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UNIVERSITY OF KENTUCKY

SENATE MEETING

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DECEMBER 11, 2017

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KATHERINE MCCORMICK, CHAIR

SHEILA BROTHERS, ADMINISTRATIVE COORDINATOR

BRENDA YANKEY, COURT REPORTER

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1 CHAIR MCCORMICK: This is a reminder that were
2 ready to begin. So welcome to the December meeting
3 of the University Senate. When you're ready to sign
4 in you can get a clicker. Do remember to follow
5 Roberts Rules of Order. We have great support from
6 that due to our parliamentarian and we believe in
7 the room, we know these rules very well.

8 As always be civil in your conversation, your
9 remarks, and you almost always are. The citizenship
10 idea is to make sure that you share with your
11 colleges, the people you represent, the business of
12 the Senate as well as to solicit their thoughts as
13 well. I really hope that you'll participate. You
14 know, I feel that that's the primary purpose of us
15 gathering together is to have an academic discourse,
16 a discussion of the issues that are reported today
17 and then more pragmatically make sure you return the
18 clicker.

19 I think we were missing a couple from last week,
20 but hopefully they've been retrieved, unless you
21 find them under your Christmas tree.

22 So, the attendance slide, remember that this
23 attendance, the ways in which you vote are part of
24 the (coughing) so it's important that you use your
25 own, what's it called? The real term? It's not a

1 clicker but a --

2 MS. VISONA: Electronic voting device.

3 CHAIR MCCORMICK: Electronic voting device.

4 All right. So, are you ready for winter break?

5 Yes? No? I deeply regret that I am being forced to
6 leave campus before I'm ready, even for a moment.

7 So please respond now. It looks like most of you
8 are here. Some of you don't want to leave and some
9 of you are undecided.

10 So there are no changes received regarding the
11 minutes from November 13th so unless objections are
12 heard now regarding the minutes from November 13,
13 2107, they'll stand approved as just reviewed by
14 unanimous consent.

15 So, just some announcements, we'll try to move
16 through these fairly quickly. Senator Jennifer
17 Bird-Pollan as well as the incoming Senate Council
18 Chair and I met with President Capilouto and his
19 Chief Council regarding the work that a number of
20 you participated in regarding the AR6.2. I see Davy
21 Jones in the back. He worked on that and then there
22 are other senators who worked on that policy. That
23 was, I think, a very productive meeting. We, as you
24 know, an AR really comes to the floor from the
25 President and or his staff meeting or staff and so

1 were hopefully that that will come and well
2 hopefully be able to vote on some changes or
3 amendments to that Administrative Regulation in the
4 near future.

5 So the ball has come into your Presidents court
6 and well wait on him. I know that Jennifer has a
7 meeting scheduled with the President and Bill Thro
8 regarding the questionnaire. If you remember there
9 was a discussion about how we might facilitate
10 knowledge or participate in the hiring process in
11 the way that gave UK, as the employer, more
12 opportunity to ask questions of future employees.

13 I actually participated in a conversation with
14 a search firm just last week about a provost at
15 another institution and the last question they asked
16 me was, Has this person done anything that would
17 embarrass the institution, should we hire them? So,
18 I believe a way to try to get to this information
19 and so again well keep you up to date on how that
20 progresses forward. Do you have something to add?

21 UNIDENTIFIED MALE: Congratulations to the
22 Chair Elect.

23 CHAIR MCCORMICK: Absolutely, yeah. Roger
24 is going to announce that more formally.

25 UNIDENTIFIED MALE: Oh, okay.

1 CHAIR MCCORMICK: So Advising, some of your
2 have asked about advising in the colleges and as you
3 know when the students were moved from the
4 undergraduate unit into the colleges, new resources
5 were provided but the ways in which those have been
6 used is they're different from college to college
7 and the ways in which faculty continue to
8 participate in that process is also college
9 specific.

10 So, I'm going to meet with the appropriate
11 stakeholders very soon to determine, kind of, how we
12 might participate jointly in this work because, of
13 course, advising is terribly important and so I know
14 that the Provost and his staff had an interest in
15 making sure that that advising is done, is held more
16 quality and so it's been standardized to some
17 extent, but faculty also want the opportunity to
18 interact and work with their students.

19 So we might consider advising kind of in a
20 two-pronged so part of it is process, you know, what
21 do you have to do to get it to matriculate through
22 and then kind of more content in which the faculty
23 would be responsible for. So that's kind of where
24 we are with that and that will happen soon. There
25 have been some discussions that are part of the idea

1 of responding to the Presidents interest in the ways
2 in which the university responds to the changing
3 landscape of higher education.

4 So I participated in one of those. I think
5 that there are a number of deans as well as other
6 staff who have participated as well and I'll keep
7 you advised regarding the efforts that I'm privy to.
8 Please expect an announcement within the next couple
9 of days. It may be as late as Monday, regarding the
10 Presidents selection for Provost, but Dean David
11 Blackwell and Dean Donna Arnett, who are members of
12 the Senate, in fact I think they both vote this
13 year, are the two finalists.

14 The Senate Council has had the opportunity to
15 meet with both of those candidates and we are -- we
16 used that information to craft our endorsement of
17 one of those candidates and well forward that soon
18 and well forward that letter to you as a member of
19 the Senate body, but in the interim I would
20 encourage you to make sure that you provide your own
21 response and add that to the information or the
22 prompt that is part of that URL on part of that
23 website -- the Provost search website.

24 KAVEH TAGAVI: Catherine?

25 CHAIR MCCORMICK: Yes.

1 SECRETARY BROTHERS: Name please?

2 MR. TAGAV: Kaveh Tagavi, Engineering. I
3 participated in drafting of tradition. I just want
4 to say that our Chairs should incriminate on
5 fairness and courage and wisdom. I want to say this
6 task is like herding cats but it actually like
7 herding goats. So, I just want to say that.

8 CHAIR MCCORMICK: Thank you. Thanks for
9 that. Well as you know there is an urgency to
10 provide this information to, or at least to use our
11 faculty voice to share our thoughts with the
12 President. The Board of Trustees is meeting now and
13 so we felt there was some urgency and we worked most
14 of yesterday and most of the evening to think about
15 -- to gather our thoughts about this issue.

16 So this is the third time I've shared this with
17 you, but just to make sure that you remember that we
18 need your curriculum ideas and program proposals
19 soon or at least -- especially if you are doing that
20 as a full program review. Yes?

21 UNIDENTIFIED FEMALE: Can you speak closer
22 to the microphone, please?

23 CHAIR MCCORMICK: Yes, I'm sorry. So the
24 calendar with dates and contact information for
25 resource individuals is available in hard copy at

1 the back of the room, on that table. Thank you for
2 that prompt and raise your hand again if I move away
3 again too much and you cant hear me.

4 SECRETARY BROTHERS: Sorry, just a note,
5 that's a blatant copy and paste error. There are no
6 hard copies in the back of the room. There were, I
7 think, two months ago. So, sorry about that.

8 (LAUGHTER)

9 CHAIR MCCORMICK: Awe Sheila. So tomorrow
10 please, if possible, attend this reception. The
11 Board of Trustees really don't know faculty. In
12 fact, I think that many of them expressed to the
13 Provost, as well as the President, their delight in
14 having the opportunity to meet with some of you
15 during their last Board Meeting and so I would
16 encourage you, especially those of you who work in
17 Patterson office to walk up, say hello, introduce
18 yourself. Let them know your discipline. Let them
19 know what is important to you and what your
20 interests are because you know we need their
21 support.

22 These are going to be difficult times ahead as
23 we think about money and so sometimes if they know
24 who that professor and philosophy is and they know,
25 they have a name and a face their support perhaps

1 might be more advantageous to us.

2 So, again you don't have to spend a lot of time
3 but just please walk up. I don't know yet what the
4 exact times so what would you say? Just like
5 whenever they finish their business. So I would say
6 at least maybe 3:00, 3:30. Monica?

7 MS. VISONA: For the last reception I had
8 a wonderful time meeting the one Trustee who
9 actually stayed to talk to faculty and staff. It was
10 also really nice to talk to the staff, but my
11 impression was that most of the Trustees didn't have
12 any time to meet with us.

13 CHAIR MCCORMICK: Yeah? Maybe we were there
14 at different times because what I remembered there
15 were more Trustees than there were us, but as you
16 suggest they may have, maybe if there was no one to
17 talk to they may have left. And the timing is a
18 little goofy. Ill try to -- Sheila maybe you and I
19 can -- I can send you the note from the meeting to
20 let you know what it looks like and maybe the best
21 optimal time to be at the reception. It's not too
22 late to register or R.S.V.P.

23 So, as President Provost Tracy has -- Provost
24 Tracy, I gave you an advancement in title -- is
25 leaving at the end of this month and we have enjoyed

1 great collaboration with Provost Tracy. So we'd
2 like to ask that he walk forward and we have an
3 award to present because I think -- because we
4 can't. So in appreciation of your work and
5 collaboration with the Senators and the Senate, I'd
6 like to present this award. Thank you, sir.

7 (APPLAUSE)

8 CHAIR MCCORMICK: So that you can read it,
9 this says Provost Tracy, we thank you and with our
10 best wishes the members of the Senate December 11,
11 2017. Thank you, sir. So, Roger? This is our
12 update on Senate Officer Elections.

13 MR. BROWN: So, thank you. There's two
14 important elections that just concluded in the
15 University Senate. If you are an elected faculty
16 representative than you've been asked to participate
17 in both of those and I just wanted to provide the
18 results. The first one was to elect a new Senate
19 Council Chair that will replace Katherine starting
20 on June 1, 2018. There were -- if you participated
21 in the nomination process, you nominated eligible
22 candidates and there were three thankfully this year
23 who were willing to serve. Those are Jennifer --
24 these are alphabetical order, Jennifer Bird-Pollan
25 from the college of law, Margaret Schroeder from

1 Education, and Kaveh Tagavi from Engineering and
2 last Monday the Senate Council held their final
3 election and I'm pleased to announce Jennifer
4 Bird-Pollan, College of Law being the next Senate
5 Council Chair starting on June 1, 2018.

6 (APPLAUSE)

7 Next, the second election was for three new
8 members of the University Senate Council. You
9 participated in that online first by nominating and
10 then by participating in a final voting ballot. In
11 the nomination round we identified six willing
12 members of the elected Faculty Senators who were
13 willing to serve on the University Senate Council.
14 I'd like to recognize them for their willingness to
15 serve in this important role.

16 Again in alphabetical order: Gail Bryant,
17 Engineering; Abigail Firey, Arts and Sciences; Paul
18 Kearney, Medicine; Jennifer Osterhage, Arts and
19 Sciences; Brett Spear, Medicine and Monica Visona,
20 in college -- and we don't want to get to ahead
21 here, in fine arts. Then among those three in the
22 final voting ballot, you as the elected Faculty
23 Senators elected the three new Senate Council
24 members who will begin starting January 1st. Those
25 are Gail Bryant, Jennifer Osterhage And Brett

1 Spears.

2 (APPLAUSE)

3 CHAIR MCCORMICK: Gail, Jennifer and Brett
4 if you would, will you just stand so people kind of
5 have a sense of who you are? That may be better.
6 Thanks. Yes, David?

7 MR. ORREN: David Orren, Toxicology. I
8 just wanted to also express my appreciation to Roger
9 who behind the scenes did a phenomenal amount of
10 work to run both elections so smoothly. They're
11 much appreciated.

12 (APPLAUSE)

13 CHAIR MCCORMICK: Did you have a question?

14 MR. BROWN: I'm sorry there was also an
15 election to identify the Vice Chair who serves in
16 the Chairs absence and the election by the
17 University Senate Council last Monday -- this was to
18 replace Ernie Bailey from the College of Ag was for
19 Jennifer Bird-Pollan to serve as the Vice Chair for
20 the Interim period and --

21 MS. BIRD-POLLAN: Margaret.

22 MR. BROWN: Margaret -- it's not in my
23 notes -- Margaret Schroeder will serve as the Vice
24 Chair starting June 1st. Thank you.

25 (APPLAUSE)

1 CHAIR MCCORMICK: And just to refresh, just
2 to remind you the Senate Council meets every week
3 from 3:00 to 5:00 and much work goes into those
4 meetings. I'm blessed. We're so fortunate to have
5 such a great group of people to work with. Truly I
6 appreciate Kaveh sharing that in fact yesterday,
7 they all -- we probably started about, I don't know
8 10:00 maybe and worked until past midnight.

9 So, you know, we do a lot of work by email but
10 we are very interested in your thoughts and your
11 comments so please don't hesitate to share that with
12 the Senate Council members. I suspect you know all
13 of those people but maybe Senate Council members
14 should stand so that you do see who those people
15 are. Do you mind doing that?

16 (APPLAUSE)

17 And some of those, Ernie Bailey, Joan Mazur
18 and Mark Lauersdorf who is in Austria, poor guy, are
19 departing and so as you know that was the necessity
20 for adding. Thank you Roger. Did you have any
21 other comments?

22 MR. BROWN: No.

23 CHAIR MCCORMICK: So, just a further
24 update, we are really blessed that or pleased I
25 guess, or are fortunate that the interests of the

1 Senate often coincide with the interests of many of
2 our students and so when Senator Firey made this
3 motion last week wheels had already begun to turn
4 regarding a fall break and so very soon Ben
5 Childress who is a member of the Senate Council and
6 also the Dean of the SGA will bring to you a
7 proposal on how this might work, when it would
8 happen and hopefully you'll ascertain the
9 feasibility of whether you support this idea.

10 He does have the support of the Dean of
11 Students who has suggested that moving the start
12 date for school closer to the beginning of that week
13 might be helpful to he and his staff. Sometimes
14 students who are not busy and at the work of being a
15 student get into mischief so that idea of idle hands
16 of the devils workshop would be one out here. And
17 so again the proposal, I think, has drawn support
18 from the people who it most in-tax on, but you are
19 the people also of course as a stakeholder represent
20 who would make a difference and so again that will
21 come forward very soon. We'll bring it first to the
22 Senate Council and then we'll bring it to you.
23 Ernie do you have any comments?

24 MR. BAILEY: No.

25 CHAIR MCCORMICK: Al?

1 MR. CROSS: No.

2 CHAIR MCCORMICK: The Presidents are
3 attending the Board of Trustees meeting and doing
4 their work and so we wont hear from them today. So,
5 degree recipients, one of the things that is our
6 responsibility is to forward to the President or to
7 the Board of Trustees and then the Board of
8 Trustees, the students who have met the criteria to
9 receive their degrees. Three students were added to
10 the degree list based on your comments.

11 We appreciate that and those will be forwarded.
12 So the motion from the Committee is that the elected
13 Faculty Senators approve UKs December 2017 list of
14 candidates for credentials for submission to the
15 President and onto the Board of Trustees. When you
16 see that motion, and you have the opportunity to
17 vote right now. Motion passes. Okay. Margaret
18 Schroeder?

19 MS. SCHROEDER: Okay. This is our
20 recommendation that the University Senate approve
21 the establishment of a new University Scholars
22 Program between B.S. in Computer Engineering and M.S
23 in Computer Science within the College of
24 Engineering. This proposal is in response to the
25 demand for students with computing degrees. It's

1 growing at a rate of more than double the national
2 average. This is a typical University Scholars
3 Program. The rationale and all the paperwork is
4 there. Is there any questions? Are there any
5 questions?

6 CHAIR MCCORMICK: All right. So the
7 motion from the Programs Committee is that the
8 University Senate approve the establishment of the
9 new University Scholars Program between the B.S.
10 Computer Engineering and the M.S. Computer Science
11 within the College of Engineering. Motion again,
12 provide your response. Motion passes.

13 MS. SCHROEDER: All right. The next is a
14 recommendation that the University Senate approve
15 the suspension of admission into the existing
16 Graduate Certificate in the Pharmaceutical Sciences
17 in the College of Pharmacy. A lot of times graduate
18 certificates are created to pilot and try out new
19 programs and that was the purpose of this one.
20 There is now a dual-degree in Pharm D MS in
21 Pharmaceutical Sciences that was developed and
22 approved and fulfills the purpose of the initial
23 creation of the Graduate Certificate. There are no
24 students currently enrolled in the program. The
25 Graduate Certificate is no longer needed.

1 Questions? Yes, sir?

2 MR. SWANSON: Mark Swanson, Public
3 Health. Why is it a suspension instead of dropping
4 the certificate entirely?

5 MS. SCHROEDER: That goes into a lot of
6 regulations. It's actually easier to suspend
7 admission into a certificate than it is to delete a
8 certificate. So if you suspend admissions into a
9 certificate, it kind of sort of drops off after five
10 years but it always leaves the option open if you
11 wanted to reopen the certificate. If you delete it
12 than you'd have to start over, brand new creation.
13 Does that answer your question? Any other
14 questions?

15 CHAIR MCCORMICK: So the motion from the
16 Programs Committee is that the University Senate
17 approve the suspension of admission in to the
18 existing graduate certificate in Pharmaceutical
19 Science in the College of Pharmacy. There's the
20 motion. Motion passes.

21 MS. SCHROEDER: Our last one for today.
22 This is a recommendation that the University Senate
23 approve the establishment of a new dual degree
24 program BA/BS in a STEM major Biology, Chemistry,
25 Geology, Mathematics, Mathematical Economics,

1 Neuroscience, and Physics and Astronomy within the
2 College of Arts and Sciences and an MBA in the
3 Gatton College of Business and Economics. This is a
4 dual degree program from, they're calling it a STEM
5 MBA Dual Degree path that will add various options
6 to the undergraduate majors.

7 There is about 350 students that graduate each
8 year with a STEM major from the College of Arts and
9 Sciences. They're wanting this program to just be
10 another option for students. The dual-degree
11 mirrors the current and approved dual degree program
12 between College of Engineering and the Gatton
13 College of Business and Economics. There is no
14 sharing of curriculum and theres no special
15 admissions into the MBA program. Are there any
16 questions? Yes, ma'am in the back.

17 MS. FIREY: Abigail Firey, Arts and Sciences.
18 I was wondering why this program is limited to the
19 STEM disciplines. The rationale in the proposal was
20 that not all graduates from A&S go into Health
21 Sciences or Physicians Graduate School but that
22 would seem to apply equally to students who are not
23 in the STEM disciplines.

24 MS. SCHROEDER: I'll let Anna or Harvey
25 answer that.

1 MS. ANNA: Harvey pointed to me. Abigail,
2 I think it remains the case that the MBA program is
3 delighted to have applicants from the Humanities and
4 the Social Sciences but they came to us specifically
5 because their program with engineering students has
6 been so successful and they've noticed that there's
7 really a great premium in the job market for MBA
8 graduates to have science backgrounds.

9 So they wanted to find an opportunity to be
10 tested particularly in the STEM field. Having said
11 that, I don't know about you but my in-box has been
12 flooded in the last couple of weeks with invitations
13 to an open house for the MBA Program that is open to
14 all students and they will continue to welcome
15 applicants from the Humanities and Social Sciences,
16 but I think Harvey --

17 MR. HARVEY: I agree Anna. We will be
18 delighted to take any student from Arts and
19 sciences. We're starting with STEM because we see a
20 real demand in the job market for STEM students
21 combined with an MBA who want to create some
22 enrichment programs but I can assure you we would
23 welcome any graduate from campus.

24 MS. SCHROEDER: Are there any other
25 questions? Thank you.

1 CHAIR MCCORMICK: So the motion from the
2 Program Committee is that the University Senate
3 approve the establishment of a new dual degree
4 program. The BS and the STEM major so that's
5 Biology, Chemistry, Geology, Mathematics, Mathematic
6 Economics, Neuroscience, and Physics and Astronomy
7 within the College of Arts and Sciences. The
8 program is housed in the College of Arts and
9 Sciences as an MBA and the Gatton College of
10 Business and Economics. This motion is repeated
11 here and ready for you to vote.

12 The motion stands approved 72, 4, 2 and 1.
13 Herman Farrell is the Committee Chair for the Senate
14 Admissions and Academic Standards. We really
15 appreciate the part that Herman and his committee
16 are doing.

17 DR. FARRELL: Good afternoon. So the
18 changes are to the PhD in Musicology and
19 Ethnomusicology and it involves changes to the
20 requirements of the terminal MA degree option within
21 the PhD Program. This program, since '09, combines
22 the traditional MA with a PhD, normally granting
23 only the PhD. This is very similar to a proposal
24 that passed by the Senate last month coming out of
25 Sociology. In this one the rationale is basically

1 for clearing up the wording of the policy as its in
2 the rules. The current wording of the policy is
3 inadequate in two ways.

4 One it fails to take into account the graduate
5 school requirements, loan and degrees, include a
6 final oral examination and the second thing is that
7 it fails to take into account the number of possible
8 scenarios that are not anticipated when the PhD
9 program was approved back in 09 So basically what it
10 does is it provides for those four varying scenarios
11 for a candidate for a PhD who then drops down to
12 receive his MA only.

13 The first scenario is for somebody who has
14 failed the common exam and then goes on to complete
15 a thesis. The second is for a student who has
16 completed the second year review successfully but
17 opts not to take the qualifying examination and then
18 again gets his MA after passing an oral exam. The
19 third is for a student who successfully completes
20 the second year review, but fails the special area
21 qualifying examination and the fourth is one who
22 satisfies all the requirements heading toward the
23 PhD but does not finish the dissertation. So this
24 was unanimously approved by the Committee and it was
25 also unanimously approved by the Senate Council.

1 CHAIR MCCORMICK: Any questions for Herman?
2 So the motion from the Committee is that the Senate
3 approve the proposed changes to the PhD of Music.
4 Opposed or abstained? The motion passes. Thank
5 you.

6 Okay. Roger is going to present some ideas
7 around syllabus plan. Again this is a nice example
8 of the interception of multiple interests of SGA as
9 well as members Greg Hommal and his staff are also
10 interested in this work and so Roger also is
11 piloting this idea.

12 MR. BROWN: Okay. This is a motion to
13 endorse a pilot online system to be developed to
14 make unofficial versions of course syllabi
15 voluntarily available to students securely. The
16 high-note link blue log-in is part of the advising
17 priority registration period. I mention endorse
18 because this is going to require administrative
19 resources to carry this out and as such we as a
20 Senate body only endorse the administrative proposal
21 although it comes from the Senate Committee.
22 Basically the important piece here is that students
23 want to know more than just what's in the course
24 description that's in the bulletin when they are
25 registering for courses and so this provides a

1 voluntary mechanism for students to have access to
2 unofficial syllabi.

3 It can be a syllabi that you've created the
4 previous semester. There's no obligation to put
5 anything there. You have control over as an
6 instructor to post it, to pull it down, to delete
7 it. You have control over all of these things as an
8 instructor, but it provides a way for students to
9 get access to that. I know that when I talked to
10 the technology folks they said they've been
11 interested in this idea for more than fifteen years.
12 I know that students are very interested in this.

13 So just in anticipation that there may be
14 people that are thinking well why are we going to do
15 this? This sounds like a bad idea. It is voluntary
16 and the other thing is if you look at some of the
17 examples around the country, there are much more
18 stronger armed ways to push this through and I think
19 this represents a fair balance of what the students
20 want and still allows faculty and instructors to
21 control their own intellectual property rights which
22 the Senate Rules inside the ARs specifically
23 protect. Any questions?

24 MS. BRYANT: When you have multiple people

25 --

1 SECRETARY BROTHERS: Sorry, name please?

2 MS. BRYANT: I'm sorry, Gail Bryant, College
3 of Engineering. If you have multiple people
4 teaching the same class, will there be multiple
5 copies of the syllabi and in that way would students
6 perhaps use them to select the class that most fits
7 their learning style?

8 MR. BROWN: Yes, I suspect so. (LAUGHTER)
9 The syllabus will not be specific to the section
10 number. It will follow essentially the instructor.
11 So the instructor and the course. So if you have a
12 department where multiple sections of a single
13 course are offered by multiple instructors, that
14 single instructor wont have to post multiple syllabi
15 for each section that he or she is teaching, but if
16 there are more than one instructor the students will
17 see more than one syllabi.

18 And I'll add and this is part of the compromise
19 in a way, you don't have to, as an instructor, you
20 don't have to post your syllabus but if you look at
21 the mark up here that's proposed right next to that
22 is a very easy link to email the instructor so if
23 you don't post it you ll probably find out from
24 students that are very interested in where it is and
25 what they can get in the way of information ahead of

1 time.

2 MS. BRYANT: If I may follow up. So the
3 student will be searching by the professors name not
4 by the course name?

5 MR. BROWN: The way that we've got them marked
6 up now is students would go to the regular course
7 registration system. They would identify courses
8 they are interested in taking and there they would
9 see, as you already know, a list of the sections and
10 out from each of those sections wed see the
11 instructors name, the time and date and location for
12 the course and then out from that an option to email
13 the instructor and out from that you can click on a
14 link to the unofficial syllabus.

15 MS. BRYANT: Thank you.

16 MR. BROWN: So it's embedded within the
17 course registration system. Yes?

18 MR. POOL: Chris Pool, A&S. Could you
19 elaborate on the more on the strong armed
20 universities, please.

21 MR. BROWN: Yes. In Texas their
22 legislature passed a law that says that the syllabi
23 for every course can be no more than three clicks
24 away from the homepage of every university and they
25 have to be open for the public to view. I don't

1 know how they got around the AAUP expectations
2 regarding intellectual property but they're there.
3 That seems more strong armed to me.

4 MS. KELLUM: So is this going to be
5 something that's --

6 SECRETARY BROTHERS: Sorry, name please?

7 MS. KELLUM: Becky Kellum, A&S. So this
8 is something that's going to be updated every
9 semester?

10 MR. BROWN: Each individual instructor has
11 complete control. So, I --

12 MS. KELLUM: Only what the students will
13 have asked is that they can look up a description?

14 MR. BROWN: Yes, that's correct.

15 MS. KELLUM: The syllabus doesn't
16 necessarily have to be specific to that semester?

17 MR. BROWN: No, that's correct.

18 CHAIR MCCORMICK: Provost, do you have a
19 comment about our students request?

20 PROVOST TRACY: I'll do my best. The
21 students have brought this to me as well and Ben has
22 spoken to me quite extensively, Ben Childress, and
23 the idea is that it gives a way to not only learn
24 about the course and how it fits into their plan of
25 study and a way to get a better feel than just a

1 title.

2 They're not looking for something to try to pick
3 between instructors any more than they do now, but
4 they're looking for a way to learn about the course
5 and the course materials because they say theres a
6 lot of times they sign up for something that they
7 don't know what they syllabus was, sounded right on
8 the title and they get into it and they go that
9 really wasn't what I was looking for and now they
10 end up switching courses, dropping a course, trying
11 to add a course, maybe they don't get a chance to
12 add it.

13 So I don't think there's anything here from the
14 students that's saying were in any way trying to
15 jigger the system. I think they're trying to say
16 how can we do a better job of choosing our courses
17 and so this issue and the fall break are the two
18 that they have brought to me the most vocally and
19 said they are really in support of.

20 So, I'm please to see you all are considering
21 the fall break. I hate that were off into another
22 topic but while I'm standing here for a moment, but
23 this is one that they are very passionate about and
24 they feel that it would help them better choose
25 their courses for the future and not end up having

1 to do add/drops and switches nearly as much. So
2 there is a, I think, a very good reason on their
3 part.

4 I think they understand it has some logistical
5 challenges for you and that it will, as Rogers
6 elaborated quite well, theres some logistical
7 challenges as far as keeping it reasonably up to
8 date, but they feel it would give them a much
9 greater opportunity to be informed as they took a
10 particular course.

11 MS. BRYANT: Gail Bryant, College of
12 Engineering. So what would be the -- this is
13 voluntarily uploading. What would a professor have
14 to do to voluntarily upload and to replace old
15 syllabi?

16 MR. BROWN: In the mock up that was
17 provided its very simple. The same place that you
18 would go to look at your student enrollments in your
19 course at My UK, there would be a link there for
20 each of your courses and it would just say -- it
21 says Upload unofficial syllabus and you can click
22 there and it would give you -- there would be
23 language there that reminds us about AR7.6 about
24 intellectual property to remind us all that this is
25 your syllabus and by uploading it you're not

1 changing the status of your intellectual property by
2 putting it there and then you would upload it. It
3 would also say do you want to switch it out? Do you
4 want to delete it and take it down? You have
5 complete control as an instructor.

6 MR. TAGAVI: Kaveh Tagavi, Engineering: I
7 think this is going to create a lot of business for
8 the Ombudsman. In a sense that students are going
9 to look at the syllabus going to have a different
10 exam time, exam room, different grading policy. I
11 hope you make it, in any way that you can, make it
12 very clear that this is not an official syllabus.
13 My last question is could you make the -- providing
14 all our emails also.

15 PROVOST TRACY: That's already available.
16 Your email is already available through the
17 University Directory so I don't know. I mean,
18 that's something that you all would have to work
19 out. About the Ombud question, I think -- I see
20 where you're coming from there but I think you as
21 the instructor, the minute the Ombud comes to you
22 and says show me the syllabus that was given to a
23 student, then that's clearly the official syllabus.
24 You know I see a lot of stuff come from the Ombud
25 whether were -- the student felt there was a lack of

1 clarity and when you get to it and what the
2 professor provided there was a lot of clarity.
3 Sometimes that gets to be a matter of opinion,
4 right? You know I think that Joe does a really nice
5 job in walking through that and trying to understand
6 and we've had some cases where students had to
7 contact, you know, their contact wasn't available
8 and we've, you know, followed up on that.

9 So, I think I see your point but I think that
10 its -- I'd have to see that happen first before I --
11 Id want to see that it made a difference in the
12 Ombud's workload. I think students are, I try to
13 give them the benefit of the doubt as much as I can.
14 I think many of them want to do the right thing, but
15 I do believe they are wanting to have more
16 information before they enroll in a course so that
17 they feel like they made an informed decision that
18 was more than a title.

19 CHAIR MCCORMICK: Dr., aren't you asking
20 the students to click that they understand that this
21 is an official syllabi?

22 MR. BROWN: Yes. So when the students are
23 -- click on, you know, show me the syllabus, it pops
24 up before they are able to look at it and it says I
25 understand that this is an unofficial syllabus and

1 that the official syllabus will be provided
2 according to SR6.1.1 on the first week of class.

3 MS. VISONA: Monica Blackmun Visona, College
4 of Fine Arts. It will be necessary, of course, for
5 us to do our syllabi before the advising starts,
6 correct? So that means that we actually will need
7 to be writing a tentative syllabus as the semester
8 ends.

9 CHAIR MCCORMICK: Or the night before the
10 first one? Because of the fact that it will be --

11 MR. BROWN: You as an instructor have complete
12 control so you can leave it blank and you may get
13 emails from students asking where it is. You can
14 post last semesters copy, if you have that. You
15 still may get emails from students saying this is
16 last semester, where's this semester that's coming
17 up, or you could go through the extra steps of
18 trying to put together the draft syllabus that
19 better addresses the plans for the next semester,
20 but as the instructor you have complete control.

21 CHAIR MCCORMICK: Marilyn?

22 MS. DUNCAN: Marilyn Duncan, College of
23 Medicine. I think it is going to be a little bit of
24 a challenge with new courses as we may not always be
25 able to do it with new courses because they may

1 still be deciding among themselves a few days before
2 the course starts, but I think that courses that
3 have been offered several times. I think it's
4 really handy, I think, as for the faculty as well as
5 the students because I think a lot of students do
6 sign up sometimes quite a few credits with the idea
7 that they will eventually drop one once they get a
8 chance to sort of scope it out and that's difficult
9 for me with smaller courses that are electives
10 because I have planned student activities and if
11 students leave or if they come in a week or two late
12 or they may not have participated in the first
13 activity or if I have them sign up for their
14 presentations and articles, you know, I don't know
15 who is on the page because they were there then they
16 weren't there.

17 So I think it could be advantageous and, I mean,
18 you could simply put a draft syllabus or may undergo
19 change or something like that.

20 MR. BROWN: The IT person that I spoke with
21 said it may be possible to watermark all of the
22 syllabi when they are submitted with unofficial
23 across the -- and also another request came in to
24 disable the download feature, I think to further
25 protect the distribution of unauthorized copies.

1 MS. WARE: Gloria Ware in Arts and Sciences.
2 It seems that we could just have a dummy where you
3 take out the dates and edit out the old dates from a
4 past syllabus and take out the final exam
5 information and so that the student is using it
6 wisely can see what kind of course load, how many
7 quizzes and exams, what kind of readings are
8 expected. That seems legitimate. Just strip out
9 the specific details.

10 CHAIR MCCORMICK: I agree and actually, you
11 know, I don't know that Gail meant this seriously
12 but you know we've been told by students if you do
13 have a particular learning style and Provost Tracy
14 uses multiple choice and Professor Brown uses essay,
15 then the student could choose which of those, you
16 know, they felt they could do the best at. I think
17 that's legitimate and I think --

18 MS. BRYANT: It was not a joke.

19 CHAIR MCCORMICK: Well, we also know that
20 sometimes students make those choices based on other
21 factors as well, but we are encouraged by the fact
22 that they want more information and want to be the
23 informed consumer and I think that makes us
24 different. As Marilyn suggests, you know, if you're
25 in this class and you know it doesn't fit, but you

1 delay in enrolling then, you know, having that seat
2 open and available to someone who knows this is a
3 course that they want to be part of, you know, then
4 that's where it (coughing) available.

5 I know that Registrar Taylor came in and Tim is
6 somewhere in the building and one of the things that
7 we also are interested in which is in the report of
8 Provost Tracy is members of the staff is we are
9 really looking at ways in which to make our course
10 descriptions more richer, let's say, because
11 students tell us that you know the course really
12 doesn't match whats in the, what they thought it
13 would be and because those descriptions are so
14 truncated and so small and the number of words that
15 you can use historically we've been very frugal
16 about those because we printed all that information
17 but now that its digital it may be that we can be a
18 little bit richer in the ways in which we
19 communicate of what a course looks like to a
20 student.

21 MR. BROWN: I'll just add too that, again, you
22 as the instructor have complete control over the
23 document that you call your syllabus in posting.
24 Nobody is going to be, you know, telling you to take
25 it down because that's not a syllabus. So, if you

1 want to put a message to your students and address
2 the fact that the syllabus either isn't there, you
3 can upload that document.

4 MS. SOULT: Allison Sault, Arts and Sciences.
5 Will there be a way for like the department to
6 upload unofficial syllabi for like courses because
7 we don't typically assign instructors until much
8 closer to the beginning of the semester.

9 MR. BROWN: That's a good question. The IT
10 person said we can arrange for other staff persons
11 to have authorization to upload syllabi at the
12 request of individual instructors who have the
13 copyright.

14 MS. SOULT: Well, there are no instructors
15 assigned to the class.

16 PROVOST TRACY: I think her question is could
17 you have a generic syllabus for --

18 MS. SOULT: In 105, could you have a syllabi
19 for all one of us?

20 MR. BROWN: Yes, yes.

21 MS. SOULT: Uploaded to all sections even
22 though the instructor is not actually assigned?

23 MR. BROWN: Yes, the same process would work
24 yes.

25 CHAIR MCCORMICK: In the back.

1 MS. WHITAKER: Erica Whitaker, Arts and
2 Sciences. I appreciate what you are saying about
3 all the different places they'll click to
4 acknowledge that it's not official. I believe, in
5 multiplicity of such messages and I'm wondering if
6 it would mark up the word view syllabus and syllabus
7 could be replaced with view unofficial syllabus and
8 unofficial syllabus? And I have the same question
9 that Allison did but also about course coordinators
10 not just staff people in the department.

11 MR. BROWN: Yes, the IT -- as long as there's
12 no misunderstanding about the misuse of instructors
13 intellectual property than anyone would be able to
14 have authorization through IT to be able to upload
15 those.

16 MS. WHITAKER: So there will be some procedure
17 to apply for said authorization, I assume?

18 MR. BROWN: Yes, that's correct and well,
19 within the limits of character spacing and so forth,
20 well make sure to add unofficial syllabus to the --
21 inside it.

22 CHAIR MCCORMICK: Any further comments?

23 MR. BROWN: I'll just say one more thing that
24 this is final exam week and there are very few
25 students who are also part of the University Senate

1 so please bare that in mind as you are -- I don't
2 know that any of them were here to speak to the
3 issue so keep that in mind please.

4 CHAIR MCCORMICK: One of, before we vote, on a
5 similar issue is that Roger has been your advocate
6 with the Provost Office as well as with the legal
7 office regarding intellectual property. We haven't,
8 you know, yet completely resolved, you know how that
9 works. We know that as we begin to offer more of
10 our curriculum material and our own intellectual
11 resources and efforts online that that problem may
12 in fact be exacerbated by the dissemination of our
13 work and so again were going to continue to work on
14 that and well partner with the Provost Office as
15 well as the Programs Office to see how they might
16 make that clearer to all of us. All right.

17 So the motion from Rogers Committee is that the
18 Senate endorse a pilot online system to be developed
19 to make unofficial versions of course syllabi
20 voluntarily available to students securely, in other
21 words behind the link blue lo-gin, as part of
22 advising and priority registration. So, Roger, that
23 wont go away, correct?

24 MR. BROWN: So, it's a pilot in the sense that
25 if it totally bombs, then it will end and we did it.

1 CHAIR MCCORMICK: All right. Here's your
2 opportunity to vote. You see the motion repeated
3 here. So the motion passes with 71 in favor. So
4 this is our opportunity to think a little bit into
5 the future. We don't address an issue that is
6 important to all of us. We currently don't have a
7 standing committee on diversity. We are interested
8 in getting your feedback and thoughts. So today
9 will be discussion only.

10 We'll vote on this proposal at our next meeting
11 in February. So what we intend to do is we'd like
12 to hear your thoughts. We'll review those today and
13 we'll direct a charge. We have kind of a tentative
14 charge that the permanent committee would have in
15 following responsibilities: The idea is that the
16 charge of the new committee would be to increase the
17 diversity of faculty or excuse me actually of
18 Senators was our first interest in particular
19 representation of underrepresented minorities, to
20 work with administration to disseminate best
21 practice for recruiting and retaining faculty of
22 color, and to address other issues around diversity
23 and inclusion as they apply.

24 So, what we propose to you is to have a
25 discussion today and then should you be in favor of

1 this idea then we move forward to the vote at the
2 next meeting and then begin to populate that
3 committee. We've already met with the Vice
4 President for Diversity, Sonja Feist-Price and she's
5 willing to partner with us. The Associate Provost
6 for Faculty Development, G.T. Lineberry is also
7 willing to partner with us as with think about sex,
8 I'm sure that Annie will be willing to work with us
9 and so were just interested today in your thoughts
10 about whether you think this is a reasonable first
11 step in establishing a standing committee on
12 diversity and inclusion. Herman?

13 MR. FARRELL: Yes.

14 CHAIR MCCORMICK: All right.

15 MR. FARRELL: I do think it's a good idea.

16 (LAUGHTER)

17 CHAIR MCCORMICK: I was getting a little
18 anxious there.

19 MR. FARRELL: Herman Farrell, College of Fine
20 Arts. Yeah, no I do think it's a good idea, but
21 this section that's in charge of development
22 expanding or making faculty of color here as well
23 across the campus and so I'm all in favor of this
24 committee.

25 CHAIR MCCORMICK: Other thoughts? Gail?

1 MS. BRYANT: What is -- what result do we want
2 from this committee? We're talking about the
3 charge. I mean, I'm just trying to figure out would
4 they be reviewing new proposals? I'm not quite sure
5 I understand the charge.

6 CHAIR MCCORMICK: So that is a good question.
7 So what we would envision is that we would share
8 with among all entities, search committees or the
9 Vice Prov -- The Vice President best practice. We,
10 you know, support the work of her office in thinking
11 through how we could increase the number of faculty,
12 students, staff of underrepresented minorities and
13 so again we won't, you know, we're not going to
14 influence the hiring or the search but we can at
15 least make available information from some, how
16 other people have done it.

17 So, you know, the committee might benchmark.
18 They might provide other ways. It might be that we
19 actually suggest to the administration that we need
20 to increase the signing bonus issue or, you know,
21 make sure that the search committees have access to
22 ACCU so that they can access those databases. It
23 might be that we would encourage faculty when they
24 attend their own professional conferences that they
25 act as our -- so it's really wide open.

1 MS. BRYANT: Gail Bryant, College of
2 Engineering. One of the things that I don't know if
3 this committee would serve is as an equity review
4 board. I know that I'm not quite sure how that
5 process runs right now but I know that other
6 universities have equity review committees and I
7 have known several faculty that basically you know
8 the raises they got for several years were based on
9 the equity review committee that made sure that
10 faculty were being equally rewarded for their
11 activities and that would be something that I would
12 think would be an important charge for this
13 committee.

14 CHAIR MCCORMICK: Thank you. Monica?

15 MS. VISONA: Monica Blackmun Visona, College
16 of Fine Arts. I would, unfortunately have not read
17 the document but I believe that retention, promotion
18 policies could be very important to this. Looking
19 at the faculty that has been hired recently and the
20 faculty that has been retained, I think it's really
21 the latter that's been a great problem at our
22 university and I think that would include things
23 like looking at family need policies or looking at
24 forms of faculty support.

25 CHAIR MCCORMICK: During the town halls when

1 ??? was here there were a number of women who
2 suggested that as they were in positions in
3 Associate or Chair positions or elected positions
4 where, you know, they felt that their advancement
5 was somewhat stalled because they were being used as
6 (coughing) so, you know, I think we could look at it
7 in multiple ways in terms of how to keep and reward
8 faculty. So are you for it? Against it? All
9 right. Any other discussion?

10 MS. BIRD-POLLAN: Jennifer Bird-Pollan,
11 College of Law. The only thing (coughing) about in
12 terms of this in terms of the makeup of this
13 committee because that, in my experience, many of
14 our colleagues who come from undergraduates have
15 minority backgrounds tend to do a lot of service and
16 tend to be asked to participate in many different
17 ways and I would worry that such a committee would
18 be populated primarily by people who have many other
19 service obligations as well so I think as were
20 considering the makeup of this committee we ought to
21 just consider that.

22 CHAIR MCCORMICK: Thank you. Okay. Well,
23 we'll take these thoughts back to the Senate Council
24 and well have that review in February. So this is--
25 we are at 4:00 and we've got no other business so

1 this is your opportunity to share thoughts,
2 comments, ideas, to raise issues that are not on the
3 agenda. Yes, Abigail?

4 UNIDENTIFIED FEMALE: In the event --

5 SECRETARY BROTHERS: Name please?

6 MS. FIREY: Oh, Abigail Firey, Arts and
7 Sciences. In the event that Congress passes the tax
8 legislation that includes the tax on graduate
9 tuition waivers, may we expect a response from the
10 university before Senate next meets or
11 implementation of a plan to alleviate the situation
12 for our graduate students?

13 CHAIR MCCORMICK: Provost Tracy, do you know
14 the response to this? All right. So as you know
15 we'll have a new Provost when that occurs. Should
16 that occur next week in December, I will check on
17 that. I know that the, our liaison is actively
18 working. I know that the President and members of
19 his staff met with our legislative representatives
20 this week so I think it's a critical issue.
21 Actually Jennifer spoke on KET Monday night. Right?
22 Around this issue and how it would impact the
23 university and those students and so do you have any
24 update that you would like to share?

25 MS. BIRD-POLLAN: Sure. Jennifer Bird-Pollan,

1 College of Law. So, I've been following all of this
2 stuff pretty closely and I think at this point the
3 likelihood that the graduate tuition waivers will be
4 included in gross income is pretty low although it
5 is important to note that if the legislation passes
6 the plan would be to make it effective January 1,
7 2018 which means that if it does pass it affects our
8 students starting in January.

9 So they are acutely aware of that and I haven't
10 heard anything from the administration about a
11 potential response, but I do think -- I mean, it
12 wasn't part of the Senate proposed bill and enough
13 Republicans -- well, I don't know much about -- many
14 Republicans in the House have also spoken against it
15 in recent weeks so I think many people believe it
16 will not be part of the --

17 CHAIR MCCORMICK: Thank you. That's my
18 understanding as well. You know, what I would
19 pledge to do is I'll try to find out, you know, what
20 the contingency plans are and I'll communicate that
21 to the Senate members if I can find out any further
22 information. Will that work? Yes.

23 MR. REISLING: Terry Reisling, Resident: The
24 question is similar, it is about the proposed House
25 newly passed. I think they proposed 1.4% taxation

1 on the University endowments. Are we at risk for
2 that? I think it is really dependent on a certain
3 amount of money that the universities may have.

4 CHAIR MCCORMICK: Would the Provost permit me
5 to respond to that?

6 PROVOST TRACY: I'm thinking that's set at a
7 billion dollars last I saw which would be us. We're
8 a little over a billion. It depends on how that
9 comes out. I mean, it could come out that it is
10 what's over a billion. It could be a whole mess.
11 You know there's a lot of ways you can slice and
12 dice that, right? You could say that it's everybody
13 over a certain amount and it's the full amount or
14 the amount you're over the amount. There's many
15 different ways. I mean, it's like the graduate
16 student issue. There's a lot of stuff going on. I
17 can tell you Eric King, who's our Federal
18 representative is doing a great job of stating our
19 case but you know it's so fluid right now with that
20 whole tax bill that it's kind of hard to predict
21 what's going to happen in the end and what goes and
22 what stays.

23 I mean, there's a lot of trading that goes on
24 at the end, trading one thing for another. This is
25 very difficult to predict what is going to come out

1 in that final bit but we are potentially at risk for
2 that but again it depends on where the threshold is
3 put as to whether we are at risk or not because our
4 endowment is a little over, about 1.2, 1.3 billion
5 dollars. So we are in that range. That's, again
6 theres just a lot of moving pieces right now that
7 are very difficult to predict.

8 CHAIR MCCORMICK: Was it more intended for
9 privates with large endowments?

10 PROVOST TRACY: It was, you know, I think
11 that's what they were going after, the people with
12 the 20, 40, 50 billion dollars but they set a pretty
13 low bar because that number with the 40-50 billion
14 is a pretty small number and they have some pretty
15 powerful lobbyists and Senators and Representatives
16 themselves.

17 So how that bar is determined is going to be
18 very important and you know it could -- and again
19 whether it's everybody over that bar gets a tax on
20 the whole amount or everybody over that bar gets a
21 tax on the amount over that amount or how that plays
22 out and then again who knows what's going to be
23 exchanged for what in the end of well, we're willing
24 to live with this part in exchange for not getting
25 this part and its just a very fluid process. But

1 our, trust me Eric is in Washington speaking with
2 all of our representatives and, you know, we have a
3 Government Affairs Firm who also helps us with our
4 advocacy efforts and so they are on it and the
5 President and many of the leadership and Deans were
6 just there last week advocating as well on behalf of
7 the university.

8 CHAIR MCCORMICK: But I pledge to see if I can
9 find and communicate that information. Gail?

10 MS. BRYANT: Gail Bryant, College of
11 Engineering. It just appears to me that as news, I
12 haven't heard the College Presidents come forward
13 and talk about how universities will respond to this
14 because it kind of seems like public universities
15 are losing their non-profit status with endowments
16 being passed. So I'm just surprised by that.

17 PROVOST TRACY: I think what you may be
18 hearing is quiet from individual universities but
19 not from the universities collectively. The APLU,
20 the Association of Public and Land Grant
21 Universities, Peter McPherson is the head of that
22 and they are advocating strongly and have had a
23 number of very strong letters because it, you know,
24 theres strength in numbers right? And getting all
25 those folks behind one common thing versus an

1 individual university here and here and each of us
2 are working with our working with our individual
3 representatives but the APLU has taken some very,
4 very strong stands on this and they are the major
5 lobbying group for public and land grant.

6 Then there's the American Council on Education
7 which is the lobbying group for the smaller
8 institutions and many of the privates and so they
9 are taking a similar kind of stand. So you have
10 folks in Washington who are organizations
11 representing all of us taking very strong stands on
12 this and each individual President is working with
13 their government official liaisons and their
14 legislators for their particular states. It's a
15 very strong effort. You just may not see it in the
16 press, but its a very strong effort.

17 CHAIR MCCORMICK: Joan?

18 MS. MAZUR: Joan Mazur, College of Ed. He made
19 a point of I just spent Friday and Saturday in
20 Western Kentucky in the winter land and we have a
21 black eye because of our position with our land
22 grant situation and the extension agents and so
23 forth and I think we serve the citizens of Kentucky.
24 I think they need to know -- I -- we have other
25 constituents other than the Washington folks who

1 give us money and I have absolutely no problem with
2 lobbying efforts whatsoever. I'm happy you're doing
3 them, but I think people in rural Kentucky are
4 wondering what's going on with the universities. I
5 really think its a very important point.

6 CHAIR MCCORMICK: Thank you Provost Tracy.
7 You know Provost is typically here with us most of
8 the meeting and we appreciate his time. Thank you.

9 (APPLAUSE)

10 Well, do I hear a motion to adjourn?

11 UNIDENTIFIED MALE: I'll motion to adjourn.

12 SECRETARY BROTHERS: Name please?

13 MR. KEARNEY: Kearney, Medicine.

14 CHAIR MCCORMICK: There is your motion. If
15 you want to vote to leave. Thanks again.

16 (WHEREUPON, the Senate Council Meeting concludes at
17 4:25 p.m.)

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