and so the next
10 meeting unfortunately is tomorrow in Frankfort, but
11 if you're interested in participating in this, this
12 is a group that's really collaborative with CPE,
13 really does work to try to provide a faculty voice
14 in terms of matters of our academies.

15 So, it's a statewide organization. So maybe
16 Michael if you wouldn't mind to hold up your name if
17 people have an interest and Al as well then please
18 let them know. My first item of business to open up
19 this academic year is to invite Provost Tracy to
20 make a few remarks. I was concerned that some of
21 you might want to know a little bit about DACA and
22 our perspective on this and so he's going to share
23 that information as well as welcome some other
24 campus members. Welcome!

25 PROVOST TRACY: Thank you, Katherine. Can

1 you hear me okay in the back? I'm going to try to
2 go without a microphone. It's a better form than
3 standing behind a podium. First the comment about
4 the after hours, the after office hours meetings, if
5 you get a chance to participate please do. It
6 really is a fun time. I've done it before. Several
7 of you have probably done it before. It's a great
8 opportunity to interact with students in a much more
9 informal nature and they're not your students.

10 They're coming from the residents hall in which
11 they're living. So it's a great opportunity to do
12 that. So I encourage that. Second, I'd like to
13 thank Katherine for her great partnership over the
14 past year and now a year and fifteen months or so in
15 terms of Senate leadership. We meet very regularly,
16 every couple of weeks or so and she's been a great
17 partner. So, I have to thank her for that as well.

18 A little bit about DACA; you know it's a
19 Deferred Action Program and, you know, that about a
20 week and a half ago President Trump signed an order
21 rescinding DACA and giving the congress six months
22 to come up with a more permanent solution.

23 What the University has done -- hopefully you
24 saw President Capilouto's email of September 6th,
25 which he said that we support DACA students. We

1 want to create a welcoming community. And they
2 bring important things to the university and to the
3 country. And so we're working with our legislators,
4 and in fact, he and I both were in Washington last
5 December, and we spoke to every one of our
6 representatives about this issue.

7 So during our legislative advocacy that we do
8 every December, we do it throughout the year but in
9 particular in that one, we spoke about this issue
10 and spoke passionately about it. So, I want you to
11 know that piece as well. We won't know what's
12 happening, but I will say that were not the only
13 group advocating that.

14 The APLU or the Association of Public and Land
15 Grant Universities has taken a very strong stand on
16 this issue, and are really leading the force for
17 higher ed and particularly Public Land Grant --
18 Public and Land Grant Universities. And so we
19 appreciate their advocacy as well. A couple of
20 points just to remind you of a few things: Many
21 people say, Well what are you going to do if ICE
22 comes on campus? That's a comment I hear quite
23 frequently and the first answer is one;

24 We don't know who those DACA students are unless
25 they have disclosed to us. Okay? So we don't know.

1 We don't require them to disclose to us and if they
2 do not, we don't know. The second point I'll make
3 is that the government does know. So, they already
4 know who those students are because they are
5 registered.

6 So, you kind of have to remember that point, is
7 that the government actually knows things that we
8 don't know about those students because the students
9 have to register. The second point is if they come
10 on campus with a subpoena, we must follow the law.
11 That's pretty simple, pretty straight forward, and
12 so we must follow what is part of their subpoena
13 that they bring forward if they should do so.

14 But we certainly do not know who those students
15 are. We don't ask them. They are not required to
16 disclose. So, I have met a few of them who have
17 disclosed to me, but I don't know how many are on
18 campus. If you were to say pick a number, I'd just
19 be picking a number because I don't know, but we do
20 support their actions.

21 We want to be supportive of them. And we are
22 doing our advocacy in Washington on their behalf.
23 So I wanted to say that to you. Since I have the
24 floor, a couple more things I'd like to bring up;
25 Hopefully you saw in front of the main building

1 today a number of flags that you might have also
2 seen represented from our ROTC. This is a pretty
3 special day or not a special day but a day of
4 remembrance and a somber day in U.S. History,
5 September 11th. So they were out there reading the
6 names of individuals who had died during September
7 11th.

8 So you might have seen that, that's why that was
9 going on today. The third thing I'm going to do is
10 introduce someone to you. That's Dr. Greg Heilman.
11 Greg is here in the corner. Could you stand up a
12 minute Greg? Greg is our new Associate Provost for
13 Student and Academic Life. Don't hold it against
14 him but he's an engineer, a computer scientist
15 engineer, and has received a number of awards in
16 engineering. But he led most of the student success
17 efforts at the University of New Mexico, came to us
18 on August 1st and has certainly hit the ground
19 running. And I appreciate Greg's leadership in that
20 area.

21 So now in the area of what you might have called
22 student affairs and undergraduate education that's
23 going to combine together as I spoke with you last
24 year into Student and Academic Life. And we have a
25 very seasoned and very experienced but also very

1 successful academic leading effort. The last point
2 I'd like to make before we open up for questions is
3 to talk a little bit about the hurricanes that have
4 happened. You say well, we're not directly affected
5 but you would might -- if you think about a minute
6 realize that we have a number of students who are
7 affected. So when hurricane Harvey came through the
8 Houston and Texas areas, Galveston in that area we
9 immediately kicked into place a process where we
10 identified those students from the area.

11 There were about seventy in our initial search.
12 I think it's broadened to be about a hundred from
13 the general area. Reached out to those students for
14 support, provided them an opportunity for
15 counseling, other support and obviously we have a
16 number of students affected now through hurricane
17 Irma and so were doing exactly the same thing. But
18 I'd like to tell you about a new program that I just
19 signed off on last week where now we have created an
20 emergency-assistance fund for students in these
21 kinds of situations but other situations where it's
22 individual.

23 Maybe that students family has had a tragedy
24 where there's some reason they need to get back
25 home, whatever it might be. We've now created an

1 emergency-assistance fund and you can also donate to
2 that fund, tax deductible. You can do that through
3 payroll deduction or direct donations to that but
4 were also putting money in it as well. But it gives
5 you an opportunity to contribute back to the
6 students and support them.

7 So were really having a very extensive outreach
8 effort to the students who are affected by that,
9 those two particular catastrophes and maybe even
10 hurricane Jose which seems to be coming right behind
11 it, hopefully will miss the U.S. but it's been a
12 very busy season, but it's not just those kinds of
13 natural disasters. It's others that happen more on
14 an individual basis.

15 So we've begun that process as well. It's been
16 a busy start this semester as I know you all can
17 attest. But a good start to the semester so far and
18 hopefully it will continue on that way for the rest
19 of the semester and the rest of the school year. So
20 with that, ask if you have any pressing questions
21 you might like to ask of me. I'll do my best to
22 answer them. And if I don't know the answer I
23 promise to say I don't know the answer.

24 MR. WOODS: Andrew Woods. Law one of the
25 strongest responses to DACA that I've seen is

1 Microsoft saying that they'll pay legal fees of any
2 employees or legal proceedings. Has there been any
3 talk at UK or any other universities of doing
4 something similar?

5 PROVOST TRACY: We have already made -- the
6 first time this came around we created some pro-bono
7 legal support for the students. If you go to the
8 International Center website there's a set of FAQs
9 and one of them is access to legal support and we
10 provide some. We've got lawyers who provide some
11 pro-bono legal support for that. But we also have
12 links to our counseling center and other support
13 services. So the last time this came around, back
14 in the January-ish timeframe we kicked in a whole
15 set of support services for them but that's all on
16 our website. Yes.

17 MS. BOULDER: If a student is interrupted
18 during a semester by ICE, what are the policies that
19 are being put in place to see if they can stay?

20 PROVOST TRACY: Yeah, we would treat that
21 like we would any other kind of say a death of a
22 family member, something like that, we would do the
23 same type of processes because we have to help them
24 bridge across, work with the professors and work to
25 try to minimize the disruption to their progress

1 along the way. So, it would kick in just like
2 everything else did. Yeah, those that are not DACA,
3 those kinds of things happen all the time. There
4 are cases where a student becomes sick for two or
5 three weeks and may be in the hospital and so we
6 have -- the Dean of Students has a full set of
7 protocols for when students have to miss class for
8 an extended period of time.

9 MR. WHITAKER: I'm Mark Whitaker, A&S. I
10 was wondering if you have any further information
11 about the fate of the of the Robinson's Scholar
12 Program. It was kind of shut down last year and it
13 had been a highly successful program and I'm
14 wondering if there was any further information about
15 that was going to be restarted or whats being done.

16 PROVOST TRACY: So first, it's never been shut
17 down. Was not shut down.

18 MR. WHITAKER: It's no longer supporting the
19 students.

20 PROVOST TRACY: No. Yes, it is.

21 MR. WHITAKER: It is?

22 PROVOST TRACY: Yes, still running just like
23 it was.

24 MR. WHITAKER: I thought at the high school
25 it --

1 PROVOST TRACY: So what we did was we -- we
2 discontinued temporarily our support of high school
3 students before they get here. We had had some
4 pretty serious budget overruns and so we had to make
5 adjustments in the program. But the scholars who
6 are here are fully supported and continue to be
7 supported as they always have been.

8 We've adjusted the program to the high schools
9 to support them at a different level. So we are
10 still out there in communities but working with them
11 in a different way and providing them the kinds of
12 programs we had before. We're providing the
13 programming related to directly to preparing for
14 going to college and academic advising for getting
15 here.

16 MR. WHITAKER: Well, that's very different
17 from what the most of Robinson's Scholars think.
18 So, that's interesting.

19 PROVOST TRACY: We've been very careful with
20 that program to make sure that were meeting the
21 requirements of the spirit of the Robinson's
22 Scholars Program. Anything else? Okay. Thank you
23 and have a great academic year.

24 MS. MCCORMICK: Thank you.

25 (APPLAUSE)

1 MS. MCCORMICK: One nice thing that Provost
2 Tracy does is he does typically try to carve out
3 this time. He listens and I know there are a number
4 of issues that he's acted on based on the
5 conversation that occurs in this Senate. We
6 appreciate that. I do have some things to report to
7 you that was heard over the summer.

8 We were still working and there are lots of
9 small things that happened although to the students
10 they weren't quite so small and so these are the
11 actions that were taken on your behalf over the
12 summer: We did make a calendar change for the
13 College of Medicine. It was inadvertently not
14 including the holidays. And so those students were
15 curious about making sure they were able to enjoy
16 that. So we also made that change for Dentistry as
17 well. The change was actually a combination of the
18 Hooding and Commencement Ceremonies. And so that
19 appeared to be a student-initiated action as well.

20 We did make some late additions to the degree
21 list and you'll see some of those also as part of
22 our action in our work today. So, we changed, and
23 this is oddly worded, but this is the way that we
24 have traditionally worded this. So we have approved
25 something the Senate previously adopted for a

1 student by confirming upon them a B.S. in Digital
2 Media and Design and rescinding the B.A. in Arts
3 Studio previously confirmed.

4 We've also done that for a student in Law School
5 by adding a Juris Doctorate for this student and
6 recommending through the President through the Board
7 of Trustees that the Degree be awarded effective May
8 27th. We did this for a student in Public Health,
9 recommending through the President through the Board
10 of Trustees that t he Degree be awarded effective
11 May 2017.

12 And just as a point of clarification, you will
13 see today and you'll see it unfortunately we do this
14 probably at least two to three, would you say
15 Sheila? For every Board of Trustees meeting? But
16 we graduate a lot of students and a lot of students
17 move through our systems effortlessly without error.
18 How many do you process Ruth, about four or five
19 thousand a year?

20 MS. BEATTIE: Maybe not quite that many.

21 MS. MCCORMICK: A lot. And so when errors
22 are made we work very hard to correct them but they
23 require that we share that with you or ask that you
24 vote on them. So I don't want you to leave with the
25 impression, oh golly these people don't know what

1 they are doing. They do know what they are doing,
2 but sometimes these errors are made, and again if
3 it's our -- if it's an administrative error then we
4 work quickly to fix it so that the student -- to
5 correct it so that the student isn't penalized.

6 Public Health, and then we also waived Senate
7 Rule 5.3.1.1, the Dean of Students came to us with a
8 situation where a student really was unable to move
9 to another university and continue their education
10 without their waiver of this. And so we waived the
11 requirement that a student be enrolled in order to
12 utilize the repeat option. The student was not
13 enrolled and in fact had, was unable to attend class
14 because of a behavioral issue, but wanted the
15 opportunity to continue his education at another
16 institution.

17 We approved a provisional approval for Math 109
18 to be included in U of K Core and so some updates as
19 well. Those were the actions that we took on your
20 behalf. Jennifer Bird-Pollan, she's our
21 centricimist today I guess, chaired a committee of
22 really -- a fabulous committee that came to us by
23 nomination from you as well as some Senate Council
24 Members, a very thoughtful committee that had a
25 diverse set of perspective scholarship regarding the

1 issues of sexual assault, stalking, dating violence
2 and domestic violence.

3 You know, that this issue has been -- U of K has
4 been dealing with this issue both on campus as well
5 as in the media and so we, on the Senate Council,
6 asked this committee to look at this issue. How
7 might we make our policies and procedures better and
8 this committee gave a report to the Senate Council
9 on August 28th.

10 That committee is going to take the comments
11 from the Senate Council members, look at their
12 report again to see if they might change it, revise
13 it or leave it as is and then they'll take that to
14 the Staff Senate as well as the Student Government
15 so that we have the voice of all three of our
16 governing bodies and it will come back to Senate
17 Council for a vote and then well go to the President
18 and Provost for their review.

19 So if you remember AR is an Administrative
20 Regulation, not a Senate -- so it's really not our,
21 in our power to bring that to you as a body but
22 would be brought to you, if they so choose, by the
23 President and the Provost in terms of how might we
24 make AR 6.2 better. We're also looking at Title
25 Series. We have Sharon Lot. If you remember, if

1 you were part of this body in the last year she came
2 to you, she's the Chair of our Senate, SACPT which
3 is the Senate Committee on Privilege and Tenure and
4 she chaired a committee of that committee plus all
5 of the area Chairs. That's another Senate
6 Committee.

7 So those two groups got together and really gave
8 a very close detailed review of the Title Series.
9 If you remember we had seven different ways in which
10 you can be employed at the University as a Faculty
11 Member and sometimes those are a little confusing
12 for both the administration -- for the Chair, for
13 the Faculty as well as sometimes the faculty member.

14 And so the charge to this committee was how
15 might we make this better so that it's more
16 transparent, it's easier to understand, the
17 statements of evidences are more closely tied to the
18 roles in these lines. And so in addition to those
19 senate members, we also asked G.T. Lineberry to be a
20 part of that work, Marcy Deaton represents legal and
21 then Dave Watt represented the Senate as a whole.
22 We had that report and they're interested in
23 bringing that forward. And so there's some
24 discussion about how that might happen and well give
25 you some updates on that very soon. So Ernie Bailey

1 is here. He forgave a dentist appointment, I think.
2 So what was your joke? Pulling teeth?

3 MR. BAILEY: I had a double whammy. I got
4 a tooth pulled and I come to a Senate meeting.

5 MS. MCCORMICK: There you go. All right.
6 Al is going to share with you a little bit about how
7 we hope these meeting progress on a week -- month to
8 month.

9 MR. CROSS: Hopefully this will be the only
10 Parliamentarians Report of the year. So what does a
11 Parliamentarian do? Well, I'm Katharine's advisor
12 on matters of procedure. It's essentially my job to
13 help the meeting run smoothly, keep track of
14 business, answer questions about the rules of order.
15 These are Roberts Rules of Order, newly revised. I
16 forgot my copy today but we don't have a very
17 complicated agenda.

18 There is a table, a very useful table, in the
19 packet that gives the types of motions and the rules
20 that apply to them and I suggest that you
21 familiarize yourself with those. Any faculty member
22 can be Parliamentarian and including meritie and the
23 appointment is made by the council. I was so
24 willing to take on this as a member of the council.
25 There's no term of office. And I hope I'll last at

1 least a year. Some guiding principles for debate.
2 Let's talk about only one thing at a time. This
3 really helps to keep the discussion focused and
4 efficient.

5 We've only got two hours for these senate
6 meetings and all too often we run out of time.
7 Everybody gets to talk before anybody gets to talk a
8 second time. That's a fundamental rule. Now, there
9 are a few exceptions to this rule. You can
10 interject, but again as with any speaking, you have
11 to identify yourself by name and college and you can
12 raise a point of order, and please raise this point
13 as soon as you have a concern, and we will try to
14 resolve it as soon as possible.

15 You can't interrupt a speaker except for a point
16 of order or a point of information and this should
17 be strictly limited and not used for debating
18 purposes. We'll blow the whistle on that if you try
19 that. One of the most misunderstood questions about
20 debate is the limiting of debate. You can limit
21 debate to a certain length of time. This is through
22 a motion approved by a majority of the body, but
23 more often we hear a call for the question which is
24 for an immediate vote and that requires a two thirds
25 motion. And I'd love it if someone would say I move

1 the previous question because that's the formal way
2 to do it. These do require seconds and they are not
3 debatable. To make the debatable would sort of
4 defeat the point of the motions. (LAUGHTER) Here's
5 more information. There's a little packet which
6 Sheila has prepared. Any questions? Okay. Here's
7 to a smooth academic year Parliamentarian-wise.

8 (APPLAUSE)

9 MS. MCCORMICK: All right. Bob thanks.

10 MS. BLONDER: Hi, I'm Lee Blonder. I'm a
11 Trustee from the College of Medicine. Go ahead.

12 MR. GROSSMAN: I'm Bob Grossman, I'm from
13 the College of Arts and Sciences and I'm the other
14 Trustee, Faculty Trustee.

15 MS. BLONDER: So, we don't have much to
16 report. We have a Board Meeting coming up at the
17 end of this week in northern Kentucky. That's the
18 sight of our new Medical School Branch so they're
19 excited that we are coming. The agenda is posted on
20 the internet if you're interested you can look and
21 click on it and see what's being discussed.

22 We had two board members whose terms ended in
23 June; C.B. Akins and Bill Britton and the Governor
24 has replaced those two Board Members with Derrick
25 Ramsey, who's a former NFL player and he's the

1 Secretary of the Labor Cabinet in Kentucky and the
2 second person is Sandra Shuffett. She's a
3 radiologist at Baptist Health and she was also
4 appointed by the Governor to the Kentucky Commission
5 on Women. The other person who has rotated off very
6 recently was Kelly Craft. She was named Ambassador
7 to Canada, confirmed by the Senate and were awaiting
8 a replacement for her from the Governors office.

9 MR. GROSSMAN: If there are any issues
10 that arise that you think we could help resolve, you
11 can -- we come to all these Senate meetings. We
12 come to all the Senate Council meetings and we send
13 out emails maybe once a semester. I try not to do
14 it too often because I don't want to make you
15 hostile to us, but at the bottom of those emails is
16 our contact information including non-UK email
17 addresses in case you want to talk to us about
18 something that may be sensitive. Phone numbers are
19 there or you can just look us up in the University
20 Directory and say, Hey I'd like to talk to you about
21 something.

22 A lot of what I do, and I'm sure Lee does also,
23 is just connect you to the right people who could
24 help you fix a problem. So, we've both been around
25 a while. We kind of know as much as anyone could

1 know how much this university works and we've often
2 had your questions answered pretty quickly. Also,
3 being Trustee means you get your emails answered
4 much more quickly. Any questions?

5 MS. BLONDER: Now one thing we do want to
6 mention is if you do write to us and you want to
7 keep the email private, any email that goes through
8 the U of K server is a part of the open record and
9 can be --

10 UNIDENTIFIED SPEAKER: So is your private
11 account though too because you're Trustees.

12 MS. BLONDER: Okay.

13 MR. GROSSMAN: If you really want it to be
14 handled confidentially, send us an email saying I'd
15 like to meet you for a coffee or I'd like to speak
16 to you on the telephone on your private telephone
17 number. I guess sometimes there are things like
18 that that people want to talk to us about.

19 I remember recently one faculty member was
20 concerned that certain decisions that were being
21 made in her area were motivated by bias and so she
22 wanted to talk to me about it and get my perspective
23 on whether there was anything, whether there really
24 was anything there for her to be concerned about.
25 So we met at Starbucks over on Broadway. So, those

1 kinds of things, like I said, don't use the email.
2 You can certainly use the email just to say Hey Id
3 like to meet with you.

4 MS. MCCORMICK: Thank you.

5 (APPLAUSE)

6 MS. MCCORMICK: All right. So here's the
7 business that were prepared to do today. Remember
8 that only Faculty Senators, those of you who were
9 just in the new faculty meeting heard Davy mention
10 this as well, one of our major responsibilities is
11 to vote on the Degree list. And so the motion from
12 your Senate Council is that you, the elected Faculty
13 Senators pre-approve U of K Second August 27 list of
14 candidates for credentials with submission to the
15 President to the Board of Trustees. Here's the
16 slide. Motion again.

17 MS. VISONA: Is there any discussion on this
18 possible?

19 MS. MCCORMICK: Ugh.

20 MR. CROSS: Sure.

21 MS. VISONA: Yes, I'm new at this. My name
22 is Monica Visona from the College of Fine Arts. I
23 checked with our associates for whatever about --
24 the person who's in charge of our Degree list and he
25 said that the Degree list that was sent up to the

1 Faculty Senators was highly outdated and that they
2 had been scrambling to come up with good degree
3 lists. And he gave me one that he said was fresh
4 off the press and he had, I think he had completed
5 like last Tuesday. And it was quite different from
6 the degree list that you had sent out.

7 He said there will be no problem because all of
8 these people will graduate I think according to, I
9 think. To what degree should I be concerned about
10 this as a Faculty Senator? Is the SAP not going to
11 -- is that list of what the University tells
12 students is going to happen, not going to happen
13 because of the decision of the Board of Trustees?
14 How do we reconcile these problems essentially?

15 MS. MCCORMICK: So what goes actually to the
16 Board of Trustees is the most current list from the
17 Registrar.

18 MS. VISONA: So we don't need to worry as
19 long as I check that list that's going to go to the
20 Board of Trustees?

21 MS. MCCORMICK: Correct. Bob?

22 MR. GROSSMAN: Yeah, a point of information.
23 Bob Grossman. What we vote on is what goes to the
24 Board of Trustees.

25 MS. MCCORMICK: Oh, that's right.

1 MR. GROSSMAN: Yes. Whether there is a
2 problem depends on whether someone is omitted from
3 the list who shouldn't be on the list. That is a
4 problem.

5 MS. MCCORMICK: Thank you, Bob.

6 MR. GROSSMAN: There is not a problem if
7 someone is on the list who shouldn't be on it
8 because the list is people who have applied for
9 graduation but anyone, any student can basically
10 apply for graduation if they expect to finish but if
11 they don't pass a course or drop a course or
12 whatever, the list doesn't get changed. It's just
13 they don't get the degree until after the Registrar
14 certifies that they have met all of the
15 requirements.

16 MS. MCCORMICK: So the certification comes
17 from the Registrar not what goes to the Board of
18 Trustees?

19 MR. GROSSMAN: Yeah, the certification comes
20 from the Registrar.

21 MS. MCCORMICK: Thank you. I appreciate that.

22 MR. GROSSMAN: So if there are names that
23 should be on the list and they're expecting to
24 graduate this fall and they're not on the list,
25 that's what desperately has to happen, but the other

1 way around is not an issue.

2 MR. MCCORMICK: Thanks Monica, good
3 question. Cleo, did you have a comment?

4 MR. PRICE: Well, we're talking about summer
5 lists, correct? From last fall?

6 MS. MCCORMICK: Yes, obvious.

7 MR. PRICE: That's correct, they are -- this
8 is the list that the Board of Trustees and the
9 colleges should have already clarified by assigning
10 the status of the student?

11 MS. MCCORMICK: Okay.

12 MR. PRICE: They are.

13 MS. MCCORMICK: Which is where I think
14 Monica's contact told her. Okay. Good. Thanks for
15 the point in clarification. All right, so were
16 ready to vote now on August 27 list of candidates
17 for credentials submission to the President to the
18 Board of Trustees.

19 MR. CROSS: We already voted.

20 MS. MCCORMICK: We did already vote. Thank
21 you.

22 MR. CROSS: Yes, we would've committed a
23 technical violation by -- with debating during
24 voting but I think all of you would agree that we
25 did the right thing.

1 MS. MCCORMICK: Okay. Love it. All right.
2 So elected Faculty Senators are requested from the
3 Senate Council to amend the May 27 Degree list,
4 adopted at the May 1st, 2017 Senate meeting by
5 adding a Doctorate of Juris -- or Juris Doctorate of
6 Law for students CM - 10 and recommend through the
7 President to the Board of Trustees that the degree
8 be awarded effective May 27, and again this was an
9 administrative error. Yes, Davy.

10 MR. JONES: Can we back up?

11 MS. MCCORMICK: Sure.

12 MR. JONES: The wording here is actually
13 better Recommend through the President to the Board
14 of Trustees that the degree be awarded. The past,
15 last slide that we voted on didn't have that
16 wording. It was a little awkward. In the future,
17 this is the wording to use.

18 MS. MCCORMICK: All right. Thank you. So
19 lets see if it appears in the next slide.

20 (LAUGHTER). Right. Okay. We'll make that change.

21 MR. JONES: Can you restart the voting
22 please?

23 MS. MCCORMICK: Yes. All right. This is
24 for student CM - 10 in the College of Law. We'll
25 start now, and that's approved. All right. This is

1 also from the College of Law; student MA - 33 to
2 recommend through the President to the Board of
3 Trustees that the degree be awarded for the student
4 effective May 2017. If you can vote now. Okay.
5 that's approved. This is also from the College of
6 Law.

7 It's student Ms 39. We recommend through the
8 President to the Board of Trustees that the degree
9 be awarded effective May 2017. You can vote now.

10 MR. JONES: Has voting started on this?

11 MS. MCCORMICK: Yes, you can vote now.

12 MR. JONES: I'll comment after.

13 MS. MCCORMICK: Thank you. Seventy-seven
14 approved. Davy, you made a -- had a comment?

15 MR. JONES: Yeah, could somebody in law kind
16 of give us a general idea of what happened here?
17 We've got three.

18 MS. MCCORMICK: We actually have four. So,
19 we were told -- or you want -- please.

20 MR. MICHAELS: Yeah, Doug Michael,
21 Associate Dean, College of Law. We actually have
22 four. There's one more coming. In the college we
23 used to degree applications by hand. I'm not making
24 this up. Then last year we moved to an online
25 system. We developed or our IT Department did --

1 either didn't catch these four students at the hand
2 off between that program and the universities
3 program but these students timely applied and met
4 the requirements just like everybody else. For some
5 reason four degree applications got misplaced.

6 We are now moving to the universities system
7 even though we are different degrees. That
8 application deadline so that wont happen again.
9 They'll be on the same system that everybody else is
10 from now on.

11 MS. MCCORMICK: And you also had a change in
12 personnel didn't you?

13 MR. MICHAELS: Yes.

14 MS. BIRD-POLLAN: We had no Registrar for a
15 period of time.

16 SECRETARY BROTHERS: Name please?

17 MS. BIRD-POLLAN: Jennifer Bird-Pollan,
18 College of Law. We had no registrar for a period of
19 time and our Associate Dean of Law changed so it
20 was,...

21 MS. MCCORMICK: All right. So I think this
22 is the 4th. So adding the degree for student SS-65
23 and recommending through the President to the Board
24 of Trustees that the degree be awarded effective May
25 2017. You may vote now.

1 MR. CROSS: Comments in the back.

2 MS. MCCORMICK: Comments?

3 UNIDENTIFIED SPEAKER: No, I was just
4 making sure my vote got counted.

5 MS. MCCORMICK: Thanks Paul. So we have a
6 similar situation in biology for a student HA-81 and
7 we recommend through the President to the Board of
8 Trustees that the degree be awarded effective May
9 2017 for this student. Ruth Beattie from that
10 college is here to answer any questions, should
11 there be any. So you may vote now. That passes.

12 Then, I think this is our final from
13 mathematics, student KA-79. We recommend through
14 the President to the Board of Trustees that the
15 degree be awarded effective May 2017. You may vote
16 now.

17 All right. So we have the pleasure of welcoming
18 Carl Mattacola from the College of Health Science
19 and Brett Spears from Medicine, to talk with us a
20 little bit about the work that they've been doing
21 with a group of your colleagues over the past six
22 months, eight months, it seems like forever doesn't
23 it Brett? So, we're going to welcome them and what
24 we'd like is if they could move through these slides
25 and then we want to have a significant amount of

1 time for you to chat with them a little bit. So,
2 welcome.

3 MR. SPEARS: Okay. So what Carl and I
4 would like to do in the next few minutes is a couple
5 of things. We want to give you an overview of our
6 committees, refresh your memories of the people and
7 many of the committee members are here today. I'm
8 going to give you a little time line.

9 Some of the things that we've been doing over
10 the last several months and also give you a little
11 idea of the events that are planned as we go
12 forward. And then Carl is going to give you a brief
13 overview of some of the information that we received
14 from the survey that hopefully you guys participated
15 in last spring.

16 So, this just gives you an overview. We have
17 about, I think we're up to twenty-six members of the
18 committee now. We actually started with
19 twenty-three. Fifteen of the sixteen Colleges at U
20 of K are represented on this committee. We have
21 four Dean's, sixteen faculty and we have five
22 graduate students also. So, we have good
23 representation at many different levels across many
24 colleges.

25 As you might imagine getting all of these

1 people together in one room at a time is not going
2 to be easy. So, what Carl and I have done is we
3 have divided the group into four different
4 committees or subcommittees. So, we have a
5 subcommittee that's dealing with evaluation of
6 programs or evaluation of graduate school, another
7 committee that is looking at the graduate student
8 experience including funding, a third committee
9 that's looking at infrastructure and then the fourth
10 group is looking at growth and innovation.

11 So these four groups are meeting pretty
12 regularly and then Carl and I are also meeting
13 bi-weekly with the Chairs and Co-Chairs of this
14 committee so that we are aware of what the different
15 committees are doing. So we started in the early
16 last spring. We've had a couple of open forums.
17 Back in April -- April beginning of may, we had two
18 open forums. The survey itself was completed on May
19 1st and about a month or so after that we received
20 information from that service and we have all that
21 information.

22 Like I said, Carl will talk a little bit more
23 about that in a couple of minutes. We presented
24 information to The Graduate Council back on May
25 11th, the last meeting of graduate Council and over

1 the summer we've had a couple of me With DGSs. So
2 we met with the DGSs from the healthcare Colleges in
3 July and then about a week later we met with the
4 DGSs for the Agriculture, Food, and Environment as
5 well as the Engineering Programs.

6 We are going to continue to meet with DGSs.
7 Actually we have three meetings this week so we're
8 going to be meeting with the DGSs from Education
9 tomorrow, Arts and Sciences are on Wednesday and
10 then some of the smaller colleges are going to be
11 meeting with a DGSs on Thursday. So we've got a lot
12 of important and useful feedback from the DGSs and
13 well continue to do so.

14 We'll also be meeting with a Graduate Council
15 again on the 21st of September to keep that group
16 informed as well. And then on the week of October
17 9th we're going to be holding some more open forums
18 for faculty to come and for us to share information
19 and also for us to gain information from faculty and
20 students as well. So you'll be hearing more about
21 the exact times and dates for those open forums.
22 Now, our goal for our committee is on September
23 25th.

24 We'll have the committee's first draft and well
25 be able to share some of that information so that

1 when we have these open forums you'll get an idea of
2 where we are. At the end of September then we'll
3 get some feedback and then at the end of October
4 well have the second draft of the Committee Reports
5 and then just before Thanksgiving we'll come
6 together and Carl and I will put together the
7 Cumulative report.

8 And over the course of the holiday season the
9 committee will be working on that first report and
10 coming up with additional modifications. January,
11 final comments from the committee will be January
12 15th. We'll get the draft back of the report to
13 share with faculty on January 22nd and will continue
14 to have open forums with faculty so we can continue
15 to get input on what their recommendations are and
16 our final goal is on February 14th to have the final
17 report to present. In a nutshell that's sort of
18 what we've been doing and where we hope to go. And
19 I guess I'll turn it over to Carl a while and then
20 after, if we have time, we can answer some
21 questions.

22 MR. MATTACOLA: Thanks Brett. The other
23 piece -- the other comment I would make relative to
24 the forums and those providing feedback is we are
25 open to feedback. For example, the DGS meetings

1 were really the result of several conversations we
2 had through some of the open forums it was suggested
3 in several cases that that might be a group that we
4 could have a more concentrated conversation with.

5 So, if you have areas or if there are groups
6 that would be more beneficial particularly as we
7 start to put out the preliminary recommendations.
8 There was a survey that 549 faculty, graduate
9 faculty responded to so it was about a 32per cent
10 response rate and 649 students, graduate students
11 responded for about a 15per cent response rate that
12 went out in the spring.

13 So thank you for those of you that
14 participated. I just wanted to highlight a few
15 slides that sort of fit well with the themes that
16 we've identified. So, those subcommittees, the
17 identity of those themes and their titles were
18 really the result of conversations that the
19 committee had and from some of our preliminary work.

20 We didn't just pick those out of the sky. They
21 really were the themes that were most relevant as we
22 talked about the graduate student experience. Many
23 of you recognize, or you may not be aware that sort
24 of the charge was to re-envision and evaluate and
25 examine the graduate student experience and The

1 Graduate education at the University. It was not
2 specifically to identify or single out The Graduate
3 School, although that obviously is part of The
4 Graduate student experience.

5 So, one of the areas that's been important for
6 us and helped to lead some of our conversation is
7 related to innovation and graduate education. And as
8 you can see the graduate faculty responses in the
9 first two vertical columns, or it would really be
10 the second and third I guess, but vertical column
11 and then graduate students, but both felt strongly
12 that undergraduate and graduate experiences combined
13 or combining the undergraduate and graduate student
14 experience was important.

15 Similarly they both felt very strongly that
16 interdisciplinary study and research was important
17 with graduate students feeling a little more
18 strongly than faculty in that area or stating that
19 was more important to them. The other piece that
20 was interesting is the developing of transferable
21 skills. Both graduate students and faculty felt
22 that that was important. Almost identical response
23 rates relative to the importance. And several of
24 these slides I think are interesting because
25 anecdotally when we've gone into one anecdotally

1 with faculty or students have provided us feedback,
2 you might get, you know, the spectrum that faculty
3 don't get the feel that these skills are important
4 but yet we obviously have identified that, which I
5 think is very positive. The other piece related to
6 some of our work was looking at the
7 interdisciplinary piece and thinking about graduate
8 education into the future.

9 So one of the questions in the survey asks each
10 of the respondents to identify areas that they
11 thought would be new programs that they would like
12 to develop and as you can see some of those
13 responses range from just have interdisciplinary,
14 multidisciplinary programs would be important to you
15 know, specific areas; Marriage counseling,
16 aerospace engineering, industrial design, and some
17 of them are just generic like an online Master's
18 program.

19 In several cases online delivery of education was
20 one of the responses when the specific rate broke it
21 down by college. Similarly the remainder of the
22 colleges, again you have some generic responses.
23 Everything from we'd like to develop a Ph.D program
24 to specifically we'd like to have a program in
25 forensic social work. So it provides a good depth,

1 or excuse me, a good breadth of different types of
2 programs that the faculty identified as being
3 mentioned to grow. Related to developing new
4 programs, so one of the areas were obviously
5 interested in examining and, you know, that often
6 comes up particularly in our DGS meetings are what
7 are the barriers?

8 What are the barriers for growing, for
9 developing and improving the graduate student
10 experience and often those have led us down the path
11 of interdisciplinary program collaboration. So,
12 areas that you would or might not expect to be an
13 issue obviously is can we have less bureaucracy
14 than, not you included, a more nimble and efficient
15 process. Some of these areas I think are already
16 being worked on. I know the university -- have you
17 just had the new program development or is that
18 confused?

19 Just had one so there was just a presentation
20 specifically to faculty that are interested in the
21 further development sort of fostering us through the
22 process, but as you can see the areas that we, the
23 faculty, would like to see most improved is being
24 more nimble, a quicker time table, potentially more
25 financial support and then help navigating the

1 process. So those are the top four. Areas that we
2 thought worked well: Was overall there was
3 university support and then some of the specific
4 processes that we had in place and someone who is
5 active to dive into curricula over the last few
6 years, we actually found that to be very efficient
7 for some of the work that we have done at the
8 program or excuse me, at the community level.

9 Another area that was an important part of the
10 survey was identification of transferable skills.
11 So, from employers and from some of the larger
12 graduate education survey this has been an area that
13 has been a high priority for institutions as well as
14 an area to develop.

15 In areas that were most -- the area that was
16 highest of faculty was creative thinking, attention
17 to detail, and presentation skills to ranges of
18 audiences and then between the grad students and
19 faculty: time management sort of fell in there as a
20 number four. What we found interesting, or what I
21 found interesting is if you look at some of the
22 other transferable skills that the graduate students
23 found to be more important or stated as being more
24 important, were very important than faculty is
25 building effective relationships, project

1 management, communication of research to novice or
2 public audiences, leadership skills and then
3 mentoring and motivation process.

4 So those are all very important or useful
5 information that we can use as we continue to work
6 on our recommendations. The other piece that I
7 found interesting, because again depending on the
8 meetings were in, well get mixed comments at the
9 smaller level but at a larger level both faculty and
10 students feel that graduate students should be
11 prepared for both academic and non-academic careers.
12 And then lastly, I think one of the important pieces
13 that -- if we think theres a graduate student
14 experience and similarly as we compared ourselves to
15 some of the benchmarks, benchmark universities
16 relative to graduate education and that comes down
17 to funding for both faculty and students stated that
18 they thought stipends and funding for students was
19 most important.

20 Faculty-felt-research assistance positions would
21 be one of the greatest funding needs and teaching
22 assistant positions would be one of the higher
23 needs, greatest funding needs where students felt a
24 little more strongly that graduate assistant
25 positions, a little more than faculty. But

1 basically that funding piece of trying to compensate
2 students and the ability to recruit big students and
3 provide funding for that recruitment was important.
4 We have a website sort of. We have a link off of
5 the Provost website which documents the timeline,
6 provides access to the survey and some of the
7 documents that we've captured so far.

8 Likewise there is a place there for additional
9 comments and so if you would -- we welcome any
10 comments, certainly today and as we move forward our
11 goal really is to have each of those -- each of the
12 subcommittees are developing a series of
13 recommendations.

14 Those preliminary recommendations were going to
15 hone down, bring to the faculty for the forum and
16 say these -- this is what we preliminary have that
17 were working on and ask for feedback for areas where
18 we might expand or areas where we might need to
19 develop those and well continue to revise that and
20 get a report out in the new year. Once that's out,
21 provide that, another opportunity for faculty to
22 give us comments and for us to develop those as
23 necessary.

24 MS. MCCORMICK: Any questions?

25 MR. BAILEY: In your timeline of

1 consultation, there were two omissions I thought.
2 You didn't include the Dean or the faculty councils
3 from the colleges and when the Deans are obviously
4 from the administrative standpoint and the Faculty
5 Council are the elected representatives to the
6 faculty and we speak for them.

7 The only input that you're getting from faculty
8 at this point are at the forums and the survey but
9 I'm Chair of the Senate Academic Organization and
10 Structure Committee and its really useful for us to
11 get comments or letters from these particular
12 bodies. It's helpful to the Senate to have that
13 advice as well. I'd encourage you to, as soon as
14 you've got a report, to contact them and get letters
15 of --

16 MR. MATTACOLA: Well, the question would be
17 would that be most beneficial the preliminary stage?

18 MR. BAILEY: I would want them to have a
19 report. I mean, when you're saying this is what we
20 want to do.

21 MR. MATTACOLA: Gotcha.

22 MR. BAILEY: And send it out and then you
23 can make either adjustments or explanation as to why
24 you disagree with those.

25 MR. MATTACOLA: So basically when we have a

1 report, give that in January.

2 MR. BAILEY: I would give six weeks if not
3 two months to respond because depending on their
4 schedule you may catch them or not.

5 MR. POOL: Chris Pool, Arts and Sciences.
6 In the new programs under Arts and Sciences from
7 translation studies and Masters was listed as the
8 top mentioned number two. I'm just wondering in
9 this context, does that refer to the translation of
10 research to the public or does it refer to the
11 language translation.

12 MR. MATTACOLA: That's a good question. I
13 don't know the answer to that. We could go back and
14 look to see what the specific comments were around
15 that.

16 MS. MCCORMICK: Connie?

17 MS. WOOD: Connie Wood, A&S. Going along
18 with Ernie's comments, I'm a DGS and I will be
19 meeting with your subcommittees on Wednesday, but
20 yet the first draft of the recommendations are going
21 to be coming out on the 29th which is two weeks
22 later. What I'm concerned about, and would like a
23 real opportunity, is to give you feedback on your
24 preliminary recommendations. To me that would be
25 the point at which I really feel like I could give

1 you my best input is when I see what it is that you
2 are recommending and I don't really -- I see open
3 forums with faculty but that's the only place I'm
4 seeing opportunity for feed -- or input once your
5 proposed recommendations are out there. Perhaps you
6 might want to give the faculty more opportunity to
7 respond at that point.

8 MR. MATTACOLA: That first set of
9 recommendations is internal for our committee. So
10 the first two sets of recommendations will really
11 sort of push our subcommittees to provide initial
12 recommendations that we could refine and work from
13 and then once we have sort of a working setup, our
14 plans to have two sets, two drafts of
15 recommendations from our subcommittees, we could
16 refine those as a group, at least agree upon what we
17 would submit as preliminary and then that open forum
18 would be from that preliminary.

19 MS. WOOD: Okay. Let me rephrase my --

20 MR. MATTACOLA: Sure.

21 MS. WOOD: -- because I've misinterpreted
22 it. Are you going to give anybody an opportunity to
23 give you input on your proposed recommendations
24 before you submit the report?

25 MR. MATTACOLA: Yes, ma'am twice. So the

1 first one would be this fall. They would be
2 preliminary. We would say here's what was laid out,
3 we want to get feedback on it and then once the
4 report is cleaned up then were going to have
5 additional forums. As Ernie suggested we would need
6 to meet with faculty council in order to get some
7 feedback.

8 MR. SPEAR: It will be early spring for the
9 second round of open forums.

10 MS. WOOD: Right.

11 MR. SPEAR: Or not open but more focused on
12 the recommendations.

13 MR. MATTACOLA: For the clarification of the
14 DGS piece, when we had the forms in the spring
15 several people said these are to large. You're
16 going to get a more intimate environment if you can
17 get all the DGSs together. We started this with
18 DGSs. We tried to identify those colleges with more
19 appointments and we met with those in the summer and
20 now we've cranked up the DGSs.

21 MS. WOOD: Well, thank you. We appreciate
22 the opportunity.

23 MR. MATTACOLA: Sure.

24 MS. MCCORMICK: Was your question clarified?
25 So let me just understand what I'm hearing. So, at

1 the DGS meetings you're interested in gaining
2 information from the DGSs and then you may also
3 share some preliminary ideas, recommendations so it
4 will be kind of reciprocal exchange of information.

5 MR. MATTACOLA: It will. The first couple
6 of meetings we really received a lot of information.
7 Actually we had some really good ideas from the DGSs
8 and some ideas that we went with so.

9 MS. MCCORMICK: You may need more input.

10 MR. MATTACOLA: Yeah.

11 MS. MCCORMICK: Yes.

12 UNIDENTIFIED SPEAKER: What are the
13 benchmarks --

14 SECRETARY BROTHERS: Name please?

15 UNIDENTIFIED SPEAKER: Pharmacology. What
16 are the benchmark universities you compared with
17 this under the benchmark universities?

18 MR. MATTACOLA: Really good question. We've
19 used the university benchmark. There's a list of
20 benchmark universities that the university compares
21 itself to and then we've also identified other areas
22 and programs depending on the question. So for
23 example I can tell you the interdisciplinary piece,
24 you know, identifying ways that we might be able to
25 increase or improve or look at interdisciplinary

1 collaborations, I'm actually going to Duke this week
2 to talk to one of their Associate Provost and even
3 though Duke isn't necessarily our list of benchmark
4 universities, typically if you look at the college
5 comparisons they do have a pretty vibrant
6 interdisciplinary program.

7 So, we've used the universities and then
8 we've identified other programs that fit either the
9 theme so whether its program innovation, whether its
10 quality assessment or infrastructure.

11 MS. MCCORMICK: Others? Yes.

12 MS. KELLUM: Becky Kellum, A&S. You said
13 15per cent of the graduate students that responded
14 to this survey, 15 or 50?

15 MR. MATTACOLA: One five.

16 MR. SPEAR: Fifteen.

17 MR. MATTACOLA: So 649.

18 MS. KELLUM: Do you know anything about -- do
19 you get a good cross representation of disciplines
20 and such in the results?

21 MR. MATTACOLA: I don't know the numbers
22 exactly.

23 MS. Kellum: 15 percent of them?

24 MR. MATTACOLA: Yeah, there were when we first
25 -- I don't remember the exact number that we did

1 have a good cross.

2 MS. KELLUM: I mean, but you do, did you get
3 to gather any data on it?

4 MR. MATTACOLA: We have it.

5 MR. SPEAR: I looked briefly at the Health
6 Science Colleges because I was sort of curious there
7 and actually the distribution was somewhat
8 comparable to the overall graduate student
9 population, but overall I can look beyond that.

10 MS. MCCORMICK: Is that information that
11 you'd like?

12 MS. KELLUM: I just, you know, this is an
13 important report and I just want to make sure that
14 you get the opinion of cross sections.

15 MS. MCCORMICK: You have that data.

16 MR. SPEAR: Yeah, we can provide you with
17 that. I don't know if you recall but we did, we
18 sort of were much more aggressive at securing
19 student responses than we were faculty.

20 Faculty basically got a little smiley face at
21 the end that said thank you for submitting your
22 survey and the students were actually involved in
23 several raffles and then the Graduate Student
24 Congress congress was very helpful in making sure
25 that they sent out several reminders to the

1 students.

2 MS. KELLUM: But the faculty was over 40per
3 cent?

4 MR. SPEAR: Faculty was 34.7, 34.8 so 35per
5 cent.

6 MR. MATTACOLA: Yeah.

7 MS. KELLUM: To 15.

8 MS. MCCORMICK: Good for faculty.

9 MS. WARSHAWSKY: Nora Warshawsky, College of
10 Nursing. Do you have any professional students as
11 well because in the College of Nursing students are
12 part of the graduate school so it would only be like
13 our Ph.D students?

14 MR. MATTACOLA: So we just did not include the
15 professional students, okay? Because it's some
16 differences but we do have, we have representation.
17 Terry Lenny is on our committee and David, in law,
18 David Brennan, yes. So we had representation on the
19 committee so were getting feedback about some of the
20 issues from the other professional students.

21 MS. WARSHAWSKY: Well, a professional student
22 -- I would argue that the professional student is a
23 graduated student -- graduate student, not
24 officially recognized through the graduate school.
25 Again, anyway, I don't want to make this an issue

1 but I think the matter,...

2 MS. MCCORMICK: I think some of the issues
3 that our students --

4 MR. SPEAR: Yeah, we spent a lot of time on
5 that and getting clarification and defining who and
6 what our charge was for the committee. So the
7 committee was specific to graduate education and
8 what is the distinction between professional
9 students and graduate students with a Masters and
10 Doctorate level.

11 MS. MCCORMICK: In the back?

12 MS. FIREY: Yeah, Abigail Firey, Arts and
13 Sciences. How does the report which you just
14 presented correspond to the report that's listed on
15 the agenda as for informational purposes complete
16 report on graduate survey, because this does give
17 specifics on the graduate respondents and the
18 colleges that came and also note it gives a very
19 detailed information about the responses and
20 questions. So is your report an installation?

21 MR. SPEAR: Yes, we were just -- basically
22 what we wanted to do was just highlight three or
23 four, two or three slides per area, per our themes.
24 What you have in front of -- what you have available
25 is the full report.

1 MR. MATTACOLA: Right.

2 MR. SPEAR: Correct. I didn't want to get
3 into a research presentation here. Katherine asked
4 us if we would provide an update on where we are,
5 where were going and then just to highlight some of
6 the areas. So I just -- we chose those slides as
7 just -- some of those slides, you're correct, I just
8 built. So I clipped what was a larger table and
9 just pulled it down to the top two or three.

10 MS. MCCORMICK: Thanks for that
11 clarification. So they already responded to the
12 question earlier with more definitive information.
13 Any other questions. Thank you for your work.
14 Thank you for being with us.

15 MR. SPEAR: Thank you.

16 (APPLAUSE)

17 MS. MCCORMICK: So, this is an opportunity
18 for you to share any information or raise any
19 issues, not on the agenda. As my Parliamentarian
20 will share with you, we cannot vote on these but we
21 could certainly bring issues to the floor and could
22 address those at a later date. All right. So we
23 need to vote for adjournment if it is our pleasure.
24 We have a motion. Is there a second. Second from
25 Mark Whitaker. All right. So, please vote on

1 whether you'd like to leave the building. It looks
2 like you overwhelmingly do. Thank you.

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CERTIFICATE

STATE OF KENTUCKY)

COUNTY OF OLDHAM)

I, BRENDA YANKEY, the undersigned Court Reporter and Notary Public in and for the State of Kentucky At Large, certify that the facts stated in the caption hereto are true, that at the time and place stated in said caption, that said proceedings were taken down in stenotype by me and later reduced to type writing, and the foregoing is a true record of the proceedings given by said parties hereto and that I have no interest in the outcome of the captioned matter.

My commission expires: January 31, 2020.

IN TESTIMONY WHEREOF, I hereunto set my hand and seal of office on this day October 9, 2017.

Crestwood, Oldham County, Kentucky.

BRENDA YANKEY, NOTARY PUBLIC
STATE AT LARGE, KENTUCKY
NOTARY ID #546481