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**UNIVERSITY OF KENTUCKY**

**SENATE COUNCIL MEETING**

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**MARCH 19, 2018**

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**KATHERINE MCCORMICK, CHAIR**

**SHEILA BROTHERS, ADMINISTRATIVE COORDINATOR**

**AL CROSS, PARLIAMENTARIAN**

**BRENDA YANKEY, COURT REPORTER**

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1 CHAIR MCCORMICK: Good afternoon. Welcome to  
2 the March 19, March Senate Meeting and hopefully  
3 everyone signed in and picked up their digital  
4 voting device. Can you hear me?

5 GROUP: No.

6 CHAIR MCCORMICK: We're on a roll. So  
7 remember we're going to follow Robert's Rules of  
8 Order, and Al has an opportunity to chat with us a  
9 little bit more about that later. I want us to be  
10 civil as possible and be a good citizen and  
11 participate. And make sure you return those devices  
12 before we leave. And so here we have an attendance  
13 slide. When the slide appears and the question is  
14 read, please vote. And so will we ever run out of  
15 questions to respond to? Yes, no or you already  
16 did? Everyone voted? Hello Dean Brayden.

17 DEAN BRAYDEN: Thanks for allowing me the  
18 subtle entrance.

19 CHAIR MCCORMICK: Well, otherwise they  
20 wouldn't have known you were here. All right. So  
21 yes most of you are here. For the minutes from  
22 February 12th, we have one editorial change. I  
23 think Erica Whitaker reminded us that the change or  
24 the comment was made from Mark Whitaker and so other  
25 than that, we have no elections or no editorial

1 changes and so unless other objections are heard  
2 now, the minutes from February 12 will stand  
3 approved as amended under a unanimous consent. So  
4 just a few reminders, and I think I share some of  
5 these with you every meeting but I again, just to  
6 stay consistent our meeting date for April has  
7 changed. Make sure that's on your calendar and that  
8 we will have our meeting on April 23rd.

9 It will still be from 3:00-5:00 but it is going  
10 to be in a different place because we were unable to  
11 schedule this room. And then the May Senate Meeting  
12 is still scheduled for May 7th. Remember that these  
13 changes were necessary in order to get your vote on  
14 the degree list which again is one of your most  
15 important roles and to get that before the Board of  
16 Trustees in a timely manner.

17 One of the things I wanted to share with you was  
18 the office of legal counsel is reorganizing a little  
19 bit and that affects us a little bit as to ways in  
20 which regulation review occurs and so that will be  
21 kind of probably ironed out fairly quickly and on  
22 that we will continue to move forward. The, we're  
23 at the Bloomberg Committee, I'll share just a couple  
24 of remarks here and then I'm sure that Provost  
25 Blackwell will have more to share with you regarding

1 that, but our next meeting which is not this week  
2 but next week, we'll review the comments from the  
3 forums. We'll discuss the action of that report and  
4 how we'll move forward.

5 The spring semester deadlines to receive  
6 curriculum items again, we've already missed one but  
7 the April 15th is yours or still available to you  
8 for course program changes and -- and all that  
9 information is still available. The Chair and  
10 Senate Council have the authority to write a side  
11 Senate rules as long as those records are reported  
12 to you. We have just a few of those. The first is  
13 on March the 9th we approved a change to the  
14 university calendar proposed by the Graduate School  
15 and that really just added some deadlines and then  
16 changed -- removed an unnecessary entry that wasn't  
17 needed and then added another entry for July or  
18 excuse me for June 25th, the deadline to apply for a  
19 late August list.

20 We also changed the university calendar, removed  
21 some references to the pharmacy that were in error  
22 and changed the pharmacy 2018-19 calendar. We also  
23 approved, on behalf of the Senate, a waiver of a  
24 rule change for health science student PM01. So an  
25 oversight that wasn't reported in February was mine

1 that after discussions with the RA6.2 the Senate  
2 Council deliberated on the ramification of a degrees  
3 as function for a non-academic offense. And it was  
4 their sentiment with six in favor and four opposed  
5 that we endorse a policy change that would prevent U  
6 of K from revoking a degree for non-academic  
7 reasons. We've never yet revoked a degree but  
8 should that occur, this is their --

9 So, the next set is for the Blue Ribbon Committee  
10 on Graduate Education. We'll review the comments  
11 from those forums. We'll help draft a charge for  
12 the Blue Ribbon Implementation Team and again the  
13 Provost Blackwell will share a little a bit more  
14 about that with you. So, here's your opportunity to  
15 interact with our new Provost -- Provost Blackwell.

16 PROVOST BLACKWELL: Thank you Katherine.  
17 Thanks, everyone for giving me the time. I guess  
18 I'm still new. I'm waiting to see when the money  
19 moves over. Hopefully not today. Just to  
20 reemphasize, you know, my stance on working with the  
21 University Senate, I'm going to continue to do my  
22 best to collaborate and work actively with the  
23 Senate Chair, with the Senate Council, and try to be  
24 more proactive in general. And again, I'll just  
25 reiterate my remarks from last time about how much

1 respect I have for your work and thanks again for  
2 all that you're doing. The -- Katherine mentioned a  
3 couple of issues about the Graduate, the Blue Ribbon  
4 Panel on Graduate Education. We, you know, of  
5 course received a report from the panel and went  
6 through two open forums. Those were, I think the --  
7 certainly the first one was very well attended. The  
8 second one was also well attended. We had some good  
9 discussion. We, of course, recorded those.

10 We took extensive notes on the comments that were  
11 received and as I understand those will be shared  
12 with the Senate Council for their reaction and next  
13 steps. The other issue is how do we move forward  
14 with implementation? So Katherine and I have met to  
15 discuss the elements of possible charge to a  
16 implementation team. I think our intent is to  
17 polish up a draft of a charge and discuss that with  
18 the Senate Council next week. We've also been  
19 soliciting ideas from Senate Council and others for  
20 membership on a Implementation Committee that will  
21 not, will not be as expansive as the Blue Ribbon  
22 Panel, but a group of maybe six to seven faculty  
23 members representing different constituencies around  
24 the campus to both go through the report as a detail  
25 and develop recommendations and priorities based on

1 the report for implementation.

2 So, we have, hopefully we have the structure of  
3 that committee in place so that after the charge is  
4 approved we can get that committee and they can  
5 begin their work to get that to us with a proposed  
6 implementation plan. We have a goal of getting that  
7 done before graduation. We'll see how that time  
8 table holds up but that is the goal. Next on Dean  
9 searches, we have three searches going on right now.  
10 Engineering; we've had three of four Dean finalists  
11 on campus. The fourth finalist, I believe, comes at  
12 the end of this week and then --

13 TRUSTEE GROSSMAN: Tomorrow.

14 PROVOST BLACKWELL: Tomorrow. Tomorrow? I  
15 don't have my calendar. Yeah, I think -- so if it's  
16 tomorrow then I think later in the week or next  
17 week. Again I don't have my calendar in front of  
18 me. After I've had an opportunity to read all the  
19 online comments, to view each of the forums on my  
20 own and adjust all of that information, go back for  
21 another meeting with the search committee to get  
22 their final input and at that point I will, after  
23 that input I will dwindle down to one or perhaps two  
24 preferred finalists for that position and then have  
25 a discussion with the President about those

1 finalists and then make a decision on who to bring  
2 back to campus for further discussion.

3 So, that search seems to be going along well but  
4 the candidates I've seen so far have been very  
5 strong. Just today we had the first of the Dean  
6 candidates on campus for the University of Kentucky  
7 Libraries. Those candidates will be coming in over  
8 the next couple of weeks and I will follow a similar  
9 process for those, for that search. And then on, I  
10 believe, today it's either Friday or today, the  
11 applications for the Gatton Dean, Gatton College  
12 Dean were released to the search committee for  
13 review.

14 So, I believe the search firm, Search Consultants  
15 are coming in to town tomorrow or Wednesday to meet  
16 with the Search Committee and get, make a first cut  
17 on those applications. So those searches are all  
18 progressing well.

19 A quick review on Enrollment Management. We're  
20 all anxious to know how many new freshman were going  
21 to have next fall and that process is moving along  
22 well. Our applications and our admissions, that  
23 includes our completed applications and our admits  
24 are running slightly ahead of last year.

25 Confirmations are slightly behind but the gap is



1 closing and we continue to see more confirmations  
2 around the different deadlines and in particular in  
3 the merit weekends have been very -- very well  
4 attended and that we've had two of three of the  
5 merit weekends. Those have been very well attended  
6 and that tends to give us a pretty strong prediction  
7 of what the class will look like next fall. You  
8 should also know that the academic Profile of the  
9 admitted students is slightly above, well what it  
10 was last year. It's still too early in the process  
11 to determine how the profile will look at the end  
12 and our out of state versus in state mix is about  
13 the same as last year and underrepresented  
14 minorities is running about the same as last year.  
15 So, this is the yield season so to speak where the  
16 team is working very hard and really trying to shape  
17 a fine class.

18 Finally, on the University Press of Kentucky,  
19 that seems to have been an issue about the budget  
20 that's been getting a lot of press, shall we say,  
21 and, you know, unfortunately because legislature is  
22 in session and, you know, we have to be unified in  
23 our approach to the legislature about the budget,  
24 there's not been much we could say publicly about the  
25 press. But I want to say to you and some of it be

1 in confidence that as Provost, I totally appreciate  
2 the mission of the University Press. I support it  
3 and I tend to find the solution to continue with it.  
4 You should know that its roughly \$670,000.00 of  
5 state appropriation that has been cut. The entire  
6 budget for the press is roughly \$2.7 million. I  
7 mean, they are very close to being, you know,  
8 sustainable on their own.

9 So the plan right now is that the Interim Dean of  
10 Libraries and the Director of the Press charge them  
11 to work together to 1: Make sure that the press is  
12 operating as efficiently as possible. Are we taking  
13 advantage of all, you know, of all available  
14 technology and are we running and efficient  
15 operation? And 2: Are there some ways to enhance  
16 the method? And I gave them until the end of this  
17 month to come back to me with some proposals about  
18 how to make the press run more efficiently and it  
19 can generate more revenue. I'm hopeful that will  
20 close a significant part of the \$672,000.00 gap and  
21 then when that, when I know what that gap, what gap  
22 is left for us to fill my intention is to analyze  
23 the data on how the press is being used by the other  
24 institutions in Kentucky.

25 So you, some of you may not know but the

1 University Press is actually a consortium of all  
2 public universities and many of the public -- many  
3 of the private universities in Kentucky and I  
4 believe a couple of private foundations that utilize  
5 the services of the press and so once I know what  
6 the number is that we need to come up with, I will  
7 devise a plan for approaching Provosts from all of  
8 the other entities to fill that gap.

9 And I don't think it will be a significant amount  
10 of money when it's divided among the fourteen  
11 institutions that are involved. I haven't called  
12 any of the provosts yet so don't let that leak out  
13 because then they'll be holding on to their wallets  
14 when they see my phone number coming across the  
15 screen of their cell phone, but I think this is a  
16 lift if we can -- it will be a challenge for us to  
17 manage but our intent is to manage it.

18 And I'd just like to set that to rest with this  
19 group. And then at the end I had budget issues  
20 there. It turns out that Dr. Monday is not going to  
21 be able to be with us today but at the end of the  
22 agenda, I will fill in for Dr. Monday and discuss  
23 the budget in more detail. Any questions?

24 Comments? Yes, Bob?

25 TRUSTEE GROSSMAN: Bob Grossman, Board of

1 Trustees. How is international enrollment coming?

2 International Enroll --

3 PROVOST BLACKWELL: Yeah, I heard you. I  
4 don't know specifically.

5 MS. TURNER: We had 152 admits last year and  
6 we have 130 this year. It's slightly behind this  
7 year.

8 PROVOST BLACKWELL: Yeah, I knew we were  
9 behind but not a lot.

10 MS. LAWSON: Marilyn Lawson, College of  
11 Medicine. Why is there a P in --

12 PROVOST BLACKWELL: Let me ask Kirstin. I  
13 am not --

14 MS. TURNER: It covers a lot of the  
15 logistics from what I understand of seating and  
16 mounting it and some of the committee control into  
17 the See Blue. It fits into their Sea Blue warning  
18 stations they won't come back to do advisement in  
19 the summer so they are first on the orientation  
20 committee.

21 UNIDENTIFIED SPEAKER: And 50 percent of  
22 it goes on to, goes toward their fall bill so it's  
23 not, it doesn't just go way. It's not just for  
24 orientation. 50 percent of it goes toward their  
25 fall bill.

1           PROVOST BLACKWELL:       Thank you very much.  
2       Oh, sorry, Davey?

3           MR. JONES:   Davey Jones, Toxicology.   I've  
4       seen it in Enrollment Management there was -- Don  
5       Witt asked this question.   Don Witt wore several  
6       hats.   Where have those responsibilities been  
7       distributed now?   He was the Registrar.   He was the  
8       Associate Provost to Enrollment Management.   There  
9       were several hats he wore.   And I've kind of lost  
10      track of where is that now in the current  
11      organization.

12          PROVOST BLACKWELL:    We have a new  
13      Registrar, I know that.   Yes, Kim Taylor is now  
14      serving as Registrar.   We have a Dean of Admissions,  
15      Scott McDonald and in the interim while we wait to  
16      fill the Associate Provost for Enrollment Management  
17      position, the Enrollment Management function since  
18      Dons departure has been overseen by a team from the  
19      main building; Lisa Wilson, Kirstin Turner, Bill  
20      Swinford and Eric Monday and so that's whose been  
21      doing the work in transition.

22          MR. JONES:    Is that entity as a whole or  
23      someone from that entity interacting with the Senate  
24      Admissions Advisory Committee?   It used to be Don  
25      Witt was the person who was Ex Officio on the Senate

1 and Admissions Advisory Committee but so hows that  
2 interim position being handled now?

3 PROVOST BLACKWELL: Kirstin tells me that  
4 Scott McDonald, as the Dean of Admissions is serving  
5 that role. And there is a, currently a broad plan  
6 to fill the Associate Provost for Enrollment  
7 Management position that will be -- theres a few  
8 more conversations I need to have, but we'll be  
9 implementing that probably within a few weeks.

10 CHAIR MCCORMICK: Any other questions?

11 PROVOST BLACKWELL: All right. Thank you.

12 CHAIR MCCORMICK: And I know I would share  
13 with Provost Blackwell our thanks to the Graduate  
14 Education Blue Ribbon Panel because the amazing work  
15 that they do over a year and so if you hadn't had a  
16 chance to read that report please do so and the  
17 recommendations and the ways in which they believe  
18 that we should think about the Graduate Education  
19 experience. So, Jennifer? Jennifer Bird-Pollan is  
20 our Vice Presi -- Vice Chair.

21 MS. BIRD-POLLAN: Hi. I am here in my  
22 capacity as Vice Chair to solicit your nominations  
23 for our Outstanding Senator Award. So, I'll chair a  
24 committee of members of the Senate Council to choose  
25 the winner of this years award but we need your

1 nominations in order to do that. So, we have the  
2 criteria listed up here. I'm not going to read them  
3 out. There's also a handout that reflects this on  
4 the back table that you can take home with you to  
5 review the important criteria for this award.

6 Self-nominations are also encouraged. We don't know  
7 about everything that you've been doing for the  
8 Senate, the university or faculty government so if  
9 you could tell us about that or tell us about your  
10 colleagues who have been doing important work that  
11 would be extremely helpful.

12 So go to the next page. My email address is down  
13 there at the bottom, also on the handout. I'd love  
14 to have your nominations by March 30th so that we  
15 can have a robust pool of candidates for the award.

16 Thank you.

17 CHAIR MCCORMICK: Any questions? I'd like to  
18 invite Al Cross to talk with you a little bit about  
19 Parliamentary procedure and we appreciate Al's work  
20 and his willingness to chair this or fulfill this  
21 opportunity to keep us in line in terms of the  
22 Senate rules as well as the Robert's Rules of Order.  
23 We did receive some comments from some of you  
24 following our last Senate meeting and so I asked Al  
25 and Jennifer to sit with me and we'd talk a little

1 bit about how we might resolve some of the  
2 procedural issues that had been stalling our work on  
3 the Senate floor. Again, thank you to those of you  
4 who made comments and gentle reminders and please  
5 know that Al is here to tell you a strategy that  
6 we'd like to employ.

7 PARLIAMENTARIAN CROSS: At least to start  
8 with, but thank you Katherine. Before I give my  
9 report I want to use the privilege of the microphone  
10 and hope you don't think I'm abusing it by thanking  
11 the Provost for his statements about the University  
12 Press of Kentucky which is an important part of not  
13 just of this institution but the Commonwealth as a  
14 whole and I speak as someone who has never published  
15 with the EPK but hopes to one day. So we really  
16 appreciate what you had to say.

17 In recent weeks some senators have raised issues  
18 regarding procedure at our meetings and as  
19 Parliamentarian, I feel a responsibility to address  
20 those concerns, which I have discussed with the  
21 parties involved. The principle question has been  
22 the role of Committee Chairs who present a committee  
23 recommendation that will become a motion for the  
24 Senate to consider. We have informally allowed  
25 Committee Chairs to act as Chair during Senate



1 presentations since it facilitates answering  
2 questions of fact from you all. However, that does  
3 not follow the procedure specified by Robert's Rules  
4 of Order, and as one senator has pointed out such  
5 discussions have at time migrated into debate which  
6 is more about opinion than about fact.

7 So in the interest in using our limited meeting  
8 time in an efficient and expeditious manner, I  
9 suggest that we continue to allow Committee Chairs  
10 to allow questions of fact, to answer questions of  
11 fact but reserve debate and opinions until after the  
12 motion to adopt the recommendation which the Rules  
13 say should come at the end of the report. This may  
14 be a little hard to enforce but I will accept the  
15 responsibility if the Senate agrees to this course  
16 of action.

17 Now Robert's Rules might make this little  
18 procedurally complex but we can keep it simple.  
19 Roberts says that if a Chair needs to vacate the  
20 Chair, the first Vice President, in our case the  
21 Vice Chair, should preside. While we want the  
22 Committee Chair to effectively have the Chair while  
23 giving a report, I believe that appointment of  
24 anyone else as temporary Chair or presiding officer  
25 must be made only with the agreement of the Senate

1 and in order to do that efficiently I suggest that  
2 the Chair say the following at the start of the  
3 first committee presentation that will lead to a  
4 motion.

5 Without objection, presenters will serve as  
6 acting Chair for purposes of answering questions of  
7 fact only. If there is no objection, the Senate has  
8 thus agreed to this arrangement. If there is an  
9 objection, someone would need to move to suspend the  
10 rules and allow the presenter to act as presiding  
11 officer. That requires two thirds vote. Hopefully  
12 we wont come to that but I think we are bound to  
13 follow Roberts Rules because our own rules are  
14 silent on this point. The Senate Rules and  
15 Elections Committee may need to consider a proposal  
16 of a rule on this point.

17 So following the presentation and the motion of  
18 Chair would resume presiding over the meeting.  
19 Committee Chairs who make a presentation should sit  
20 down because they have no special rights in the  
21 debate that follows unless the Senate agrees to let  
22 them do so for the sake of being expeditious.

23 One way to do that is to allow the colloquy  
24 between the Committee Chair and our member who wants  
25 to ask questions and debate the motion OR to allow

1 that Chair to answer any questions of fact. Again,  
2 either can be done with agreement of the Senate,  
3 without objection but the Chair must get the  
4 agreement of the Senate, at least asking them to  
5 give a Committee Chair special privileges in debate.  
6 Of course all this presumes that the Senate wishes  
7 to adopt it's current practice as policy.

8 That is open to debate here in the Senate Council  
9 or in the SREC and we have a special council  
10 committee to consider such issues. I also feel  
11 obliged to note that if a Chair wishes to express an  
12 opinion on a motion, she should appoint an acting  
13 Chair to preside while she does that. The Vice  
14 Chair would be the person according to the rules.  
15 My view is that such expressions of opinion by the  
16 Chair should not be made from the lectern or the  
17 microphone but from the side of the room herein the  
18 senators and lesson the appearance of a court.

19 Finally we need to keep in mind that Roberts Rules  
20 say the Chair has the duty To assist and expedite  
21 the business in every way compatible with the rights  
22 of the members. I consider that to be a primary  
23 duty of the Parliamentarian and I hope you consider  
24 that to be part of your duties too. Any questions?  
25 Thank you very much.

1           CHAIR MCCORMICK: I had the pleasure of  
2 traveling last week to India to a small community in  
3 India with a number of students from the Behavior  
4 College in Health Science, Agriculture and Medicine  
5 so if I am all right, due to a mechanical failure in  
6 Paris on ground, on the ground late last night. And  
7 so if for some reason I don't get these completely  
8 right please give me a little margin of error on  
9 that. All right. So what we'll do then is when  
10 Margaret and Herman come forward, I'll say to you  
11 Without objection, presenters will serve as the  
12 acting Chair for purposes of answering questions of  
13 fact only. You'll ask questions regarding fact.  
14 They'll answer them. I'll stand at the side and  
15 when the motion is made, I'll resume the authority  
16 of the Chairmanship, person-ship and you'll ask or  
17 well debate if there are other debate.

18           We tried this once at Senate Council where we  
19 typically have a lot of debate following the  
20 questions of fact but again, this is the way we'll  
21 try to move forward and hopefully it won't be  
22 cumbersome and if it is please send me your  
23 comments. Again, we want to make this an efficient  
24 process. We believe strongly that the work of the  
25 Senate is important and we want to make sure that we

1 spend our time and use these two hours really doing  
2 the work of the Senate. Yes?

3 TRUSTEE GROSSMAN: Bob Grossman, Trustee.  
4 I'm a little bit confused about the statement that  
5 once the motion is put on the floor because  
6 traditionally the motion is put up on the screen and  
7 then theres discussion on the presentation and  
8 discussion on it while it's already on the screen.  
9 So, will we -- how will the mech -- what will be the  
10 mechanism of actually putting it on the floor for  
11 debate?

12 PARLIAMENTARIAN CROSS: Once the report is  
13 completed, that's the motion. The screen doesn't  
14 really matter. It's what's --

15 TRUSTEE GROSSMAN: So once the -- say I've  
16 completed my report then it's automatically on the  
17 floor at that time?

18 PARLIAMENTARIAN CROSS: Yeah, and typically we  
19 want to say I move to approval.

20 TRUSTEE GROSSMAN: Who does that?

21 PARLIAMENTARIAN CROSS: The presenter on  
22 behalf of the committee.

23 TRUSTEE GROSSMAN: Okay. Thank you.

24 CHAIR MCCORMICK: Margaret?

25 MS. SCHROEDER: Yeah, I was just going to say

1 what we had talked about was after I finished the  
2 report or whoever was presenting finished their  
3 report, at the close of the report the motion is  
4 read and then you review.

5 TRUSTEE GROSSMAN: And accept.

6 MS. SCHROEDER: The motion is from the  
7 committee.

8 TRUSTEE GROSSMAN: Thank you.

9 CHAIR MCCORMICK: So, Lee is absent today.  
10 She had a conference. So, we'll have a solo trustee  
11 report today.

12 TRUSTEE GROSSMAN: I will try to live up to  
13 these high standards. Hello! We had a Board  
14 Meeting not too long ago and there wasn't too much  
15 in the academic arena that was discussed at that  
16 meeting but I did want to alert you to some changes  
17 around campus that will affect us or have already  
18 affected us.

19 You might have read in the newspaper about the  
20 land swap that is planned between the university and  
21 the city in which we give the university land up  
22 near the interstate on what is currently a farm, the  
23 university farm and the city will use that for  
24 economic development to recruit new business, new  
25 businesses especially manufacturers. In return for

1 the city giving us a lot of the roads around campus  
2 and most importantly Bruce Street and Woodland  
3 Avenue which are currently city roads that go  
4 through our campus and we have no control over them.

5 In fact until a few months ago it looked like the  
6 city was going to force us to reopen Rose Street  
7 even though there's a huge amount of pedestrian  
8 across that road, but Rose Street is part of the  
9 plan to be given to the university. And so we will  
10 be able to keep Rose Street closed permanently. Of  
11 course, it is still partly open for handicap parking  
12 and certain kinds of parking spaces and so there may  
13 be some modifications to exactly how Rose Street is  
14 opened but it will be largely closed like it is now.

15 So that's one big change. And then another --  
16 oh, that process by the way, that land exchange, if  
17 I am correct, has not been completed yet. It's been  
18 proposed. It's been agreed to in principle but I  
19 think there's a lot of bureaucratic stuff that needs  
20 to be happened.

21 UNIDENTIFIED SPEAKER: I think the trustees  
22 approved but the City Council hasn't.

23 TRUSTEE GROSSMAN: The City Council needs to  
24 approve it. I think the Mayor has negotiated it and  
25 is in favor of it but the City Council still has to

1 approve it. The other thing is the, there's been a  
2 series of land acquisitions and swaps on Jersey  
3 Street where there used to be the University Parking  
4 Lot and the corner of Virginia and Limestone, on  
5 the, I guess its the Northwest corner there across  
6 Virginia from BBSRB2 and then the Fazoli's/Kennedys  
7 lot at the corner of Lime and Winslow/Avenue  
8 Champions. So what's happening there is we owned  
9 the Jersey Street parking lot.

10 We were originally planning to put up a mixed use  
11 development there which would include parking. We  
12 would have some -- we then had the opportunity to  
13 purchase the property at the corner of Limestone and  
14 Virginia and we were told it was really, really  
15 important that we acquire that because it's a  
16 gateway to campus, but then Kennedys announced that  
17 it was closing and the Fazolis I think was already  
18 closed and so the university wanted to acquire that  
19 property because its even closer to the heart of  
20 campus but someone else had already negotiated to  
21 acquire that property.

22 So, we arranged for a swap where we gave them  
23 the Jersey Street lot and we bought the corner of  
24 Limestone and Virginia that we were told is so  
25 important to the university's future and then we



1 acquired the Kennedys and Fazolis lot which we are  
2 now told is even more important to the university's  
3 future. So, there's been some fencing put up.

4 If you ever go by there, there's some fencing put  
5 up around the property at the corner of Winslow and  
6 Lime and currently there are -- no decisions have  
7 been made about how to use that property. I mean, a  
8 lot of ideas have been bounced around. Additional  
9 parking is one, of course, that's always being  
10 bounced around. Possibly an academic building could  
11 be put up there. If you have any ideas, if you'd  
12 like a skate park or an outdoor movie theater or  
13 whatever, anything like that, please send your  
14 suggestions to Dave. Not to me.

15 MR. JONES: I would replace the skate park  
16 with President Patterson's statue.

17 TRUSTEE GROSSMAN: Oh, yeah. So mining and  
18 minerals steps there -- skate park there. But  
19 anyway if you have any ideas or suggestions about  
20 what we might do. From what I understand all the  
21 decisions about the property would be postponed  
22 until after the university's budget is set this year  
23 by the legislature because one of the big questions  
24 is how much of the authority will the legislature  
25 give us and that will determine then what we can do

1 with that property. Yes?

2 MS. BLACKMUN-VISONA: Monica Blackmun-Visona,  
3 College of Fine Arts. My colleagues and the school  
4 of art visual studies are concerned about who will  
5 buy that lot which is -- or that property which is  
6 upper which its our understanding that that is  
7 currently a state road and not a city road.

8 TRUSTEE GROSSMAN: I've heard it's a state  
9 road.

10 MS. BLACKMUN-VISONA: And it's extremely  
11 dangerous for students to cross that at the moment.  
12 You may note there was a fatality there last year.  
13 Do you -- are there any plans to make that a little  
14 bit more, I guess --

15 TRUSTEE GROSSMAN: I do not know that there  
16 are such plans. I know if you have specific -- what  
17 would be great is if you contacted, I guess  
18 transportation or -- I'll talk to David Blackwell is  
19 right here. He'll find out who -- I usually call  
20 Eric Monday on such issues and then he knows who to  
21 give it to, but that's a concern. That's certainly  
22 something that should be brought to their attention  
23 and then as plans are made for that part of campus  
24 that can be -- that aspect of it can certainly be  
25 considered. Yeah.

1           MR. JONES:    David Jones, Toxicology.  At the  
2 last Board Meeting, watching in real time when the  
3 information was released, it seemed like Bill Thro  
4 and some others were talking to the Board about what  
5 does academic freedom mean at the university.  Was  
6 there any policy around that or what was that about?

7           TRUSTEE GROSSMAN:  I don't think there was  
8 discussion of Academic Freedom.  There was  
9 discussion of free speech.

10          MR. JONES:    Yes, that's what I mean.

11          TRUSTEE GROSSMAN:  Right.  So, a few days  
12 before the Board Meeting there was a campus forum on  
13 free speech versus hate speech over in the Jacob  
14 Science Building and it was very well attended and  
15 there was a very, I thought, was a really valuable  
16 discussion between some various administrators.  It  
17 was Bill Thro was there and so was Sonja Feist-Price  
18 was there and --

19          UNIDENTIFIED SPEAKER:  Cathy Kern?

20          TRUSTEE GROSSMAN:  Cathy Kern and then --

21          UNIDENTIFIED SPEAKER:  -- Dean of Students?

22          UNIDENTIFIED SPEAKER:  Nick Kehrwald.

23          TRUSTEE GROSSMAN:  Nick Kehrwald.  Thank  
24 you.  That's whose name I was trying to come up  
25 with.  Nick Kehrwald and then there was also some

1 students. What I found so interesting about it was  
2 there seemed to be a bit of a disconnect. The  
3 students were talking about hate speeches directed  
4 to them when they're not in class, when they're  
5 walking down the street, when they're walking across  
6 campus, things like that. Whereas the  
7 administrators were mostly wanting to talk about  
8 free speech in the classroom.

9 So there's a bit of this going on but the bottom  
10 line is the university is a government institution  
11 as such it must abide by what the Supreme Court has  
12 ruled the government can and cant do and that  
13 includes almost any restrictions on free speech. I  
14 mean there are, I mean, you've heard you cant yell  
15 fire in a crowded movie theater and so there are  
16 restrictions on free speech but they are very --  
17 very limited and Supreme Court has also decided that  
18 hate speech is protected is under the First  
19 Amendment.

20 Other countries have gone different routes with  
21 that, but our country, where we live it's, you know,  
22 it has to be allowed, but nevertheless there are  
23 things that the university has done to, in recent  
24 years, help support students who have faced ethnic  
25 slurs and other kinds of slurs being directed as

1 they walk across campus and even though the  
2 university cant prohibit someone from yelling the N  
3 word at someone, it can bring that person in and  
4 give them a good talking to essentially and say do  
5 you really want this to be how people perceive you  
6 when you go out looking for jobs or making your  
7 life. So, that was the discussion and then there was  
8 a little bit more of that kind of discussion at the  
9 Board Meeting. Thanks for asking that.

10 MR. MILLER: Chris Miller, Arts and Sciences.  
11 Going back to the land swap discussion for a second.

12 In the land swap discussion, did they print out  
13 what the plans are for Avenue --

14 TRUSTEE GROSSMAN: Yeah, I don't know. I  
15 doubt there are any plans at all honestly. But you  
16 are aware of the Scott Street extension that's still  
17 being planned, you know, now that the -- I forget  
18 the name of the route -- Pine Street has been  
19 expanded and now meets up with Broadway and there's  
20 further plans to punch through there and make it  
21 reach all the way to Limestone and I think with that  
22 everything, you know, everything is going to change.  
23 I think any plans we may have now are going to have  
24 to be made in the context of that Scott Street  
25 Extension. Okay. Thank you very much.

1           CHAIR MCCORMICK: So as you know most of our  
2 spring meetings are really around academic issues. I  
3 know that Margaret and Herman are prob -- you know,  
4 have their plates full regarding bringing items to  
5 you but if you're interested in more information it  
6 might be that we could persuade Jennifer as our next  
7 Senate Council Chair to put on our agenda for the  
8 fall, a discussion about issues around parking and  
9 the ways in which the landscape on campus or the  
10 campus landscape is changing. Would that be helpful  
11 Senator?

12           MR. MILLER: Yes, thank you.

13           CHAIR MCCORMICK: Because I think that we  
14 certainly are interested in that. You know, always  
15 when you interview new faculty what's the first  
16 question they want to know or the second question  
17 after how much you'll pay me is, where do I park?  
18 So you know we'll work on that. So I'm going to  
19 invite Margaret Schroeder to the podium and I'm  
20 going to read this from Al's presentation. Without  
21 objection, this presenter will serve as acting Chair  
22 for purposes of answering your questions of fact  
23 only.

24           MS. SCHROEDER: So this is a report for the  
25 establishment of a new BA in US Culture and Business

1 Practices. This is an Interdisciplinary Degree  
2 Program between the College of Arts and Sciences and  
3 the Gatton College of Business and Economics. The  
4 Home Educational Unit would be the College of Arts  
5 and Sciences. The degree program will allow  
6 students to complete an interdisciplinary program of  
7 study that draws together arts training and history,  
8 politics, arts and culture of the United States with  
9 significant training in business.

10 The proposed course work will be split between  
11 classes in the College of Arts and Sciences,  
12 Humanities and Social Sciences Departments and  
13 classes in the Gatton College of Business and  
14 Economics. Through the program coursework students  
15 will enhance critical thinking and writing skills,  
16 develop communication and other soft skills and  
17 learn problem solving strategies while integrating  
18 key aspects of the Business degree including  
19 management, marketing, finance and economics. This  
20 is an innovative and collaborative  
21 cross-disciplinary program that is not available at  
22 U of K benchmark institutions but this type of  
23 degree is rising in popularity across the United  
24 States. They expect to start with around thirty  
25 majors the first year and over the next four years

1 rising to an average of ninety majors each year  
2 thereafter. Are there any questions about the  
3 proposal?

4 The recommendation from the committee is that  
5 the university Senate approve for submission to the  
6 Board of Trustees the establishment of a new BA  
7 degree US Culture and Business Practices an  
8 interdisciplinary degree program between the College  
9 of Arts and Sciences and Gatton College of Business  
10 and Economics. The home educational unit will be  
11 the College of Arts and Sciences.

12 MS. MCCORMICK: Thank you. Any questions?  
13 Issues to debate? This motion comes from our  
14 committee. It needs no second. I'll ask you to  
15 vote. The motion in abbreviated form is to approve a  
16 new BA in US Culture and Business Practices an  
17 interdisciplinary degree program between the College  
18 of Arts and Sciences and the Gatton College of  
19 Business and Economics. The home-educational unit  
20 will be the College of Arts and Sciences. Voting?  
21 The BA is in favor. Margaret?

22 MS. SCHROEDER: Okay. This is a longer  
23 report. Sorry. Okay. So SAPC, two years ago was  
24 asked to do those three things; craft a definition  
25 for professional degrees; describe what should be



1 included in a proposal for professional degrees and  
2 then make the appropriate SR, Senate Rules changes  
3 towards that. So, after a lot of work and three  
4 committee iterations of SAPC and lots and lots of  
5 extra meetings with lots of fun people we have a  
6 result. So, we decided as a committee to adopt a  
7 modified version of the CPE definition of  
8 professional degrees and they are found bulleted on  
9 the first page there.

10 Please note that CPEs professional Masters  
11 Degree, they call a Professional Science Masters  
12 Degree. The committees and the people we met with  
13 felt like this was limiting to the university of our  
14 scope and size and to our mission so we stripped  
15 Science from the definition and broadened it to make  
16 sure it would capture all possible majors in  
17 colleges within the university if they were  
18 interested in pursuing a Professional Masters  
19 Degree.

20 For the second portion, we recommend creating  
21 some sort of checklist that would highlight some of  
22 the key features that are necessary for a  
23 professional degree. The idea is that when programs  
24 move to curricula, which is hopefully soon, that  
25 this would be an addendum paper that you would be

1 able to answer these questions and upload them into  
2 curricula. And then the third and final item was  
3 the proposal of the Senate Rules modifications. We  
4 worked closely with the Senate Rules and Elections  
5 Committee on these changes and it allowed us to also  
6 update some language regarding professional colleges  
7 because that was outdated as well. So all of those  
8 are included - that -- hopefully you've reviewed  
9 over them. Are there questions? Okay. So the  
10 motion from the committee is that the University  
11 Senate approve the SAPCs three proposed  
12 recommendations for professional degree programs.

13 MS. MCCORMICK: So you see the motion. It  
14 requires no second. The University Senate should  
15 approve -- or the motion is to approve the SAPCs  
16 three proposed recommendations for professional  
17 degree programs. There's that motion restated in  
18 abbreviated fashion. The motion passes.

19 MS. SCHROEDER: This committee report pertains  
20 to the graduate certificate proposed in the  
21 Department of Educational Leadership Studies in the  
22 College of Education. The graduate certificate is  
23 titled Leadership for Deeper Learning. So the  
24 graduate certificate and Deeper Learning examines  
25 the systematic changes to teaching and learning

1 within k-12 schools. The demand for the graduate  
2 certificate and Leadership for Deeper Learning stems  
3 from a variety of factors both local to Kentucky and  
4 global in nature. Let's see. There's a lot in this  
5 one. The courses within the certificate focus on  
6 inquiry learning, project based learning,  
7 performance assessments, competency learning models  
8 and a variety of other components of systems of  
9 teaching and learning that provide deeper more  
10 equitable learning opportunities for students in  
11 educational organizations.

12 This program anticipates a beginning population  
13 of 20 new students in the first year and then 10 new  
14 students each year thereafter. It is a non-credit  
15 hour graduate certificate offered completely online.  
16 Are there questions? Yes.

17 MS. VISONA: This may have been addressed  
18 actually in the PDF, but --

19 MS. BROTHERS: Name please?

20 MS. VISONA: I'm sorry. Monica Visona,  
21 College of Fine Arts. Does this allow teachers to  
22 receive credit while approval as to say the  
23 additional professional credits they get from a  
24 Masters?

25 MS. SCHROEDER: Yes, they would be -- this

1 would be part of the credits that they could put  
2 towards a rank change at the state level.

3 MS. VISONA: Thank you.

4 MS. SCHROEDER: Any other questions? Okay.  
5 the recommendation for the committee is that the  
6 University Senate approve the establishment of a new  
7 Graduate Certificate Leadership for Deeper Learning  
8 in the Department of Educational Leadership Studies  
9 within the College of Education.

10 CHAIR MCCORMICK: You've heard the motion  
11 from the committee. It requires a backup. No  
12 debate? No discussion? So, you may vote. The  
13 motion passes.

14 MS. SCHROEDER: This committee report pertains  
15 to the Graduate Certificate in Instructional  
16 Coaching from the Department of Educational  
17 Leadership Studies within the College of Education.  
18 The Graduate Certificate Instructional Coaching  
19 prepares veteran educators to lead job embedded  
20 professional development efforts in P12 schools.  
21 The demand for the Graduate Certificate in  
22 Instructional Coaching emerges from local and local  
23 demands.

24 The required and elective courses provide  
25 leadership development focus on facilitating teacher

1 teams, coaching novice and veteran teachers, solving  
2 problems creatively and supporting its option of  
3 innovative and renewal initiatives. The certificate  
4 is one of -- oh, I don't need to read that. Sorry.  
5 This program anticipates a beginning population of  
6 20 new students the first year and then 10 new  
7 students each year thereafter. I want to clarify  
8 that instructional coaching is a common term in K12  
9 education and is distinctly different from sports  
10 coaching so there's no overlap with our other  
11 colleges. Questions? Okay. The motion from the  
12 committee is that this is a recommendation that the  
13 University Senate approve the Graduate Certificate  
14 in Instructional Coaching in the Department of  
15 Educational Leadership Studies within the College of  
16 Education.

17 CHAIR MCCORMICK: You've heard the  
18 recommendation from the committee as a motion to  
19 you. Is there debate? You are free to vote on this  
20 motion. The motion passes.

21 MS. SCHROEDER: This report from the  
22 committee is around the Graduate Certificate of  
23 Professional and Technical Writing. In the  
24 Department of Writing Rhetoric and Digital Studies  
25 within the College of Arts and Sciences. The

1 Graduate Certificate in Professional and Technical  
2 Writing proposes a one year, nine credit hour  
3 program all online offering advanced study in the  
4 core areas of professional and technical writing.  
5 The mission of this certificate is to develop  
6 professional competency with a professional and  
7 technical writing, documentation and report writing,  
8 visual argument, presentation software, manuals and  
9 handbooks, case studies and related genres.

10 Although open to all eligible students this  
11 certificate will target active service military  
12 personnel who are required to engage in writing on a  
13 daily basis. The program anticipates a beginning  
14 enrollment of 20 students and 10 students per year  
15 thereafter.

16 SAPC recommended not supporting this program  
17 based on the academic merit of the proposal; however  
18 when it was presented to Senate Council and when  
19 Senate Council consulted with the proposers, Senate  
20 Council felt that there was merit for academic  
21 excellence of this certificate. Questions?

22 MR. CARLSON: Public Health. Can you  
23 explain why this committee would not want to approve  
24 it.

25 MS. SCHROEDER: It wasn't that we didn't want

1 to. When you -- when we review programs we ask for  
2 benchmarking as well and in examining the  
3 benchmarking of the other universities the committee  
4 noticed that the credit hours ranged from 12 on up  
5 for comparable programs and so that was one of the  
6 bases that the committee felt like we had ask for a  
7 rationale on why keeping it at 9 credit hours and  
8 that wasn't provided.

9 However, at Senate Council, one member of Senate  
10 Council noted that the difference in credit hours  
11 for example was in elective courses so some of the  
12 benchmark programs had elective courses whereas this  
13 program did not. It has nine core elec -- or nine  
14 core hours.

15 MS. VISONA: Monica Visona, College of Fine  
16 Arts. Is this particular Graduate Certificate part  
17 of a larger package that the College of Arts and  
18 Sciences is delivering to specific military  
19 personnel? I know that we have had -- there has  
20 been some discussion of similar kinds of major  
21 crises?

22 MS. SCHROEDER: I cannot answer that but if  
23 Jeff is in the room. Oh, Rich is here.

24 MR. SCHEIN: Yeah, whose idea, writing --  
25 sorry, Rich Schein, Arts and Science of Deans

1 Office. I'm actually here because I wrote the  
2 American -- US Business Proposal. I think the  
3 answer is no, not that I'm aware of.

4 MS. VISONA: Because that might make the  
5 difference in terms of its total credit hours if  
6 it's already embedded in a larger program perhaps  
7 that those short credit hour is addressed elsewhere  
8 in the curriculum.

9 MS. SCHROEDER: We asked a similar question in  
10 SAPC and did not receive an answer.

11 MR. CARLSON: Can I challenge that again? In  
12 response to that? So I'm not entirely sure what the  
13 objection was. I was in the room for the debate and  
14 talked to Jeff Rice who was the Chair of WIT, who  
15 moved this proposal forward. I think there was some  
16 discrepancy on the benchmarks as Monica indicated.  
17 It was one benchmark found that had nine credit  
18 hours but it was down to the fact that our rules  
19 allow nine credits which contributed to the  
20 confusion as to why it needs to be objected to on  
21 grounds other than rules that we made up ourselves.

22 MS. SCHROEDER: Carmen, did you have a --

23 UNIDENTIFIED SPEAKER: This point of order  
24 -- what do you mean often closed in debate? This is  
25 not --



1           PARLIAMENTARIAN CROSS:    I'll blow the whistle  
2 if I feel it's necessary.

3           MS. SCHROEDER:    Are there any other  
4 questions of fact? All right. The recommendation  
5 from Senate Council is that the University Senate  
6 approve based on its -- or approve the establishment  
7 of a new Graduate Certificate Professional and  
8 Technical Writing in the Department of Writing  
9 Rhetoric and Digital Studies within the College of  
10 Arts and Sciences.

11          CHAIR MCCORMICK:    You've heard the motion  
12 from the Senate Council. Any debate?

13          MS. WOOD:    Connie Wood, College of Arts and  
14 Sciences. I would like to see to the question  
15 whether or not other content areas need to be  
16 addressed within the certificate. Within the  
17 discussion, in Senate Council it was made that there  
18 was concern by the Committee that had reviewed this  
19 that it was only nine hours, however there was no  
20 discussion of any content that was relevant but was  
21 missing. And therefore just going on a per hour  
22 basis, there were nine content hours at the 700  
23 level that will cure writing required directive  
24 courses as there was no mention of anything  
25 content-wise that was missing from this curriculum.

1 And the other -- in comparison with the other  
2 programs, what was missing were electives in other  
3 areas which would make the difference between nine  
4 and twelve.

5 CHAIR MCCORMICK: Any other comments for or  
6 against the proposal? Hearing none the motion is  
7 that the University Senate approve the establishment  
8 of a new Graduate Certificate Professional and  
9 Technical Writing in the Department of Writing  
10 Rhetoric and Digital Studies within the College of  
11 Arts and Sciences. The motion passes. Thank you  
12 Margaret.

13 So I'm going to invite Herman Farrell to the  
14 podium and again without objection this presenter  
15 will serve as acting Chair for purposes of answering  
16 questions of fact only. Our parliamentarian will  
17 tell us if we have moved or deviated from that.  
18 Thanks.

19 MR. FARRELL: I would like to request if we  
20 could just skip the order and begin with the second,  
21 with mechanical engineering first. There's a reason  
22 for it just because it will be simpler to cover  
23 that. Is that?

24 MS. SCHROEDER: Any objections?

25 MS. BROTHERS: Which one did you want to

1 start with?

2 MR. FARRELL: Just mechanical engineering.  
3 The reason why I've made this change is because  
4 we've got a couple of proposals coming to us from  
5 the College of Engineering and they involve civilian  
6 matters and I thought I'd take care of the one that  
7 involves an isolated issue even though mechanical  
8 engineering would be included in the third proposal  
9 that I'm bringing before you that involves eight  
10 total proposals put together plus fashion.

11 So this proposal, let's just begin simple. This  
12 comes to us from the College of Engineering and it  
13 involves a change in Mechanical Engineering program  
14 and it involves a decrease in the total number of  
15 credit hours from 130 to 127 and this is in  
16 compliance with the CPE mandate. CPE amended its  
17 credit hours to 120 hours but because this is a STEM  
18 discipline they allow them to go up to 128.

19 And so the change here, and you'll see the change  
20 in the next proposal as well, involves in  
21 eliminating three credit hours which are for  
22 supportive electives and those supportive electives  
23 were provided initially by a mechanical engineering  
24 program as a way of broadening the horizons of the  
25 mechanical engineers and so in order to comply with

1 the CPE mandate that reduces down the curriculum  
2 requirements but still encouraging students to take  
3 those electives.

4 MR. JONES: The acronym CPA?

5 MS. BROTHERS: Name please?

6 MR. JONES: Davey Jones, Toxicology.

7 MR. FERRELL: CPE, sorry. So this is a  
8 motion from the committee that the Senate approve  
9 the proposal from the college of Engineering  
10 involving a change in the BSME Mechanical  
11 Engineering Program.

12 CHAIR MCCORMICK: Thank you. You've heard  
13 the motion from the committee. Do you have any  
14 questions or debate? Hearing none, you are free to  
15 vote. The motion passes.

16 MR. FERRELL: So can we go back now to the  
17 first proposal.

18 MS. BROTHERS: Yes.

19 MR. FERRELL: Civil Engineering. So this is  
20 a proposed change to the BSCIE Civil Engineering  
21 Program and this change involves similarly a  
22 decrease in the total number of credit hours from  
23 131 to 128 and also a change in the program specific  
24 admissions procedures as well as the adoption of the  
25 changes in the Engineering Standard of Admissions

1 that come in this proposal but also in the eight  
2 omni-bust proposals that were filed to review.

3 So, with regard to this, the latter part of it,  
4 the changes to the Engineering Standing, let me just  
5 go through this a bit. So the Engineering Standards  
6 of Admissions is being changed from a pre-major to  
7 major and a policy -- there's a policy change from  
8 the entire college in order to streamline all the  
9 different programs within the college. It involves  
10 GPA calculation, the overall GPA requirement for  
11 undergraduate engineering programs.

12 So in this case we are looking at Civil  
13 Engineering and the next proposal we'll be looking  
14 at the eight other programs as well. I just want to  
15 note that the undergraduate council did send to us a  
16 question and a concern about the changes in a two  
17 page memo that they addressed to the SAASC.

18 Whenever they raised a variety of issues  
19 concerning the four and six year graduation  
20 percentages for engineering students, communication  
21 of a length of study to encumber students and the  
22 path forward for those students who were retained in  
23 the college for the second fall term. Dr. Anderson,  
24 who had put the package together, as well as this  
25 part of the civil engineering proposal, basically

1 provided reasonable responses to these concerns  
2 notably, she noted that the graduation rate had  
3 actually increased in the second year, in like a  
4 2015 cohort she noted that there was advising that  
5 was going all throughout the students experience  
6 where they kind of monitor where students were and  
7 there was actually also a note that many of these  
8 students could retake the engineering courses if  
9 they needed to.

10 The SAAC took this request coming to us from  
11 undergraduate council quite seriously and we wanted  
12 to review it. We felt like we vetted it carefully  
13 with regard to this proposal but we took note of it  
14 and I took note of it as Chair that this may be an  
15 issue going forward. Questions about transparency,  
16 making it clear to the students what the  
17 requirements are going to be, how long their degree  
18 program will take, all these things are concerns to  
19 us and well be looking at that in the future on sort  
20 of a university-wide basis, but we felt that the  
21 questions that were raised with regard to this  
22 particular program, Civil Engineering, and as well  
23 see with the eight other proposals, that those  
24 responses were adequately sufficient and we didn't  
25 have any concerns.

1           So the motion from the committee is that the  
2 Senate approve the proposal from the College of  
3 Engineering involving a change in the BSCIE Civil  
4 Engineering Program. Are there any questions of  
5 fact?

6           CHAIR MCCORMICK: You've heard the motion  
7 from the committee. Are there any questions?  
8 Here's the abbreviated motion: You're asked to  
9 approve the proposal from the College of Engineering  
10 for a change in the BSCIE Civil Engineering Program.  
11 The motion passes.

12           MR. FERRELL: So this is also from the  
13 College of Engineering. You'll see that it involves  
14 the Engineering Standing Admissions Changes. This  
15 also includes the -- in Chemical engineering since  
16 it wasn't included in the last section. In the last  
17 proposal, that was just a change with regard to the  
18 number of courses for the degree but this now is  
19 wrapped into this, what we consider an omnibus  
20 proposal coming to us from College of Engineering  
21 involving Bio-systems Engineering, Chemical  
22 Engineering, Computer Engineering, Computer Science,  
23 Electrical Engineering, Materials Engineering,  
24 Mechanical Engineering, and Mining Engineering.

25           And basically it's the same thing that you just

1 voted on with regard to the changes on the Admission  
2 Standards for the Engineering Standing. So this is  
3 a motion from the committee that the Senate approve  
4 the eight proposals from the College of Engineering  
5 involving changes to the Engineering Standing  
6 Admission from pre-major to major policy for the  
7 entire College and specific changes to the course  
8 requirements, GPA calculation, and the overall GPA  
9 requirements for the eight undergraduate programs.

10 Are there any questions?

11 CHAIR MCCORMICK: You've heard the motion from  
12 the committee. Are there any questions for or  
13 against? Hearing none, feel free to vote to approve  
14 the eight proposals from the College of Engineering  
15 involving changes to the Engineering Standing  
16 Admission. The motion passes.

17 MR. FERRELL: So this proposal comes to us  
18 from the College of Social Work. It involves  
19 changes to the Master of Social Work involving the  
20 eliminations of two concentrations; Community and  
21 Social Development and Clinical Social Work and the  
22 creation of a new concentration Advanced General  
23 Social Work. Essentially this is a transformation  
24 of the program from two concentrations to one and  
25 this will allow students to have more flexibility to



1 receive training in their chosen areas of  
2 specialization and level of practice. Are there any  
3 questions about the proposal? Sorry, let's go back.  
4 The motion from the committee is that the Senate  
5 approve the proposal from the College of Social Work  
6 involving changes to the Master of Social Work. Any  
7 questions?

8 CHAIR MCCORMICK: You've heard the motion from  
9 the committee. Any questions or debates, issues of  
10 debate? Comments for him? Going? Gone. Here's  
11 the motion in an abbreviated form: You've heard the  
12 proposal from the College of Social Work involving  
13 changes to the Master of Social Work. The motion  
14 passes.

15 MR. FERRELL: So this proposal comes to us  
16 from the College of Health Sciences, the Department  
17 of Rehabilitation involves changes, involving  
18 changes to the Master of Science in Athletic  
19 Training which includes changes in degree  
20 requirements, minor course changes, new courses and  
21 changes in admission requirements and prerequisites  
22 for the proposed modified degree.

23 So, this essentially involves a degree  
24 modification from a Post-Professional Masters Degree  
25 to a Professionals Master Degree that expands

1 required courses from 42 to 76 credits. The issue  
2 of the expansion of those number of credits did come  
3 up within the committee. One of our members  
4 expressed concern regarding summer courses that are  
5 included in the extra package 2 year program. We  
6 had some concerns about financial aid.

7 The questions were responded adequately, we felt,  
8 by both people who came before us and we voted  
9 unanimously in favor of this proposal. So the  
10 motion is from the committee that the Senate approve  
11 the proposal from the College of Health Sciences,  
12 Department of Rehabilitation involving changes to  
13 the Master of Science in Athletic Training. Are  
14 there any questions?

15 CHAIR MCCORMICK: You've heard the motion from  
16 the committee. Are there any comments? Questions?  
17 You're free to vote to approve the proposal from the  
18 College of Health Sciences, Department of  
19 Rehabilitation involving changes to the Masters of  
20 Science in Athletic Training. And that motion  
21 passes.

22 MR. FERRELL: Last but not least, and my  
23 favorite. My favorite because I learned a new word.  
24 So, this comes to us from the College of Medicine  
25 involving a change in the MS, Medical Sciences

1 Program. The change involves the formal recognition  
2 of the Clinical and Translational Science  
3 concentration coming from the Art side of the world,  
4 translation of Science is new to me. So as noted in  
5 the proposal, the CTS concentration seeks to provide  
6 rigorous research training to students pursuing  
7 research that involves the translation of basic  
8 science into clinical applications, testing of  
9 clinical interventions in human subjects and efforts  
10 to move clinical innovations into routine medical  
11 practice.

12 Typically the CTS students have already  
13 completed a formal and professional degree either an  
14 MD, DMD or a PhD, but it was brought before us by  
15 Dr. Kellum. He's factored essential elements of a  
16 proposal and they involve a waiver of two basic  
17 science courses for students who have already  
18 completed equivalent coursework in their basic  
19 bio-med sciences training.

20 The required completion of three courses that  
21 teach students the core research methodologies of  
22 research science, team science and grant writing  
23 skills and fundamentals in biostatistics and the  
24 required completion of a course that addresses  
25 ethical issues in conducting CTS research with human

1 subjects and it requires completion of a seminar on  
2 clinical and translational science. And it came  
3 before the committee and it was quickly reviewed and  
4 they voted nine in favor, none opposed.

5 So the motion from the committee is that the  
6 Senate approve the proposal from the College of  
7 Medicine involving a change in the MS Medical  
8 Sciences program. Are there any questions? You've  
9 learned about translational science?

10 CHAIR MCCORMICK: You've heard the motion from  
11 the committee. Any other questions or comments? All  
12 right. Hearing none, you're free to vote. The  
13 committee has asked us to proposal from the College  
14 of Medicine involving a change in the MS Medical  
15 Sciences program. That passes.

16 May I have -- Ben Childress is going to come and  
17 talk with you about a proposal that was actually  
18 discussed on the floor of the Senate, I think at the  
19 beginning of the year when we had some time for  
20 items from the floor and so Ben has been working on  
21 this. It's a little iffy on the overhead but were  
22 discussing the an idea for a fall break. This is  
23 important enough that were going to do it twice.  
24 So, were going to have a first reading today for  
25 discussion only. Ben, I know, will appreciate your

1 feedback and then a second reading for your vote.  
2 So without objection, this presenter will serve as  
3 acting Chair for purposes of answering questions of  
4 fact.

5 MR. CHILDRESS: Thank you so much Dr.  
6 McCormick and hello everybody. Like she already  
7 said my name is Ben Childress and I currently serve  
8 I guess now as the outgoing SGA President. I  
9 graduate in May, fortunately, but I --

10 SENATORS: LAUGHTER.

11 MR. CHILDRESS: I know, let me rephrase that.

12 TRUSTEE GROSSMAN: We can stop that from  
13 happening.

14 MR. CHILDRESS: Fortunately that I'm  
15 graduating. Unfortunately because I love this  
16 university and it's bittersweet. Yeah, there's  
17 always graduate school and there very may well be,  
18 but anyway I was talking to you today about a fall  
19 break proposal that's coming from Student  
20 Government. I hope everyone had a chance to just  
21 kind of glance over it and before I kind of open it  
22 up for questions I just want to introduce it to you  
23 real quickly.

24 I think the important thing to note here, part of  
25 the motivation is this is not just something that we

1 want because we want students to have a day off so  
2 they can just kind of like, you know, party and do  
3 whatever or they're just trying to be lazy or  
4 anything like that. You know, I think there might  
5 be some misconceptions when it comes to a fall break  
6 proposal and really I think what this comes from and  
7 what motivated this was the levels of the mental  
8 health and wellness on campus and the levels of  
9 anxiety and depression.

10 Some of the numbers of Student Government saw  
11 when we talked to students and some of the things  
12 that came from the counseling center and so we  
13 really believe that a mid-October fall break,  
14 similar to what we've proposed would go a long way  
15 in just helping students just kind of take a step  
16 back, get some perspective, visit their family or  
17 their home if needed and this is especially  
18 important, we think, for first year students.

19 I'll give a quick tangent. I'm sure many of you  
20 can relate to. In school, especially my early years  
21 as an undergraduate -- I'm from Lexington so it's  
22 very easy for me to visit home or have a home cooked  
23 meal or talk to my parents if I just bombed a test  
24 and if I just need some perspective on life and  
25 school. Many of our students, as you know, do not

1 have this opportunity and we want to provide that  
2 opportunity and provide an opportunity for students  
3 midway through October to do any kind of catch up on  
4 work things of that nature. So the proposal is  
5 essentially would be to start Monday instead of a  
6 Wednesday so it would have a Monday and Tuesday of  
7 class day and then have a break on a Thursday and  
8 Friday eight and a half weeks into the semester so  
9 that falls right in the middle of October.

10 We think that the change as far as starting  
11 school on Monday is it's perfect timing. I've  
12 worked a lot with Dr. Heilman and Nick Kehrwald, the  
13 Dean of Students, and we think that this kind of  
14 co-arms with their reshaping of first year  
15 experience really well.

16 There's a lot of reasons why when I talked to  
17 Nick and he thinks that starting school on Monday  
18 would do a lot for just kind of setting a tone of  
19 academics at this university and especially for  
20 students as they first get here. So, that's kind of  
21 all the basics. I wrote out a few FAQs on the back  
22 page. And I don't have the quite how the semester  
23 would look in fall 2019, which is when this would  
24 start, not until fall 2019 if the university chooses  
25 to adopt this, but I have the numbers for fall 2018

1 and how that would change class dates and the big  
2 change is you would be adding Monday and Tuesday and  
3 removing a Thursday and Friday. I think the largest  
4 concern talking to faculty so far is in those  
5 faculty that might have a one week, one day course a  
6 week on Thursdays, but we had hoped that with a year  
7 to prepare to account for that, maybe there could be  
8 some work around for those cases. But now I'll open  
9 up for questions and try to answer any questions you  
10 might have.

11 MR. JONES: Davey Jones, Toxicology. Al, you  
12 correct me here if I'm -- I know a number of years  
13 ago there was something like this and at the time  
14 Don Witt explained to the Senate Council that if we  
15 backed up to Monday, there are things that happen  
16 prior to that that would have to be backed up and  
17 then that has implications to the last summer term  
18 and there was congestion there but now we've changed  
19 the summer term policy as well -- where does this  
20 all shake out. Is there a congestion problem or  
21 not?

22 MR. CHILDRESS: I do not think so. That's  
23 why I worked closely with Dr. Heilman who kind of  
24 oversees res life and a lot of those areas and  
25 although I was not at the university at the time,



1 what I've heard from talking to Dr. Grossman and  
2 other folks who have seen this go through is that  
3 there was kind of a lot of pushback from res life  
4 understandably in the way that K-week works and  
5 things like that because of the way that K-week is  
6 being reshaped, Greek life is, were changing the way  
7 that greek life happens at the beginning of the  
8 semester and so we've worked with those offices,  
9 with Dr. Heilman.

10 We do not believe there would be any congestion  
11 issues now because of kind of the timing, how  
12 they're reshaping K-week and reshaping first year  
13 experience. I can't speak to that specific instance  
14 because I'm not quite sure what that's, what he's  
15 referring to there but we have been working with the  
16 members of the university administration staff and  
17 we don't believe that to be an issue now.

18 TRUSTEE GROSSMAN: Bob Grossman, Board of  
19 Trustees. So, it actually just occurred to me a way  
20 of addressing this Thursday, Friday verses Monday,  
21 Tuesday issue which is if you start on a Monday,  
22 Tuesday, it is possible for the Monday, Tuesday of  
23 Thanksgiving week to be converted to Thursday,  
24 Friday schedule.

25 PARLIAMENTARIAN CROSS: I think that's a

1 matter for debate, Bob. That's not a question of  
2 fact.

3 TRUSTEE GROSSMAN: Isn't this discussion?

4 PARLIAMENTARIAN CROSS: Well, you're not  
5 asking him a question of fact.

6 TRUSTEE GROSSMAN: When will I be able to make  
7 the suggestion?

8 PARLIAMENTARIAN CROSS: When we get a -- well,  
9 I'm sorry. This is not a motion. We had the  
10 preparatory admonition so I was on that tract but  
11 your in order.

12 SENATORS: LAUGHTER.

13 TRUSTEE GROSSMAN: Anyway, it's an idea that  
14 you might consider to compensate for having an extra  
15 Monday and Tuesday and expense of a Thursday,  
16 Friday, convert the Monday and Tuesday of  
17 Thanksgiving week to a Thursday Friday schedule, to  
18 a Thursday, Friday schedule. Monday becomes  
19 Thursday, Tuesday -- Thanksgiving week, Tuesday of  
20 Thanksgiving week becomes Friday and then there's no  
21 change in the total numbers of Mondays, Tuesdays  
22 etc.

23 MR. CHILDRESS: Well, I mean, I think, I'm  
24 not sure. I think that is something wed be open to  
25 although I would prefer a better judgment about --

1 TRUSTEE GROSSMAN: You're in charge of the  
2 proposal so it's your job to take this to your -- to  
3 considered these things but its an idea to address  
4 that concern and it would solve that problem or  
5 prevent any changes from happening.

6 MR. CHILDRESS: Thank you.

7 MR. FERRELL: Herman Ferrell, College of Fine  
8 Arts. So, I have a comment since I'm allowed to  
9 make a comment and not a question.

10 PARLIAMENTARIAN CROSS: I think we're free.

11 MR. FERRELL: I think it's a good idea as  
12 someone who forty years ago, I'm counting in my  
13 head, or thirty-nine years ago there was an October  
14 break at my school. I went running home because I  
15 was homesick and frightened of everything I was  
16 doing with going from a public school system to  
17 suddenly a private college and it just scared me.

18 I was home within a day and I went back to  
19 college because I thought, What am I doing here? I  
20 loved school. So, you need -- I think it's a good  
21 idea to have that especially in this -- right after  
22 -- I think this is going to fall right after  
23 midterms so I think its a good thing. From the  
24 College of Fine Arts, we do have a bit of an issue  
25 with this and I'll raise this issue and ask you to

1 consider it as you're going forward with the  
2 proposal.

3 We, in the College of Fine Arts, specifically in  
4 theater and I know in music and maybe other programs  
5 have requirements for students that go beyond the  
6 classroom like clinics and what have you, but  
7 because we have rehearsal schedules and we have  
8 students that are required to attend our rehearsals.  
9 They're getting curricular credit, they are not  
10 extracurricular, as far as grades show.

11 To take out in the middle of the semester, four  
12 days, is problematic for us. It sounds like that it  
13 may be suggested that you extend the weekend which  
14 makes sense, Thursday, Friday, Saturday and Sunday.  
15 I'm just wondering if it would be possible to put  
16 some language in there so that from the perspective  
17 of some of the faculty, especially in theater, that  
18 the weekend is still just like any other weekend,  
19 its not included within this break period so that we  
20 can feel not like the ogres who are making these  
21 students come back for Saturday and Sunday  
22 rehearsals, which is what we do all the time. Would  
23 that be something that you would consider? And I  
24 don't know if there are other folks who have the  
25 same concerns with regard to clinics.

1           MR. CHILDRESS: Yeah, I would say I think  
2 that's the original intention of it to not change  
3 any weekend, make the weekend any different than  
4 what it would originally be and so for that  
5 subsection of students that might have some things  
6 still tying them to campus, you know, maybe it might  
7 be hard to travel home but they can at least still  
8 have a break and time to decompress and I think that  
9 most students who are engaged in extracurriculars  
10 like theater or band who might have rehearsals would  
11 understand that. So I think that is something that  
12 I need to consider for sure.

13           DR. BRADY: Christian Brady, Science College.  
14 I also sit in support of your motion. I think it's,  
15 frankly, I think it's not just the students who need  
16 a break. The semester time is pretty intense for  
17 all of us, a lot of classes going on and I've been a  
18 part of university's that have taken it away and in  
19 fact a member, as a junior faculty member we took  
20 away the fall break and just pushed all the way  
21 through to Thanksgiving and I've never seen that be  
22 positive. I think, you know, hearing from our  
23 colleagues, these are not insurmountable things.  
24 This calendar that we currently have isn't  
25 particularly structured because God said so.

1       There are things that we eventually work on over  
2 time. So I just, in support of it, I think it's  
3 important for all the reasons that you've mentioned.  
4 I think the reasons shouldn't be diminished for the  
5 wellness of our students and frankly our faculty  
6 also.

7               MR. CHILDRESS: Thank you.

8               MS. DURHAM: Emily Durham, College of Arts  
9 and Sciences. When you all had first mentioned  
10 doing this as a Thanksgiving extension, I understand  
11 the reasons for wanting it earlier. My only concern  
12 is as soon as we have a break, the students make it  
13 a longer break. And now we have two plats in our  
14 classroom; to keep our students there for academic  
15 days and they are wanting to say well, what does it  
16 hurt to extend this one more day and go home? And  
17 so I liked it Thanksgiving.

18              It was just one break they were going to extend  
19 and I'm just putting that out as a point of concern  
20 that we need to make sure we continue to let those  
21 students know that if its academic days, those are  
22 academic days and we are not the ogres who want to  
23 test the baby for it.

24              But that's my -- I love having the idea of the  
25 week. I mean, and I love having the idea of having

1 a break earlier. It's just I wish we could move  
2 Thanksgiving up. I'll propose that.

3 MR. CHILDRESS: And I agree I don't want to  
4 see students skipping class and so I think that's  
5 part of the reason of wanting to do it on Thursday  
6 and Friday. Personally I think, you know, I'm not  
7 sure how many students do that and I hope not many,  
8 but --

9 MS. DURHAM: Oh, I teach freshmen --

10 SENATORS: LAUGHTER

11 MR. CHILDRESS: I just, I think that if the  
12 break was on Monday and Tuesday maybe the temptation  
13 to skip the Friday would be more than the temptation  
14 to skip a Wednesday. That was kind of the part of  
15 the flow of class reason why we thought Thursday and  
16 Friday.

17 MS. MARTIN: Gia Mudd-Martin from the College  
18 of Nursing and I'd just like to point out because  
19 there was earlier discussion about maybe using that  
20 Thursday and Friday but there's always been an  
21 uneven number of classes. So I teach in a program  
22 where the meeting of our classes are all on one day.  
23 So we want to keep a three hour or four hour classes  
24 on one day so if someone loses a Monday, they lose a  
25 significant portion of class lecture time but people

1 who, in our program, teach on Monday, hate having  
2 Monday because there are always fewer Mondays in a  
3 semester than any other day. So actually I just  
4 wanted to point this out because it will probably  
5 come up in the discussion about the Monday, Tuesday  
6 differential but in reality your proposal is  
7 helping that.

8 MR. CHILDRESS: Thank you.

9 MR. CARNEY: Jack Carney, College of Medicine.  
10 So the time is an artificial -- time is an  
11 artificial constraint, but having said that you've  
12 gotta pay to play. So as an example the University  
13 of Florida will take, it's an SEC school in league  
14 8. The University of Florida gave the students the  
15 week off at Thanksgiving. Now that seemed to me to  
16 be stupid but that was their decision. What they  
17 did then was push back or extend classes so they had  
18 a shorter Christmas vacation. That's all they did.  
19 So they gave the students the illusion that they  
20 were getting a week off at Thanksgiving, but they  
21 hung onto them closer to the Christmas vacation and  
22 then you've got to listen to your children complain  
23 about the fact that they're not getting enough time  
24 home for Christmas.

25 MR. CHILDRESS: Thank you.



1 MS. KELLUM: Becky Kellum, College of Biology.  
2 Ann, I just wonder if you've taken the perspective  
3 of the students who are in the sciences and the  
4 courses that have labs and weekly labs and some of  
5 the teachers have worked really hard to make sure  
6 that all -- that meet at different times in the week  
7 is the same time. And so by taking away more  
8 Mondays and Tuesdays than Thursdays and Fridays or  
9 more Thursdays and Fridays than Mondays and Tuesdays  
10 as it is, you're making it where you'll need to add  
11 some days on Mondays. It just makes it more  
12 problematic than it already is. We already have  
13 this kind of a feeling toward more Thursday --  
14 Wednesday through Friday days.

15 MR. CHILDRESS: Yeah, we've worked with many  
16 of the students in the sciences clinic and -- and I  
17 would say all of them are very much in favor of the  
18 proposal.

19 MS. KELLUM: Organize --

20 MR. CHILDRESS: Proposal.

21 MS. KELLUM: -- organize a schedule, I mean?

22 MR. CHILDRESS: Yes, so I am aware that this  
23 will change things up and potentially make things a  
24 little more complicated but I stand by that I think  
25 that if this is something, which I believe it is,

1 that will legitimately help the student health and  
2 wellness on campus that it is worth us, as a  
3 university, to try and work to help to see if there  
4 is a way that we can make this happen even if it  
5 means trying to rearrange some classes.

6 MS. KELLUM: And I don't disagree with that.  
7 Its just a matter of where you'll add and take away  
8 from to try to equalize.

9 MS. VISONA: Monica Blacknum-Visona, College  
10 of Fine Arts. I commend the fact that you are  
11 looking at student wellness. There was an article  
12 in the New York Times recently about hunger during  
13 spring break. About the number of students who are  
14 unable to find a place to eat and who don't have a  
15 meal plan and some parents of two students who were  
16 not able to go home during most vacations because  
17 they were on the other side of the country.

18 I encourage to think of this as a chance for  
19 students to take some time for reflection, but maybe  
20 its not good or healthy for many students to be told  
21 they can go home because that is an impossibility  
22 for international students, for students who have  
23 financial needs. Visiting time if you could make  
24 sure there is sufficient support for students who  
25 stay.

1           MR. CHILDRESS: Yes, absolutely and I think  
2 the intention is not to tell students how to use  
3 this time but more to provide an opportunity for  
4 them to use it however they best see fit. Dorms  
5 will stay open, facilities are staying open but I  
6 appreciate your comment and I totally agree that  
7 students caring an issue surrounding that is  
8 something that we need to keep our eye on 100  
9 percent.

10           MR. MOREY: Dan Morey, A&S. So the faculty I  
11 spoke with, they wanted to reinforce the idea of the  
12 Thanksgiving slot as well that break starts to go --  
13 the other thing for programming is any talk of  
14 trying to coordinate it with the local school system  
15 so that students doing their student teaching break,  
16 because they have fall break for the schools that  
17 would be during their student teaching and then  
18 they, you know, they never get an actual break and  
19 then of course were back.

20           MR. CHILDRESS: Yeah, we tried. We kind of  
21 looked at the fall break for Fayette County Public  
22 Schools but we didn't think that it, unfortunately,  
23 it just didn't fit. Just within what we were trying  
24 to accomplish -- again something like this I think  
25 will be tough for students like I have friends who

1 are student teaching right now and had to miss all  
2 of spring break because they were teaching.  
3 Unfortunately I think there are going to be some  
4 situations like that where students might have  
5 special programs that prohibit them from  
6 participating but we certainly looked into the  
7 possibility. Unfortunately we just didn't think we  
8 could make it work logistically.

9 CHAIR MCCORMICK: Jennifer, Joe and this  
10 gentleman.

11 MS. BIRD-POLLAN: Jennifer Bird-Pollan,  
12 College of Law. I just wanted to speak in response  
13 to Trustee Grossman's comment in the beginning about  
14 changing the days schedule. We did that in the  
15 college of Law and it only worked when we had our  
16 entire building to ourselves and could schedule  
17 every classroom. The problem with having a Monday  
18 be a Thursday late in the year or anytime really,  
19 especially since, you know, as you and I discussed  
20 and we talked to the council that this is a proposal  
21 for the university calendar but there are schools on  
22 campus that don't have the university calendar and  
23 therefore won't have a fall break.

24 It will be pretty complicated I think to have  
25 classrooms consistently used by different colleges

1 but we need to be on the same schedule. So I think  
2 that's -- and unfortunately I like it in principle  
3 just doing it in the law school - I just don't think  
4 it will work unless the fall break is adopted by  
5 every college on campus -- by every calendar.

6 MR. MCGILLIS: Joe McGillis, can I comment?  
7 And I don't know, this may need to be redirected to  
8 the Provost. Is that legal?

9 PARLIAMENTARIAN CROSS: Sure.

10 MR. MCGILLIS: Okay. My question is  
11 especially the 9-month appointments is you would be  
12 backing that up two days and basically bringing  
13 people back earlier. So I'm wondering if there's a  
14 budgetary impact of doing this.

15 TRUSTEE GROSSMAN: August 16th is when we  
16 start our normal --

17 MR. MCGILLIS: But would you need to start  
18 earlier than that?

19 MR. CARPENTER: On the subject of Fayette  
20 County Public Schools. Oh, yeah. Aaron Carpenter,  
21 Engineering. You missed it by a week. One week is  
22 all you missed it by and that creates all sorts of,  
23 not just for faculty, faculty usually have a little  
24 bit of flexibility and can handle the childcare and  
25 difficulties that that causes but staff really can't

1 -- you see them like trying to hide kids under their  
2 desk and that causes significant problems when they  
3 have to hire individuals and things like that. I  
4 just think that by one week is all that missed this  
5 year. Anyway I don't know if that is something that  
6 would happen every year but this year it would've  
7 been one week.

8 MR. CHILDRESS: Yeah, and I can go back and  
9 look at it. I think that maybe partially the  
10 problem was is that it wasn't a consistent time that  
11 Fayette County would change their calendars around  
12 so trying to match that ultimately we thought just  
13 wouldn't work in the long run and so we thought it  
14 better to kind of work around our own issue rather  
15 than theirs. I do agree it's unfortunate problem  
16 and in a perfect world wed be able to address that.

17 CHAIR MCCORMICK: Staff would be here anyway.  
18 I'm sorry David is next.

19 MR. HULSE: David Husle, College of  
20 Economics. Many years ago -- I want to speak to the  
21 point about treating a Monday and Tuesday as a  
22 Thursday and Friday.

23 MR. GROSSMAN: It was just a suggestion.

24 MR. HULSE: Many years ago I was at a  
25 university that tried that, did something like that,

1 and it just created a lot of confusion. Ideally all  
2 faculty would be on the same page. Some faculty did  
3 follow that and some did not and students often got  
4 caught in the middle of when one faculty member  
5 saying You know it really is a Monday when it  
6 appeared as a Monday and another faculty member  
7 saying No, you'll do what well say and students  
8 often got caught in the middle. So, I'd recommend  
9 doing some looking at --

10 MS. BOLT: Allison Bolt, Arts and Sciences.  
11 Have you actually reached out to Fayette County  
12 Schools to see if they would be amenable to like  
13 working with UK? If UK says that we're going to do  
14 it this week that they would actually work with the  
15 university to make sure the fall breaks match?  
16 Because there are people that want to do things and  
17 travel and it might be worthwhile just to reach out  
18 to them and discuss the issue with them as well.

19 MR. CHILDRESS: Yeah, I've not currently  
20 reached out to anybody who works for Fayette County  
21 Public Schools. We can try to give them a call  
22 before the next meeting.

23 MS. BOLT: And if you contact Superintendent  
24 Caulk, he's pretty good about responding to a  
25 meeting request.

1 MR. CHILDRESS: I guess the only concern is I  
2 guess, I have to take vacation days maybe it would  
3 be a little bit easier but I imagine this fall break  
4 is mostly only for students so faculty would  
5 technically, would have to be on campus.

6 MS. BOLT: Yeah, but some of our staff might  
7 want to take vacation days and then they could  
8 correlate, they could take a vacation day and go on  
9 a trip with their children and things like that and  
10 use that time a little more --

11 MR. CHILDRESS: Yeah, I'll reach out to  
12 somebody and just see, from Fayette County, but  
13 again I think our priority is still to work with the  
14 University Admissions but again if we can make it  
15 work, I'm definitely all for it.

16 CHAIR MCCORMICK: One final question.

17 MR. CARSON: Burt Carson, Public Health.  
18 First you're using the start date in the fall the  
19 Monday. Have you talked to administrators about  
20 being consistent and then starting the spring  
21 semester on a Monday also?

22 MR. CHILDRESS: Not currently no. That's  
23 something that we can do. We can just talk to, but  
24 I just don't know if we have a plan of what we would  
25 do with the other days.



1           MR. CARSON: I'm just looking at consistencies  
2 just speaking of the calendar and school and  
3 vacations. There are a lot of calendars, I think.

4           MR. CHILDRESS: Any more questions?

5           MS. WHITAKER: Just as small one. Erica  
6 Whitaker, Arts and Sciences, I counted very  
7 carefully when you said the eight weeks because I  
8 teach a course that has common hours and some  
9 Thursday evenings and so I think it's the 9th week.  
10 So I just wanted to point out that if we start  
11 moving stuff around we might come into issues with  
12 common hour exams. I just want to be sure that we  
13 take care of them.

14          MR. CHILDRESS: Yeah, no, that's a good point  
15 and that's part of the reason as why its past us now  
16 but not enacting it for about a year to try to give  
17 faculty and the university some time to prepare and  
18 adjust for a change in the academic calendar. Any  
19 questions? Thank you all so much for your time. If  
20 you have any other questions or concerns, please  
21 just reach out. I'll also -- we'll see it as --  
22 thank you all very much.

23          CHAIR MCCORMICK: All right. You can change  
24 the slide but instead of Eric Monday we have Provost  
25 Blackwell and he's going to talk to us a little bit

1 about the budget process, where we are in terms of  
2 the budget. We have about fifteen minutes and so  
3 hopefully this will be a rich discussion and you  
4 will, I hope have, you've seen some information from  
5 the President regarding the idea of how might we  
6 meet budget shortfalls and Provost Blackwell will  
7 share even more with you. It's called Our Path  
8 Forward. If you haven't seen it you can go find  
9 that or at least I would suspect it's on our web  
10 page somewhere.

11 PROVOST BLACKWELL: I'm not Eric, but I do  
12 have a PhD in Finance. I may be able to handle  
13 this. Thank you. I just want to really give a  
14 broad picture of the budget first of all and before  
15 I get into the actual process, there are different  
16 components: \$1.6 billion UK Healthcare Operation,  
17 \$466 million, Tuition; \$386 million, Research; \$416  
18 million, I'm not sure what that one is. I don't  
19 know his symbols.

20 UNIDENTIFIED SPEAKER: Is there an extension?

21 PROVOST BLACKWELL: What's that?

22 UNIDENTIFIED SPEAKER: Extension?

23 PROVOST BLACKWELL: No. But I do know that  
24 the exten -- no not extension is much less than  
25 that, but these two, this is the state appropriation

1 and this is tuition and these are the main two  
2 elements over which we have any -- well state  
3 appropriation we have no control. Tuition we do  
4 have some control. We also have auxiliaries in here  
5 and I'm not sure which of these symbols represent  
6 auxiliaries but you know tuition, state  
7 appropriation really cover the bulk of the academic  
8 operation. This, we have little flexibility over  
9 because of the way healthcare is funded. The total  
10 budget is \$3.7 billion.

11 So if you add up all the little boxes its \$3.7  
12 billion: \$1.6 billion U of K Healthcare, \$466  
13 million, Tuition; \$267 million, state appropriation,  
14 and so what -- at the first stage of the Governors  
15 budget what was proposed was a 6.25 percent across  
16 the board cut on the state appropriations. So  
17 that's minus 6.25 percent on a the \$267 million. In  
18 addition to that, there were statewide for about 70  
19 programs that were eliminated. A number of those  
20 programs were mandated at UK. So, for example the  
21 Veterinary Diagnostic Lab was one of those things  
22 that -- the University Press of Kentucky was one of  
23 those things and when you added up all of those  
24 mandated programs that we were asked to eliminate  
25 that ended up being another 3.55 percent cut. So

1 were now almost facing a 10 percent cut in the state  
2 appropriation. Another piece of the puzzle is,  
3 which was unknown, if you think about that 3.5,  
4 minus 3.55 percent cut there were other programs  
5 that were cut in other agencies of state government  
6 so a lot of those affected the College of Education  
7 for example. So there would be funds flowing  
8 through one of the cabinets that would fund a  
9 program in the College of Education or in some cases  
10 in the College of Ag and there were other situations  
11 like that and those were indirect in facts and it  
12 was uncertain what those dollar amounts were.

13 The gold block there represents the House budget  
14 proposal that dropped, I think the week before  
15 Thanksgiving and that proposal eliminated the cut of  
16 6.25 percent across the board and it restored all of  
17 the mandated program cuts. So, for example the  
18 Veterinary Diagnostic Lab that I mentioned, I think  
19 Center for Applied Energy Research was restored.  
20 Everything was restored in the House budget except  
21 the University Press of Kentucky. Don't ask me that  
22 logic but -- and so that's currently where we stand.  
23 So what happens next is that the Senate will propose  
24 its budget. I am told that the Senate budget bill  
25 will drop tomorrow and after that happens they will,

1 the Senate will, as I understand it, the Senate bill  
2 is going to be have a departure from the House bill.  
3 For one thing the Senate leadership has been on the  
4 record as an opposition to the tax reforms that came  
5 out of the House. In particular it has concerns  
6 about the tax on cigarettes and the tax on opioid  
7 prescriptions. The reason for the opposition in  
8 those two tax increases, as I understand it, is that  
9 they are based on what are viewed as declining  
10 sources of revenue so that the revenue increases  
11 from those two sources would not necessarily be  
12 sustainable over time.

13 In addition there's still been no action on the  
14 Governors pension proposals. So, that's still up in  
15 the air. After the Senate bill drops, it goes into  
16 the Conference Committee. They resolve, you know,  
17 the budget between the two chambers and it goes to  
18 the Governors desk. So there's still a lot of  
19 uncertainty. We were, of course, you know, very  
20 happy to see that that was restored when we saw the  
21 mandated cuts restored in the House budget, but  
22 given the rhetoric there's still a lot of  
23 uncertainty about what comes next. Then after the  
24 Conference Committee then it goes to the Governors  
25 desk and between these last weeks, among these last

1 weeks steps, its anyones guess where we'll end up.  
2 I'm guessing that across the board we'll end up  
3 somewhere between 0 and 6.25 percent cuts. That may  
4 be safe. So, anyway, that's pretty much the best  
5 available information at the time, at the time that  
6 we have now. I'm sorry I'm losing my voice. I  
7 think the purple martins are here and my allergies  
8 are here, something like that.

9 I think I mentioned at the last Senate meeting  
10 that we had embarked on this five year financial  
11 planning process now referred to as our Path  
12 Forward. We engaged first last fall with a group of  
13 Deans and higher level administrators to develop a  
14 list of -- really brainstorm ideas of how we close  
15 the gap of \$200 million dollars in the budget and so  
16 this model assumes a cut in state appropriations by  
17 6.25 percent. It also assumes a 0 percent tuition  
18 increase.

19 So, bare in mind these are just base level  
20 assumptions. They're, you know, it doesn't  
21 necessarily mean that we wouldn't increase tuition  
22 but were establishing this plan assuming we don't  
23 raise tuition. It also assumes that we continue  
24 funds for teaching priorities for the university.  
25 So, over five years we would, in this plan, increase

1 faculty and staff salaries by 3 percent. We would  
2 allow for additional debt service on bonds that we  
3 would issue to continue to modernize campus, a \$10  
4 billion dollar college incentive program to reinvest  
5 back in the academic units and then another  
6 component that just addresses the inflation area  
7 increases associated with merely keeping the lights  
8 turned on and fundamental maintenance.

9 If you add up all of these pieces it amounts to a  
10 total of about \$200 million dollars over five years.  
11 So, if you look at it, you know, we -- you know the  
12 -- this -- you know think about the compounding  
13 effect with the salary increases for example and  
14 adding an additional \$10 million dollars a year each  
15 of the next five years for the college incentive  
16 fund and the compounding effect of the inflation  
17 area increases, it averages about \$40 million  
18 dollars per year increment on top of the previous  
19 years budget.

20 So, by the end of the five years we need to have  
21 a recurring \$200 million dollars in our budget to  
22 cover all of these items. Let me pause there and  
23 see if theres questions about that piece. Does it  
24 make sense? Okay. So, we, as we mentioned, we had  
25 in excess of 30 brainstorm plans with ballpark

1 figures of savings or new revenues that came out  
2 just before the holiday break and then right after  
3 the holiday break we triaged those 30 proposals down  
4 to 8. That seemed to be the most promising in terms  
5 of generating immediate or near term revenues or  
6 reductions and expenses. These are the 8 programs  
7 -- proposals that we worked on. Just before spring  
8 break we got business plans, very detailed business  
9 plans with realistic assumptions behind them for  
10 each of these projects: Project Graduate is to find  
11 potential students who have a lot of credits from U  
12 of K already and create an opportunity for them to  
13 complete their degrees online; Addressing new  
14 markets and new programs that would help us increase  
15 our first time freshman enrollment programs to  
16 improve first and second year retention; considering  
17 a number of proposals for Professional Masters  
18 Degrees in a particular online Professional Masters  
19 Degrees.

20 Larry Holloway, Interim Dean of Engineering was  
21 one of the leaders of the group by the way that  
22 focused on this. They sent proposals, or sent out  
23 requests for proposals out to the colleges. The  
24 colleges responded with I think about seventy-five  
25 different ideas for new programs. So there are a



1 lot of great ideas there. How do we more creatively  
2 make use of our summer resources? So this, you  
3 know, you've got this huge valuable fixed asset in  
4 place that's hardly utilized in the summer. There  
5 are certainly some faculty that would welcome an  
6 opportunity to teach in the summer and certainly  
7 there are some students that would love having the  
8 flexibility of taking courses in the summer and  
9 coming in to graduate on time. There's this notion  
10 of how we could better commercialize our  
11 intellectual property.

12 Procure to Pay is an online contracting and  
13 purchasing system that would be implemented at the  
14 university level that would generate, you know, at  
15 least \$6 million dollars in savings on our purchases  
16 and our contracts within a few years and then the  
17 last is a carbon reduction plan. Basically, the  
18 idea is to sell carbon credits that we own because  
19 of the Robinson Forest. So we don't intend to cut  
20 down the trees in Robinson Forest, nor do we intend  
21 to mine the coal that we own underneath the Robinson  
22 Forest. So given that, we can sell those credits to  
23 airlines who need them, who need carbon and that can  
24 be a way for us to generate revenue from that  
25 forest.

1       So where we are today with all of this is that  
2 were, and this is part of the process, we are going  
3 through a process of vetting these eight ideas and  
4 step one was this morning or actually over lunch a  
5 meeting with the senior leadership team including  
6 the President, Eric Monday, myself, Lisa Cassis and  
7 Sonja Feist-Price and we went through the eight  
8 projects and we got input from them.

9       I think at the end of the week we are meeting with  
10 the staff work group that I kind of think of them as  
11 sort of the brains and technology behind the project  
12 and Eric and I have been going through each of those  
13 eight projects. We've got lots of questions about  
14 assumptions and how the models work and really dig  
15 in to those questions with that group. Then next  
16 week we are putting these proposals in front of the  
17 Deans and vetting them with the Deans and based on  
18 all of that, we will modify the proposals as needed  
19 and then start thinking about implementation. I  
20 will mention that there are some issues that we need  
21 to address here that are going to require  
22 collaboration with the Senate. You know in  
23 particular, I was, you know, I'm still in the  
24 learning mode and I was thinking about all these  
25 great new programs and new innovations to programs

1 and I'm wondering with CPE shut down this summer how  
2 do we get these things done by next year? And then  
3 how we back that up into a schedule in the Senate so  
4 we can implement some of these things to generate  
5 the resources we need to fill that \$200.00, not  
6 \$200.00, \$200 million dollar gap.

7 Anyway, there are a lot of logistics behind  
8 getting these things implemented. On the  
9 Professional Masters and online program side, we,  
10 you know, there's still a question of how we execute  
11 those. We do have some infrastructure on campus for  
12 online delivery but it's not fully built out and do  
13 we build that ourselves or do we outsource them?  
14 Those are some fundamental questions. We will  
15 continue to get input on these ideas. Certainly as  
16 we move into implementation. After we've completed  
17 this vetting we will determine which of these we  
18 move forward with and when and there will be  
19 opportunity to weigh in, in the future, of course.

20 CHAIR MCCORMICK: So, on the 3 percent salary  
21 increases, how many years have we received the 3  
22 percent increase?

23 PROVOST BLACKWELL: I think the average over  
24 the last five and six years has been between 2.5  
25 percent and 3 percent. Just a little over 2.5

1 percent I believe. I think we have one year of 0  
2 percent and that was off since I've been here and  
3 it's either been 2 percent or 2.5 percent, maybe a  
4 little over 2.5 percent at one point. So this is,  
5 again for modeling purposes.

6 CHAIR MCCORMICK: And that's 3 percent  
7 annually not 3 percent across five years?

8 PROVOST BLACKWELL: No, that's a 3 percent  
9 raise pool every year for faculty and staff. That's  
10 how it builds up to \$200 million very quickly.

11 TRUSTEE GROSSMAN: Just very quickly something  
12 --

13 SECRETARY BROTHERS: Name please?

14 TRUSTEE GROSSMAN: Bob Grossman, Trustee.  
15 The under the improved retention framework, your  
16 predecessor started a program called UK Leads and at  
17 the Board Meeting we heard reports from the initial  
18 year of implementation of that program and the  
19 results were amazing. Could you say something about  
20 that?

21 PROVOST BLACKWELL: Yeah, basically the pilot  
22 programs were what we were talking about and so UK  
23 Leads involves identifying students who are kind of  
24 a critical level of unmet financial need and based  
25 on the modeling that we did we found a threshold

1 that if we address it at that threshold, we greatly  
2 increase our retention. So, you know, we've done  
3 it, we've done a couple of pilots with you know,  
4 relatively small amounts of money but the cohorts in  
5 which we tested those pilots 1: We say a great  
6 increase in our retention numbers but 2: The actual  
7 retention numbers turned out to be greater than what  
8 was predicted by our model which is maybe our model  
9 is wrong but -- it's not. So it is very promising  
10 and were going to be continuing the program and  
11 that's -- I don't know if that's involved in that  
12 particular business plan but --

13 TRUSTEE GROSSMAN: It went something like 30  
14 percent retention to 80 percent or 75 percent?

15 MS. TURNER: It wasn't quite that.

16 TRUSTEE GROSSMAN: Wasn't that dramatic?

17 MS. TURNER: We think when we implement it  
18 overall it will be about a 5 to 5.5 percent bump for  
19 the entire retention -- the cohorts we started with  
20 200, well, actually 177 kids and some of those went  
21 from a 47 percent to a 75 percent so it wasn't quite  
22 to 80 but and then we expanded it this year to  
23 another 200 to 400 total on the pilot project. \$1  
24 million of that came from a private foundation that  
25 we wrote a grant for that they funded another

1 million and then another came from a private donor  
2 that we had worked with. So we've been able to  
3 expand it not with university money but with private  
4 donations.

5 TRUSTEE GROSSMAN: Maybe I can remind myself  
6 that maybe we can put this on the Provosts report  
7 for the next Senate Session in maybe more details  
8 for those results.

9 PROVOST BLACKWELL: Thank you.

10 CHAIR MCCORMICK: And the Provost will be here  
11 hopefully in April but it's, I think, the 10th?

12 PROVOST BLACKWELL: Oh, yeah. I'll be here.  
13 I don't know where I am. I'm ready for --

14 CHAIR MCCORMICK: All right. So I think that  
15 might be our last one. And we asked our questions  
16 and I think we're done. Do I have a motion to  
17 adjourn?

18 UNIDENTIFIED SPEAKER: Second.

19 (WHEREUPON, the Senate Council meeting concludes at  
20 5:05 p.m.)

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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 April 9, 2018.**

**Crestwood, Oldham County, Kentucky.**

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