UNIVERSITY OF KENTUCKY

SENATE COUNCIL MEETING

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JANUARY 14, 2019

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JENNIFER BIRD-POLLEN, CHAIR

SHEILA BROTHERS, ADMINISTRATIVE COORDINATOR

DOUG BLACKWELL, PARLIAMENTARIAN

BRENDA YANKEY, COURT REPORTER

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         CHAIR BIRD-POLLAN: Okay. One last reminder
to grab your clicker at the front and sign in if
you haven't done that yet. I will call this meeting
to order. Thank you all for making your way over
here instead of our usual meeting at the library.
We've been doing that and thank you for coming in to
a January Senate meeting which I know there hasn't
been one of for a while so we appreciate it.

         Just our regular reminder that well use
Robert's Rules here and it's pretty simple, but also
to participate and share news from the Senate with
your colleagues back in your colleges. And then
also a reminder to leave your clicker when you leave
the room which will mean bringing them up here to
the front of the room. Thank you for all of that,
we appreciate it.

         We'll start with our attendance slide. So when
the slide is there and the question is read, you can
vote. What's your favorite thing about our new
semester? Okay now -- now you can reply. Thank
you. All right. Excellent. Thank you for that.
The Senate meeting, a close third.
(LAUGHTER)

         Okay. So the next item on our agenda is our
minutes. We did send updated minutes to you on

1   Wednesday of last week with some changes in

2   particular, expanding the session on the Q and A

3   with the President. That was in response to some

4   requested changes. Any additional comments? Oh

5   yes, Senator Cross?

6   MR. CROSS: It's unusual for a Senate to have

7   an objection that requires formal approval of the

8   minutes so I was wanting to identify myself as the

9   objector. The original version on the grounds that

10   it didn't give the President's responses to the

11   questions that we asked last month. The lastest

12   version does. I was unable to attend last months

13   meeting. When I read the transcript I saw that when

14   Herman Ferrell asked the President that good

15   question about being more proactive on Academic

16   Freedom in light of the recent lawsuit settlement.

17   He said, and I quote from the transcript, There

18   was contention in this case about the intervention

19   by government officials. That part of the case was

20   thrown out. Now to me if someone who has written

21   for publications for broadcast for more than forty

22   years, I understand thrown out, and I'm believing

23   that text to mean that the Judge in the case

24   dismissed the claim.

25   The President and his advisors may have a

different understanding. In this case the claim

against the university official and an unnamed

member of the Bevin Administration was dismissed

only after the plaintiff in the case filed an

amended complaint that did not include them, for

reasons the plaintiff did not have to reveal and the

complaint was dismissed against them.

It was dismissed without prejudice, meaning that

they could have been reinstated. I wanted to

mention that today to make sure that none of you

heard it incorrectly. The President went on to say

that he's known of no circumstance with anyone in

the Governor's Administration that has said anything

to undermine Academic Freedom.

He also said it was his responsibility to defend

us when we say controversial things. As someone who

still writes for the publication, and is

occasionally critical of the Governor and other high

ranking officials, I want to thank him for saying

that and for issuing the following statement right

after the motion was filed, just a few days after.

I want to be very clear, The University of

Kentucky has indeed been a school for academic

freedom. Our regulations protect it and our values

hold it sacred. No member of our community will be

punished for expressing their views on matters of public affair. That statement was very clear and I think we all appreciate it because academic freedom is fundamental to the work and reputation of this university and I ask that this statement be shared among the minutes of this meeting and I have no further objections.

CHAIR BIRD-POLLAN: Thank you. Senator Cross. So, Senator Cross has no objection to the minutes that were circulated on Wednesday and so unless I hear further objections now -- okay, hearing no objections then the minutes that were circulated on Wednesday, the minutes from the December 10th meeting will stand approved as amended by unanimous consent. Thank you all for that.

So, in my announcements, I'm excited to announce to you that we've received triple funding for a third full-time employee in the Senate Council office and so this is in addition to Sheila Brothers and Joanie Ett-Mims who doesn't come to Senate meetings but who many of you know through your interactions with her having to do with courses and changes and things that go through both UK Core and the Undergraduate Council.

Sheila and Joanie both have, well they're both

1 overworked, but they have lots of responsibilities

2 that have to do with curricular things that really

3 they are very well skilled and able to handle, but

4 they've also been overworked with more clerical

5 work.

6 So the goal in hiring a third person is to take

7 some of that clerical work from them so they have

8 more time to dedicate to curricular programming and

9 course related activities. So, we're very excited

10 about that. As you can see up here we had the

11 position posted over the break which just closed

12 last week and now were in the process of evaluating

13 applications. So we're very excited about that.

14 Once we have more information well let you know.

15 At the request of both the Senate Council and one of

16 the Cohost implementation teams the Senate

17 Admissions of Academic Standards Committee is

18 deliberating on a proposal which would allow

19 non-degree seeking students to enroll in

20 undergraduate certificates at UK. This is something

21 that came up briefly when we were talking about

22 enrollment in courses from non-degree students.

23 I think that was a meeting in the fall, but the

24 Senates explicit proposal hasn't come through any of

25 the Senate Committees yet so they are considering

1 that proposal and we expect to see action from them

2 in the next few weeks. So in one of the next couple

3 of Senate meetings we expect to bring you that

4 proposal if it receives approval from that committee

5 and from Senate Council.

6   The other announcement for this meeting is that

7 the Blue Group an Grad education implementation

8 Committee has been formed and is being Chaired by

9 Associate Provost Sue Roberts who is a Professor of

10 Geography as well. And so this is the committee

11 that's going to implement the Blue Group and report

12 that the Cap that the Blue Group -- the committee

13 that is Chaired by (coughing) and Brett Spear.

14 Where is he? There he is.

15   So, over the last eighteen months of so the work

16 of that committee is going to be implemented by this

17 new committee so were excited to see the work of

18 that crew. We expect they'll be meeting soon.

19 We're also very excited to report that Patrick Lee

20 Lucas from the College of Design has agreed to serve

21 as the Chair of the UK Core Committee. So, he's

22 stepping into that role right now and I expect that

23 committee will be meeting shortly.

24   We're meeting with the Provost in the next

25 couple of weeks to talk about that and Patricks

1   meeting with people across campus to talk about the

2   next steps for the UK Core Committee. In addition,

3   up here, if you remember in the spring of 2018 we

4   did a university-wide survey -- faculty survey of an

5   evaluation of the President. The results of that

6   survey have now been posted on the University Senate

7   website in the same place that the results of his

8   prior years service have been posted.

9   So, you're all welcome to go to review that if

10   you'd like. The reason that we've held off on

11   posting that was that the Board of Trustees was

12   completing its evaluation of the President at their

13   December meeting. So they've now done that and so

14   we've posted the results of our survey as well. The

15   Senate Committee on Committees met last week which

16   is, we have a committee on committees. I think my

17   friend Beth, who's in the audience somewhere has

18   described it as Monty Python X. So we have a

19   committee on committees. If you look at the Senate

20   Rules it's comprised of the current and past Chairs

21   of various Senate Committees.

22   The Senate Council had asked Committee on

23   Committees to consider the charges of the other

24   Senate Committees. So all the Chairs in the room

25   were asked to consider the charges of their

1 committee, the description of the Senate Rules, the

2 makeup of their committee and things like that. So

3 they will be bringing back to their committees those

4 charges and have a conversation about that over the

5 coming semester and we hope to meet again at the end

6 of the semester and think about whether any changes

7 are required. Whether anything needs to be done to

8 make the actions of our current committees more

9 accurately reflected in the Senate rules.

10   So that group is working on that. Next

11 announcement is that the Ombud search committee has

12 been formed and the Chair for that committee is

13 Corrine Williams from the College of Public Health.

14 This is a search committee that is required by the

15 Senate Rules. We have Joe McGillis who is the

16 current Ombud. He's in his second year and the

17 Senate Rules require that after the second full year

18 there has to be a full search for this position even

19 if the current Ombud is willing to serve again and

20 so that search is now commencing. We've formed the

21 committee and I expect they'll put out an

22 announcement calling for nominations soon.

23   So, I encourage you to consider applying or

24 seeking or nominating a colleague if that's

25 something people are interested in doing. I expect

well share more information about that search in the

next couple of weeks. The Staff Senate is

sponsoring a Dance Blue Party for staff and faculty.

This is at the staff and faculty friendly hour of

11:00 AM instead of all night long. You can

participate either as a dancer if you're interested

and if so please share a video of that or you can

buy a t-shirt if you are not the dancing type.

I encourage you to email Denee Wilson who is with

the Staff Senate office or call her at that number

there and consider participating in that.

Another announcement for another group, for the

Women's Forum, the Sarah Beth Holmes Award.

Nominations are open for that and they're

seeking nominations through February 1st for both

female staff employees and female faculty employees.

The website for the nominations form is there at the

bottom of the page. If you search for Sarah-Beth

Holmes, I'm sure you'll find that. If you don't

have time to write it down now, I encourage you to

think about whether you have colleagues, either

staff colleagues or faculty colleagues who would

make good nominees for that group.

It's an excellent ceremony and a really nice

ceremony for people who are nominated even if they

1   don't win they recognize all of the nominees through

2   an excellent program. So, I encourage you to think

3   about participating in that.

4   One further, you're going to keep hearing about

5   this, but another reminder about curricular proposal

6   deadlines. We ask -- This is for fall 2019

7   effective dates. Again, this is for proposals that

8   have already gone through the appropriate academic

9   council. We ask them to be in the Senate Council

10 office by February 11th. If it's a new degree

11 program, March 15th. For other proposals beyond

12 degree of programs and April 15th for courses and

13 minors.

14   Again this is the -- it's just giving you the

15 best possible chance for a fall 2019 approval date.

16 So we ask you to share this information again with

17 your colleagues in your colleges and departments.

18 Moving on to my Chairs report. At the December

19 Board of Trustees meeting Provost Blackwell made an

20 announcement that the Council on Postsecondary

21 Education, which is the approval body at the state

22 level, it has historically been true that programs

23 had to be approved by the Board of Trustees before

24 they could be considered by the Council on

25 Postsecondary Education.

1   At UK's request, they've reconsidered that and

2 have decided at least on a temporary basis, we don't

3 know how long this will be true, but at least on a

4 temporary basis as long as the UK Board of Trustees

5 acts within six months of CPE approval then they

6 then meet the UK Board of Trustees could approve a

7 program after it had been approved by CPE so what

8 this gives us is flexibility in terms of deadlines.

9   So sometimes it's been the case that the Board of

10 Trustees meets just after a CPE meeting. I think

11 that's going to be true in February. So this way

12 we've got more flexibility about when those

13 approvals happen at the board level and CPE level.

14   So, this is a good thing for us in terms of

15 flexibility. Notice at the bottom that this is so

16 far has not affected those deadlines I just showed

17 you on the previous slide. We're still going to ask

18 you to respect those deadlines for now. That's

19 still giving us the best possible chance of

20 implementation for the fall. This gives us a little

21 bit more flexibility, a little more wiggle room when

22 those meeting times don't line up as we might have

23 liked.

24   Back at the November Senate meeting our Faculty

25 Trustee Bob Grossman had asked if there was a

requirement that there be different expectations for

undergrad and grad students in the same class, the

400 and 500 level class. And so Annie Weber, our

temp Provost for Strategic Planning and

Institutional Effectiveness, did a little research

about this and she let us know that it's SACS

principle 9.6 that requires this. So the SACS

principle requires the clear distinction between the

requirements for grad and undergrad students.

So if we didn't have that -- if we couldn't -- if

we didn't have requirements to have different

grading standards for those students then we

wouldn't be able to demonstrate our compliance with

that SACS requirement. Am I saying that right,

Annie? Anything you want to add to that?

MS. WEBER: I can't tell how clear that is

but that sounds right.

CHAIR BIRD-POLLAN: Great. So what the

general rule is it's SACS that's requiring it. As a

result of SACS requiring it, were implementing it in

our courses and here at UK and doing so allows us to

then show SACS were compliant with their rules.

MR. TAGAVI: Can you please clarify is SACS

requiring different criteria for graduate versus

undergraduate credit or graduate versus

undergraduate student. The reason I ask this is

it's possible that under some circumstance that in a

200 level course, a PHD student takes that course in

order to beef up their grades or whatever. Up until

now I was under the impression that for that one

student who is a PHd student taking a 200 level

course, you don't have to have a different criteria

because they are not taking that as a graduate

credit.

            CHAIR BIRD-POLLAN: Assistant Provost Weber,

do you have an answer?

            PROVOST WEBER: I do. That matches my

understanding of the principle as well that the

credit --

            CHAIR BIRD-POLLAN: The course number, not

the individual student.

            PROVOST WEBER: Yeah.

            CHAIR BIRD-POLLAN: Okay. I'm also excited

to report that Provost Blackwell has invited me to

attend the Provost Councils meetings and so I will

do so. He has informed me that I am welcome to share

with Senate Council and the Senate any information

that comes up in those meetings. So, I'll be doing

that and this is sort of a way for the Senate to

have equal participation in those Provost Council

1   **Meetings which involve the Dean as well as the**

2   **Associate Provost and so I'll start attending those**

3   **whenever the next one is. I'll have to check. All**

4   **right next is our Provost report. I think you're**

5   **sharing, you're waiting until the end, right?**

6   **PROVOST BLACKWELL: I'll be brief.**

7   **CHAIR BIRD-POLLAN: Oh yeah, yeah, yeah, sure.**

8   **PROVOST BLACKWELL: Very brief. I just want**

9   **to welcome everyone back. I wish you the very best**

10   **for 2019 in the terms of health and prosperity and**

11   **success, especially here at UK, I hope you all have**

12   **had a relaxing break. I appreciate especially that**

13   **you've had this extra meeting that will help us to**

14   **move things along with Our Path Forward and I guess**

15   **my report will really be Kathi Kerns report at the**

16   **end of this meeting. So I'll insert that comment.**

17   **Anyway, thank you all very much for everything.**

18   **Have a great year.**

19   **CHAIR BIRD-POLLAN: Thank you. I agree. Our**

20   **Vice Chair is out today so we do not have a Vice**

21   **Chair report. Anything from our Parliamentarian?**

22   **Not feeling it today. Okay. Next is our Trustees**

23   **report.**

24   **TRUSTEE GROSSMAN: So, welcome back everyone.**

25   **I have a brief report about the Board meeting that**

occurred in December. One of the presentations that
was made of concern to a great many of us here and
can we bring up that slide? The next slide? Okay,
here we go, okay. So it was about construction.
The slides I'm showing you are excerpted from a
presentation that was given by Mary Vosevich who is
the Vice President for Facilities Management. Is
that right? Facilities, and what it was a plan for
the next few years of both modernization and new
construction projects that the administration plans
to implement.

I would emphasize that we did not vote to
approve any specific projects at all. That will
require having the money to do these projects
identified first. Some of these projects, the money
is already identified but the administration hasn't
yet come to the Board asking for approval to spend
it on those particular things.

Especially some of these modernization projects
which the legislature gave us money to do certain
modernization projects last year, but some of these
-- many of these projects are more aspirational and
they're on the list because they're hoping that a
donor will say, you know, I'd like to fund this
project and then we can move forward on that project

as well, but I thought you would all like to see

specifically the projects. These slides were also

in an article in the Herald Leader, but I thought

you'd like to see them. Believe me I did not, there

we go. I had nothing to do with putting that on

there but I'm very excited to see that it's there.

There's more details about each of these

projects on the full presentation, Mary's full

presentation which she had posted on her website. I

don't know if there's a URL to that page coming up

after some of these. Anyway if you have any

questions about any of these you can ask me. Here

are the capital projects that are being proposed and

one that I think you will be interested in is the

expansion of the parking structure number 5. That's

the one over next to where Kennedys used to be.

So, the plan, as I understand it is to enter a

public/private partnership. In fact, I believe, the

request for proposals have already been and so that

they -- a private organization will build a building

which will have retail on the ground floor and then

above that will be parking for university employees

and students. The Poultry Research Facility is

another one I wanted to mention. This is located on

land that the university traded to the city in

1 return for Rose Street and several other streets

2 here on campus.

3   I understand that this research, poultry research

4 facility will be placed outside New Circle Road now

5 which will then probably give us the answer to the

6 very important question of why did the chicken cross

7 the road. (LAUGHTER) Let's see. I guess there's,

8 I'm not sure about this teaching pavilion of where

9 it's supposed to go and who's supposed to --- Oh,

10 great, but I don't know if any of you have ever been

11 to the police station but that certainly could use a

12 bit of modernization as well. So anyway the URL --

13   CHAIR BIRD-POLLAN: We didn't.

14   TRUSTEE GROSSMAN: Oh, you didn't put it up

15 there. Okay. So --

16   CHAIR BIRD-POLLAN: It is on the -- so if you

17 go to the Senate agenda for today, the Trustees

18 report includes the link to those slides and the URL

19 is inside there.

20   TRUSTEE GROSSMAN: Right. Or you can go to

21 www://cpmd which is capital projects and I forget,

22 anyway well cpmd, medical doctor I guess. Capital

23 projects of medical doctor.

24   UNIDENTIFIED MALE: Capital Projects Management

25 Division.

1   **TRUSTEE GROSSMAN: Capital Projects Management**

2   **Division. There we go. Okay. And there's a link**

3   **to 2018 and 2020 capital. So you're turn.**

4   **TRUSTEE BLONDER: I just have a few things. So**

5   **we met on December 10th and 11th and some things of**

6   **interest that I thought. One thing is we talked**

7   **about in the Investment Committee the size of the**

8   **endowment pool which in October was about 1.4**

9   **billion dollars but of interest is that 5 million**

10 **dollars of this is given to the student finance**

11 **majors and master students and they can invest this.**

12 **So we heard a presentation from one of the students**

13 **about what they invested in and that was really**

14 **interesting.**

15   **We also learned that the Healthcare Committee,**

16 **you might recall that theres a proposal on board to**

17 **possibly make an agreement between UK Healthcare and**

18 **the Lexington Clinic for outpatient cancer care.**

19 **That is still ongoing, the discussion. Faculty are**

20 **involved. To my understanding, I've communicated**

21 **with faculty. They're involved in the discussions**

22 **and theres an idea that this will come to the Board**

23 **Healthcare meeting in February.**

24   **The other thing that you probably read in the**

25 **newspaper is that Mira Ball and Ray Carson gave a 2**

million dollar gift and 8 million dollar pledge to

establish, endow and support the Don and Mira Snyder

Ball Endowed Scholarship Program and their

preferences for students in Nelson and Henderson

Counties and they're helping the U K LEADS Program

with this. So that was exciting.

TRUSTEE GROSSMAN: Any questions for us?

MR. POOL: Chris Pool, Arts and Sciences.

For several years now we've been told that there

were extensive renovations planned for Rafferty

Hall. I take it theres no longer any mention of

that?

TRUSTEE GROSSMAN: Laugherty Hall?

(LAUGHTER)

MR. POOL: That's the one.

TRUSTEE GROSSMAN: I've never actually been in

that building. You know what I know. If you have a

further question about that I suggest you send an

email to Mary Vosevich and ask her. Okay?

PROVOST BLACKWELL: I just want to make a

comment about something you mentioned, Trustee

Grossman. So the modernization projects the state

has authorized us to issue bonds and paper notes so

we don't -- they did not give us the money and so we

have to use our own money to pay for the bonds. So

1   that's why philanthropy will be a big part of

2   helping with these projects. I just wanted to

3   clarify that.

4   TRUSTEE GROSSMAN: Yes, that's right.

5   MR. BROWN: Allen Brown, Arts and Sciences.

6   Did they give you any indication of what Patterson

7   office tower, whats going on with the 18th floor?

8   TRUSTEE GROSSMAN: Yeah, so the 18th floor used

9   to be reserved for Board of Trustee meetings so it

10   was used six nights a year. You have many nicer

11   facilities now including you know, the Gatton

12   College, also the Gatton Student Center so the Board

13   is no longer meeting up there. I don't know what is

14   planned to do with that space up there. Do you

15   know?

16   PROVOST BLACKWELL: I know it won't be

17   classrooms.

18   MR. BROWN: Because it's locked down right

19   now, right?

20   PROVOST BLACKWELL: Right. It's still locked

21   down. It wont be classrooms because the elevators

22   cant handle the volume of getting students, that

23   number of students covered. Most likely it's going

24   to be offices, faculty offices, administrative space

25   would be my best guess.

1   TRUSTEE GROSSMAN: Peregrine Falcon habitat.

2 Any other questions for us?

3   CHAIR BIRD-POLLAN: Any other questions for our

4 Trustees?

5   TRUSTEE GROSSMAN: Thank you.

6   CHAIR BIRD-POLLAN: The next item on our

7 agenda is the report from the Senate Academic

8 Programs Committee Chair Aaron Cramer.

9   MR. CRAMER: We've got two counts of business

10 from our community at this time. The first is a

11 recommendation that the University Senate approve

12 significant changes to the MS in the Kinesiology and

13 Health Promotion, in the Department of Kinesiology

14 and Health Promotion within the College of

15 Education.

16 The changes are to establish four concentrations:

17 Biomechanics, Coaching, Exercise Physiology, and

18 Physical Education teaching. These concentrations

19 will be formally but to formally establish -- will

20 allow them to appear on the student's transcript. It

21 will allow for a clearer communication and potential

22 employers about the student. KHP is actually a

23 pretty broad term. It focuses on many different

24 areas and establishing a new concentration, the

25 student's ability for periodic reviews.

1   So the proposal is essentially within the existing

2   MS in KHP, establish these as four formal

3   concentrations.

4   CHAIR BIRD-POLLAN: Okay. So any questions of

5   fact related to this proposal? We have a

6   representative from the program here as well.

7   CHAIR BIRD-POLLAN: Oh, okay. Yes, great. Any

8   questions of fact about this proposal and

9   significant change? All right. Hearing no

10 questions of fact the motion from the committee is

11 that the Senate approve the significant changes to

12 the MS in Kinesiology and Health Promotion in the

13 Department of Kinesiology and Health Promotion.

14   So, any debate on that motion? Any comments,

15 questions, thoughts? Okay. So I'll open it for

16 voting. The motion passes. Our next item from SAPC?

17   MR. CRAMER: This is a recommendation that

18 the University Senate approve for submission to the

19 Board of Trustees the establishment of a new Master

20 of Forensic Toxicology and Analytical Genetics

21 Degree in the Department of Toxicology and Cancer

22 Biology within the College of Medicine.

23   The Master of Forensic Toxicology and Analytical

24 Genetics will prepare professionals with an advanced

25 training in forensic science and develop highly

1 valued workplace skills. We're establishing two

2 concentrations. One in forensic toxicology in

3 chemistry. The other in forensic and analytical

4 genetics. The curriculum will include common

5 coursework, an advanced forensic science as well as

6 writing, communication, professionalism, ethics,

7 legal perspectives and then also laboratory skills

8 and specialized coursework that includes an

9 internship experience for all the students.

10   This professional masters program has the student

11 learning analytical development of input from

12 potential employers, consultants, faculty outside of

13 the program and the university. It's expected to

14 launch with twelve students split evenly between the

15 two concentrations. Then they intend to grow out to

16 cohorts of twenty.

17   CHAIR BIRD-POLLAN: So that's the actual

18 description of the recommendation. Any questions of

19 fact about the proposed degree? Okay. So then I'll

20 put the motion on the floor that the Senate approve

21 for submission through the Board of Trustees this

22 new masters of Forensics Toxicology and Analytical

23 Genetics in the Department of Toxicology and Cancer

24 Biology within the Department of College of

25 Medicine. Any debate on that motion? Comments?

1   Questions? Okay. Then I'll open it for voting.

2   Final votes? And the motion passes. Okay. Great.

3   Thank you. Thanks Aaron. Our next committee report

4   is the Academic Organization and Structures

5   Committee Chaired by Al Cross.

6   MR. CROSS: A proposal is for a

7   reorganization and a company transfer of degree

8   programs within the College of Health and Sciences.

9   The college would change its two department

10   structure with several divisions in each department

11   to a five-department structure with no divisions.

12   Transferring degrees in academic programs and

13   supporting faculties to the new departments.

14   The reorganization resembles the one accomplished

15   of the College of Medicine and follows the advice of

16   the department bodies. The background material

17   makes clear that the faculty and staff at the

18   college are very much involved in developing and

19   embedding the proposal which as committee members

20   considered an excellent example of faculty

21   governments.

22   All faculty members in the college have been

23   consulted about their individual assignments and

24   would get their preferences. About 71 faculty

25   resulted in 46 votes for approval, 1 abstention and

1 no opposition. The effective date would be July

2 1st. So, the Senates Academic Organization and

3 Structure Committee has two functions. If we

4 approve things on an organization basis, actually we

5 recommend or we --

6   CHAIR BIRD-POLLAN: Endorse.

7   MR. CROSS: Endorse. I always forget the

8 right word. We endorse on an organizational basis

9 and we approve on an academic basis. So do we have

10 two motions?

11   CHAIR BIRD-POLLAN: We do.

12   MR. CROSS: The first is motion from the

13 committee to approve it based on its academic merit.

14   CHAIR BIRD-POLLAN: Okay. So the first motion

15 is regarding the academic merit. Before we get to a

16 discussion about motion, we do have a

17 representatives from the College of Arts and

18 Sciences here including the Dean and the two faculty

19 members who led this study and recommendation. Are

20 there questions of fact regarding this proposal?

21 Any clarifying questions? Yes.

22   UNIDENTIFIED MALE: Well, it's actually kind

23 of a question of procedure.

24   SECRETARY BROTHERS: Name please?

25   MR. FARRELL: Herman Farrell, College of Fine

1   Arts. So, having Chaired this committee once before

2   I know that if you do something like a transfer or a

3   closure of a program. There's a requirement in the

4   Senate Rules for a open hearing? Was that held?

5   MR. CROSS: I was unaware of such a

6   requirement. Karen, Carl?

7   MS. BADGER: I'm Karen Badger for the

8   Department of Health Sciences. We're not

9   transferring from the College to a different

10   College. We're transferring to departments within

11   so for example the Division of Physical Therapy now

12   holds the degrees that are affiliated with that.

13   They don't really transfer to the Department of

14   Physical Therapy. So, I mean that is how we.

15   CHAIR BIRD-POLLAN: Go ahead.

16   MR. FERRELL: I've read the proposal. It's

17   excellent. That's not the issue. It's actually,

18   it's the committee that has to do this. The reason

19   why I am raising this is because going forward if we

20   ever have a real sort of controversial issue with

21   regard to procedures, I would be concerned that we

22   have kind of by inference waiving this aspect of it.

23   It is important.

24   It is included in the rule that when there is a

25   transfer -- I can cite what the section is. It's

1   3.4.2 and it's Need from the Senate Review

2   Procedures. And then it's subcategory A, B under

3   those to a different frames either for academic

4   changes or organizations. So, it says Committees

5   will also conduct at least one open hearing which

6   any employee or student affected by the proposal

7   where the action may make through the submission or

8   oral presentations.

9   The open sessions are for the purpose of

10   obtaining information. They are not intended as an

11   adversarial or a judgmentory process.

12   UNIDENTIFIED MALE: What number is that

13   Herman?

14   MR. FARRELL: This is subsection 2 under B.

15   The section begins Before the respective committee

16   completes it report. I guess what I'm asking for as

17   a way around this because I'd like to see this go

18   forward is maybe the Senate will just consider that

19   and I guess vote to waive that aspect of it because

20   it appears to me since the faculty is completely

21   supportive of this, it sounds like the students were

22   not too affected by it.

23   Could we just acknowledge that open hearing

24   aspect of the rule is still a requirement but in

25   this instance well waive that requirement.

1	MR. CROSS: Sounds like a motion to me.
2	MR. FARRELL: Again my rationale for this is
3	going forward, I would hate to have us forget to
4	waive this rule, and it could have serious issues
5	about consolidation or closure.
6	MR. CROSS: If this apparently hasn't occurred
7	to the staff or me because this is basically
8	internal reshuffling within the college. I think we
9	can take that as an amendment to this motion. To
10	waive --
11	CHAIR BIRD-POLLAN: Parliamentarian, your
12	thought about that?
13	PARLIAMENTARIAN: It's just a discussion.
14	This does not change the merit of the motion. He's
15	just pointing out that a review was not had.
16	MR. CRAMER:But if he made a motion to amend
17	that to include a waiver, that would be in order?
18	PARLIAMENTARIAN: Yes, that would be in order.
19	CHAIR BIRD-POLLAN: Are you making such a
20	motion, Senator?
21	MR. FARRELL: Yes, I am making a motion that
22	we waive that particular section with regard to the
23	review in this instance.
24	MR. CROSS: I'll second.
25	CHAIR BIRD-POLLAN: Okay. So --

 1   MR. CROSS: We can accept this friendly

 2   amendment.

 3   CHAIR BIRD-POLLAN: A show of hands? Okay.

 4   Are there questions of fact regarding this motion?

 5   UNIDENTIFIED MALE: If you --

 6   SECRETARY BROTHERS: Name please.

 7   MR. TAGAVI: Kaveh Tagavi, Engineering.

 8   Could you please put the portion of the rules that

 9   are being changed so we can all see?

10   CHAIR BIRD-POLLAN: I don't know we can do

11   that in any kind of way that reflects the time --

12   MR. CROSS: It's in the rules and we don't

13   have the rules handy for projection. He's not

14   objecting to any particular part of the proposal.

15   He's objecting to a lack of step --

16   CHAIR BIRD-POLLAN: I think actually there is

17   a debate here about whether this rule applies

18   because its about an educational unit. The transfer

19   --

20   MR. CROSS: Of an academic program to a

21   different educational unit.

22   CHAIR BIRD-POLLAN: To a different educational

23   unit and theres an argument that it wouldn't apply.

24   Thoughts from the College of Health Sciences back

25   there?

          MS. BADGER: Karen Badger from the College of

Health Sciences. Just a clarification, are we

talking about an open forum that's offered by the

Senate Committee?

          CHAIR BIRD-POLLAN: Right.

          MR. CROSS: Yeah, the committee.

          MS. BADGER: Because we did have an open

forum within the college. I know that that's

different but just so that fact is understood. We

had the Urban Faculty Forum and when it was also had

the (coughing)

          MR. CROSS: And just to clarify the committee

is a public agency. It's a sub-senate of the Senate

which is a public agency so our meetings our public.

If anybody wants notice of them.

          CHAIR BIRD-POLLAN: Yeah.

          MR. ENGLISH: Robert English, College of

Health Sciences. How are we defining educational

unit?

          CHAIR BIRD-POLLAN: Well, that's exactly the

question.

          MR. ENGLISH: Well, if it's within the college

then there is no transfer.

          CHAIR BIRD-POLLAN: Right. And it's not

defined in the rule.

          MR. CROSS: You could argue that the

department within the college are educational units

but if you're becoming -- if you're looking at

divisions then that confuses the issue.

     CHAIR BIRD-POLLAN: Oh, goodness. Over here

theres the definition of an educational unit in the

rule. Colleges schools to --

          MR. CROSS: It could be interpreted -- and I

think the safe interpretation is that the rule

applies. It could be argued that it doesn't.

          MR. FARRELL: They lined out the rules in

2017. It updated --

          MR. CROSS: So, we have a motion I guess.

          CHAIR BIRD-POLLAN: Yes.

          UNIDENTIFIED FEMALE: Do we want to vote the

motion?

          CHAIR BIRD-POLLAN: No, no we have -- we're

still having discussion of this particular motion,

the motion to waive this rule.

          UNIDENTIFIED FEMALE: But then we'll come

back to --

          CHAIR BIRD-POLLAN: To the larger issues,

yes. I'm sorry we can't post the rule to be read

right now. We have people who are reading it. Yes?

          MR. CRAMER: Aaron Cramer, College of

1   Engineering. I think our Parliamentarian expressed

2   that as long as were aware of what were doing we

3   don't necessarily need to do this. It will be

4   reported in the minutes, I'm sure, that we're aware

5   of this rule and the rule makes a descriptive call

6   in this case but as long as we acknowledge of that

7   on the original motion rather than the amended

8   motion that we acted knowing this is in order.

9   CHAIR BIRD-POLLAN: That discussion we had in

10   December. Have you talked about that

11   Parliamentarian?

12   MR. BLACKWELL: Result in the reason to vote

13   for or against an amendment but you've called the

14   amendment on the floor, right?

15   CHAIR BIRD-POLLAN: No, no, no. I, yes, but

16   the amendment is included in the waiver. So you're

17   saying that this then would --

18   MR. CRAMER: That is the amendment.

19   PARLIAMENTARIAN: Oh, whether the Senate can

20   waive its own rules?

21   CHAIR BIRD-POLLAN: Yeah. (Laughter)

22   UNIDENTIFIED MALE: I've had the pleasure to

23   work with Herman for a number of --

24   SECRETARY BROTHERS: Name please?

25   UNIDENTIFIED MALE: I trust he's charged very

much trusted in here and that's why I would like to

make second motion.

CHAIR BIRD-POLLAN: I think it's already been

seconded by Al Cross.

MR. CROSS: I seconded it.

UNIDENTIFIED MALE: Oh, okay.

CHAIR BIRD-POLLAN: Yeah?

MS. EFFGEN: Susan Effgen, Health Sciences.

Can you put the question on the floor?

CHAIR BIRD-POLLAN:So I haven't put the motion on the

floor yet. I'm asking if there's clarification

about what were -- the amendment itself. Okay. So

hearing no further discussion of the question, the

motion is on the floor to amend the motion to

explicitly waive the rule. Is there debate on that

motion? Okay.

So we're going to have to do this by a show of

hands because we don't have a slide for this. So,

all in favor of amending the committees motion to

explicitly waive rule 3.4.2 B, all in favor?

Opposed? Okay. The motion passes. Okay. So now

we have an amended motion. Will we have two amended

motions?

MR. CROSS: No, you have -- this is the one

amended with the waiver. Now that's the main

1   question.

2   CHAIR BIRD-POLLAN: Okay. All right. So any

3   other questions of fact regarding the proposal to

4   approve this reorganization? Questions of fact

5   here?

6   UNIDENTIFIED FEMALE: I support this.

7   SECRETARY BROTHERS: I'm sorry, name please.

8   MS. MCCORMICK: Katherine McCormick, but I was

9   just curious if it might be helpful to include all

10 the processes that you just mentioned in terms of

11 soliciting the input of faculty so that if you say

12 theres seventy faculty and it was approved or

13 supported by so many. I suspect somebody might say

14 Well, what happened to the other?

15   So I would encourage, if it's possible, that

16 they add that language in if it's not already there.

17 It may already be there.

18   MR. CROSS: The eighty-four page proposal PDF

19 is on the website and it includes a fairly detailed

20 description of the efforts we went through and we

21 were satisfied with it.

22   CHAIR BIRD-POLLAN: Any other questions of

23 fact? Okay. So I'll put the motion on the floor

24 that the Senate approve the proposal including the

25 transfer of degree programs as part of the

1 reorganization based on academic merit. So, this is

2 the academic portion of the proposal and this is

3 something that the Senate approves in our authority

4 under --

5   MR. CROSS: And waives the said rule.

6   CHAIR BIRD-POLLAN: And including, I'm sorry,

7 this is the amended motion including the waiver of

8 the rule. So, debate on that motion? Any debate on

9 that motion? Okay. Then I will open that for

10 voting. Any final votes on the Academic Merit

11 portion for approval? Okay. The motion passes.

12 Okay. So a second recommendation from the

13 committee?

14   MR. CROSS: Because this is the province of

15 the Trustees and not the faculty we only can

16 endorse, we don't have the power of approval or

17 disapproval. So, the motion is to endorse the

18 proposed reorganization of the College of Health

19 Sciences.

20   CHAIR BIRD-POLLAN: Any comments on this?

21 Senator Farrell? Do you think this one also needs

22 to be amended?

23   MR. FARRELL: Yes, it does. Because it covers,

24 that rule covers both.

25   CHAIR BIRD-POLLAN: All right. I would

1 entertain a motion to amend this portion of it.

2   MR. FARRELL: Yes, I would move that we amend

3 this second motion for the committee dealing with

4 the reorganization and note that the requirement of

5 the open hearing be waived according to section

6 2.4.2 or -- 3.4.

7   CHAIR BIRD-POLLAN: Okay. We'll get that

8 corrected in the minutes. Okay. Is there a second

9 for that motion?

10   MR. CROSS: I'll second it.

11   CHAIR BIRD-POLLAN: Okay. So, any questions

12 of fact on the senate waiver? Hearing none there's

13 a motion on the floor to amend this motion. We will

14 again have to vote by a show of hands. So we will

15 again be amending the Senates endorsement of the

16 proposed re-org explicitly waiving Senate Rule

17 3.4.2.B. Debate on that motion? On amending this to

18 include a waiver? Okay. Seeing none I'll ask you

19 to vote by a show of hands. All in favor? Opposed?

20 Okay. The motion passes.

21   Okay. So now I'll ask if you have any

22 questions of fact related to this motion, the

23 endorsement amended now to include a waiver of the

24 open hearing portion of the Senate rules. Any

25 questions of fact? Okay. Hearing none we'll put

the motion on the committee -- on the floor from the

committee that the Senate endorse the proposed

reorganization to the College of Health Sciences

based on its non academic merits including a waiver

of the open hearing portion of the Senate rules.

Any debate on that motion? Comments, questions,

thoughts? Okay. I'll open voting on that amended

motion. Okay. Any final votes? And the motion

passes. Okay. Thanks very much everyone. Thanks,

Al and your committee.

        The next item on our agenda is the proposed

Lewis Honors College Rules. Dean Brady is here from

the Lewis Honors College.

        DEAN BRADY: Hi, thank you all. The only

thing I would clarify, it's not a change to the

rules. The rules have never been approved. So,

these are the College rules. They were approved by

the regular Honors College faculty members that's

made up of our faculty. Some of you are here in the

room who have your appointment in the other colleges

and do work in the Honors College. They were

approved in September.

    So, that's it. We're just getting started. So

this is our first set of rules and our first time

coming here. It's gone to the Senate Council.

1   CHAIR BIRD-POLLAN: It's gone to the Senate

2 Council and just to clarify the reason that these

3 rules are here in front of us now is because the GR

4 actually requires Senates approval on college rules.

5 This was put in for the governing regulations when

6 the Lewis Honors College was formed.

7   So, you have likely approved your own colleges

8 rules in various ways and amended them and under the

9 GR, the Lewis Honors College has to bring them to

10 the Senate. So that is why they are here today.

11 So, any questions of fact related to these rules?

12 Any questions for Dean Brady?

13   Okay. Then I'll put the motion on the floor for

14 the Senate Council that the Senate approve the

15 proposed Lewis Honors College rules. So debate on

16 that motion? Any debate regarding the Lewis Honors

17 College Rules? Okay. Seeing none I'll open for

18 voting on that. Any final votes? The motion

19 passes. Okay. Thank you very much.

20 All right.

21   So the next item on our agenda is our Trustees

22 are going to present. There's two proposed changes

23 to the Governing Regulations which have to do with

24 the governance of U K, in particular things related

25 to the Board of Trustees Officers positions. So,

1   I'll just explain the Senate Council has already

2   reviewed these changes and made these three

3   suggestions that the changes referred to should

4   include the second reference but the three at large

5   numbers should be removed and replaced with

6   something clearer and that there should be some

7   specific language added to clarify what happens if a

8   vacancy in an office position occurs prior to

9   December. So these were the Senate Councils

10 suggestions but we are bringing this now to you

11 directly.

12   TRUSTEE GROSSMAN: Okay. Well let me explain

13 why, the purpose of this rule change. Currently the

14 practice is that the Board elects its officers in

15 September. There has been some dissatisfaction with

16 that procedure since it was approved in September

17 because May Trustees begin their terms in August and

18 its at the very first Board meeting in September

19 they're asked to vote on candidates for Board

20 officers.

21   And many times they are unfamiliar with the other

22 members of the board and they feel uncomfortable

23 voting for one person or another. So the purpose of

24 this change is to push off the voting for these

25 officers to December so that new board members have

1   an opportunity to meet and get to know the other

2   members of the board and then can make a more

3   informed decision about who they want to be Chair,

4   Vice Chair, Secretary and the two at large members

5   who don't have particular titles but they are also

6   on the Executive Committee of the Board.

7   One of the concerns that was expressed was that

8   if we change the January to December term for board

9   officers, if someone wants off the board in the

10   summer because their term has ended then there would

11   be a vacancy until the following winter, until

12   December and that concern was resolved by noting

13   that the board can at any time choose to fill a

14   vacancy by having an ad-hoc election.

15   So if someone does rotate, say if the Vice Chair

16   finishes her term in August then in September

17   everyone would know in advance that person was

18   leaving the board and then in September we could

19   elect a new Vice Chair if we chose. So, there was

20   some concern a little bit about the language,

21   particular language, I guess, about the procedure

22   used to fill the vacancies.

23   But I believe after some email discussion I think

24   our current Chair offered the language that's here

25   is fine. And we don't need to make any significant

1   language changes about how the vacancies would be

2   filled if one the reps at the board were to leave.

3   We would revisit it and resolve it.

4   TRUSTEE BLONDER: This seems like a plan to

5   move the election because its true when you start

6   out -- sometimes if a person rolls off June 30th and

7   then a new person is appointed by the Governor or

8   more than one person until August and they're sworn

9   in August then we have a nominee process starting in

10   August and the election in September.

11   The new board members really don't know the other

12   people on the board. So, this seems like a good

13   plan. Our first year we had the election in

14   September and then those elected officers would

15   continue on. We'd have the election in September

16   2019 and then those people would serve until

17   December 2020. So, that's a little more than a year

18   but that's the proposal. It was discussed in the

19   Executive Committee Meeting and then the board also

20   approved it.

21   CHAIR BIRD-POLLAN: To clarify for those of

22   you who like me have not seen a lot of these GR

23   changes, this is in the purview of the board two

24   hearings of the board, right? One has happened

25   already and the second would be in February, but

1   this, the University Senate, the Staff Senate, and

2   the SGA are all asked to consider it and vote on an

3   endorsement of the change to the GR. Am I getting

4   that right?

5   TRUSTEE BLONDER: Yes.

6   CHAIR BIRD-POLLAN: Okay. Marcy that sounds

7   right? Okay. So questions of fact about this

8   change, the proposal here before you.

9   UNIDENTIFIED MALE: Could you go back to the

10   changes?

11   CHAIR BIRD-POLLAN: These are the changes.

12   UNIDENTIFIED MALE: No, the other --

13   CHAIR BIRD-POLLAN: Oh, you want to see the

14   motion?

15   UNIDENTIFIED MALE: Yes.

16   CHAIR BIRD-POLLAN: Oh, these changes.

17   UNIDENTIFIED MALE: So, is that what were

18   discussing or is it --

19   CHAIR BIRD-POLLAN: No, you're -- these are

20   the changes that the Senate Council is independently

21   recommending. We wanted to just let you know what

22   the Senate Council had recommended. We're

23   discussing the proposed red line blocking in the GR

24   itself.

25   TRUSTEE BLONDER: Well, we do say in the

1   motion -- can you put the motion up please?

2   CHAIR BIRD-POLLAN: Oh, yeah.

3   TRUSTEE BLONDER: We do say that we were going

4   to convey these comments.

5   CHAIR BIRD-POLLAN: Convey those suggestions.

6   That's true.

7   TRUSTEE BLONDER: So if that's not what we

8   want to do then we should just --

9   CHAIR BIRD-POLLAN: That's true.

10   MR. LUHAN: Greg Luhan, College of Design. So

11   the first question that I have in terms of the other

12   document that we were just looking it, it had to do

13   with the timing of the elections and the appointment

14   and not necessarily with the phraseology of how they

15   are changing.

16   CHAIR BIRD-POLLAN: Right. So there are two

17   changes -- hold on. Yeah, it has the phrase

18   at-large members in here.

19   MR. LUHAN: So is at-large not defined

20   somewhere else in the document?

21   CHAIR BIRD-POLLAN: No, not that we -- yeah

22   go ahead.

23   MR. TAGAVI: Kaveh Tagavi, Engineering. Not

24   only at-large is not defined for you other places

25   KRS or in the GR. It's actually if you go to

1   Merriam Webster dictionary it says wrong uses of

2   at-large. At-large refers, people who are not

3   at-large, are people who are at some division of the

4   total constituent. There are no such members.

5   Every one of these members are representing the

6   entire board therefore in my opinion at-large is

7   actually wrong, not just a bad phraseology.

8   TRUSTEE GROSSMAN: All I will say is that it

9   is the terminology that the board has used for years

10   and years and years. I don't know if it's defined

11   anywhere but if we changed it -- we will convey to

12   the Senate -- Marcy is over here. She's in charge

13   -- well, not in charge of right, but a major player

14   in the ranked world here at U K. She's heard what

15   you've got to say. I'm sure she'll consider it.

16   MR. LUHAN: Greg Luhan, College of Design.

17   So, the reason why I was asking was that it's not

18   changed in the red lines here.

19   CHAIR BIRD-POLLAN: No, this is the language

20   we got from the Board of Trustees. This is their

21   proposed changes.

22   MR. LUHAN: Right. So the proposed changes

23   said at-large was from the Senate Council?

24   CHAIR BIRD-POLLAN: Yes.

25   MR. LUHAN: So that still doesn't correct the

1 problem that they were --

2   CHAIR BIRD-POLLAN: So we -- okay so just to

3 clarify what were talking about here. This is the

4 language that came to us from the Board of Trustees

5 that they voted on in December, this red line of

6 this document here.

7   The list of additional changes which was on the

8 prior slide, those -- when the Senate Council

9 discussed this last week, those were the comments

10 the Senate Council voted to forward on to the Senate

11 in order to ask them to consider forwarding on to

12 the Board of Trustees in response to this document.

13   So that -- so nothing -- we haven't changed

14 anything here. We don't have the authority to

15 change it. The Senate Council doesn't. The Senate

16 doesn't. All we can do is make suggestions to the

17 Board of Trustees to consider, but this it the

18 change that they voted on in December.

19   TRUSTEE GROSSMAN: There will be one more

20 vote by the Board of Trustees on this and before

21 that vote the senior leadership of the board may

22 agree with some of these changes and they make

23 changes before the final vote or they may not make

24 the changes. It just depends on what they think of

25 the matters.

1   CHAIR BIRD-POLLAN: Does that answer your

2   question?

3   MR. LUHAN: Yes.

4   CHAIR BIRD-POLLAN: Okay. So then I'll put

5   on the floor the motion. Okay. So these were the

6   comments from the Senate Council which was, as we

7   said, the addition to the additional reference to

8   KRS, clarification or removal of the term at-large

9   and what happens if a vacancy occurs prior to

10 December?

11   Those were the comments from the Senate Council

12 and the motion from the Senate Council is that the

13 Senate should endorse the proposed change to GR 2B3

14 and to convey those suggestions to senior

15 leadership. So that motion is now on the floor.

16 Debate on that motion? Any comments, thoughts,

17 questions? Okay. Hearing none, open for voting.

18 The motion passes. Okay. So the next change?

19   TRUSTEE GROSSMAN: The next change has to do

20 with the Investment Committee and it simply

21 clarifies the membership of the committee having

22 formed with our current practice. So here is the

23 proposed language, the former language and the

24 proposed language.

25   TRUSTEE BLONDER: The former language isn't as

1   specific as a number -- of as defined under the

2   current language. So this is more specific and

3   clears up about the community members.

4   TRUSTEE GROSSMAN: This was also a model of

5   the Health-Care Committee.

6   CHAIR BIRD-POLLAN: Any questions of fact

7   about this change to the GR or our motion to endorse

8   it? Yeah?

9   MR. POOL: Christopher Pool, Arts and

10   Sciences. So what is the rationale of specifying

11   five, voting trustee members and up to five

12   non-voting community advisory members? How is --

13   what is the --

14   TRUSTEE BLONDER: Flexibility and the number

15   of community members that can be appointed to the

16   committee. So it's up to five, no more than five

17   but it could be three, it could be four depending on

18   the expertise of the people in the community and how

19   the standing committee wants to approve them.

20   CHAIR BIRD-POLLAN: Other questions of fact?

21   Yes.

22   MR. LUHAN: Greg Luhan, College of Design.

23   So, just to clarify that the intent of this is to

24   essentially set up a stagger so that a five year

25   appointment or a three-year appointment would

stagger off after time or how are you determining

which members will be on for three, two, four or

five years?

TRUSTEE GROSSMAN: I would assume that it will

be specified with the Trustees. It's up to the

Chair to appoint the Trustee, to name the Trustees

to different committees. So, I assume that the

Chair will say okay, for the Investment Committee,

you know, these Trustees will have three year terms.

These will have two. These will have one, and yeah

the purpose is to stagger (coughing) so that there's

not a huge turnover of all the members every three

years.

TRUSTEE BLONDER: Also the appointed Trustees

have six year terms. So if a person only has one

year left on their term or two years left but that

person wants to be on the Investment Committee and

the Chair agrees then you cant appoint them for six

years, you can only appoint them for two years.

CHAIR BIRD-POLLAN: You have a follow-up

question?

MR. LUHAN: I was just wondering. That makes

a little bit more sense. But it's not clear on how

that presents so because it could be arbitrary on

how that appointment was made.

1   **TRUSTEE GROSSMAN: Are you talking about that**

2   **second to last sentence?**

3   **MR. LUHAN: Correct.**

4   **TRUSTEE GROSSMAN: I think it is arbitrary.**

5   **It's according to the will of the CHAIR.**

6   **TRUSTEE BLONDER: But it also depends on the**

7   **term needed -- the number of years left in the term**

8   **of the trustee in question.**

9   **TRUSTEE GROSSMAN: Right. I think the way the**

10   **Trustee, the committee appointments work, is we get**

11   **a piece of paper with a list of the committees and**

12   **were asked to specify first, second, third choice**

13   **and so on -- on the committees and then the**

14   **Executive Committee gets together. And okay, we'll**

15   **put that one and that one and then okay sorry you**

16   **don't get your first choice. You end up on this**

17   **committee instead.. It's done kind of like**

18   **schedules and --**

19   **TRUSTEE BLONDER: Most committees have one**

20   **year terms. Health Care has three-year terms. So**

21   **if a person only has one or two years left in their**

22   **term its unlikely that they're going to be appointed**

23   **to the Health Care Committee even if they want to be**

24   **on that committee.**

25   **CHAIR BIRD-POLLAN: Yes?**

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          MR. TAGAVI:Kaveh Tagavi, Engineering. Am I

reading this correctly that the non-voting committee

members are not staggered?

          TRUSTEE GROSSMAN: Correct.

          MR. TAGAVI: Maybe you want to mention to

them they should do that.

          TRUSTEE GROSSMAN: We could add the word, we

could just add the words up to after and appointed

for, so add appointed for up to a three year term.

The three year term is added a little bit later.

Initially there wasn't any because some of the

members, some of the community members have been on

there for dozens of years I guess.

    So, initially there wasn't a limit on terms and I

suggested they should put a limit on because someone

might not participate any more but still want to be

just to occupy a seat because of the prestige or

(cough) so that's why the three-year terms were

added.

          MR. JACOBS: Nathan Jacobs, College of

Engineering. The last sentence seems to indicate

that subsequent committee members are all three-year

terms which contradicts what it said earlier about

shorter terms.

          CHAIR BIRD-POLLAN: My reading of this is that

1　the second to the last sentence is whats going to

2　happen now and then once that's over, once those

3　people have left, everyone is a three year term. So

4　this is the transition clause, the second to last

5　sentence. Any other questions, comments? I

6　actually forget whether I put the motion on the

7　floor. Did I put the motion on the floor?

8　　　　SECRETARY BROTHERS: No, I don't think so.

9　　　　CHAIR BIRD-POLLAN: Oh, okay.

10　　　　SECRETARY BROTHERS: It's all questions of

11　fact.

12　　　　CHAIR BIRD-POLLAN: This is all questions of

13　fact so any other questions of fact? Okay. So then

14　I'll put the motion on the floor. So the motion is

15　that the Senate should endorse the change to

16　Governing Regs II E.2.f.2. Any debate on that

17　motion? Comments? Questions? Okay. Then we'll

18　open that for voting. Any final votes? The motion

19　passes. Okay. Thanks everybody. Thanks Trustees

20　for that and we'll convey the comments to the board.

21　　　Okay. The next item on our agenda is our Chief

22　of Police Joe Monroe and the Executive Director of

23　Public Relations and Marketing Jay Blanton and

24　they're here to give us an update on campus

25　security.

CHIEF MONROE: Well, good afternoon. I'll try to keep this brief. I know you've got up in here listening to all of this. So it's kind of a long day and I don't want to stand between you and 5:00. So, I'm going to keep this very brief. But I'm going to give you a lot of information. So we're going to talk a little bit about the U K Police Department, where we are, where we come from and some of the data behind it.

So it's what I call by the numbers here. Right now we have over 2500 cameras on campus. Those are inside and outside. We're pushing 8000 access control points since I made this slide a couple of weeks ago, and access control points are doors with access control. The ones that you use your badge to swipe into. We have over 42 of the top phones and we just added one this past week, top of the blue emergency phones that everybody sees.

And then I just hired a couple more police officers which pushes us to 65 officers, making us, I think, the 11th largest department in the state of Kentucky now. So that means what we've worked on in the last year the first one being taking outdated and outgrown video management software platform and upgraded to a new one. It's more resilient. It

1 involves a partnership with UK IT, both police

2 departments and the other colleges on campus.

3   It will also allow us to use cameras that can be

4 added at a lower cost now by the new technology.

5 The last point up there is very important because as

6 the system has developed from my original proposal

7 of sixty-four cameras, to well over several thousand

8 now, it's important we have a video management

9 platform to monitor that growth.

10   So that's why we chose the new software platform

11 for that. Maxwell Street Corridor is one of our

12 projects that we just completed. So now we have

13 Maxwell Street covered from South Limestone all the

14 way to Rose Street, 100 percent video coverage on

15 it.

16   As we start building this out we're going to

17 start moving it from out of the perimeter of campus

18 in to make sure we have everything covered. We put

19 a couple of pop-up towers out there as well. And

20 then we just last year signed on with a new access

21 control platform, that allows us to do a lot more

22 than we originally did.

23   Somebody was talking about the campus renovation

24 projects that were going on. One of the things that

25 we did was we did developed a standard so that any

of the new projects whether it's a new building or a retrofit for a building, we have a campus security standard that is part of those projects that makes them have access control on exterior doors as well as campus. The reason for that is if any event something should ever happen, I want to make sure that this campus has 100 percent lockdown capability.

It's a big concern to all of you in the classrooms as well. So we're working from the outside of the building in to the classrooms. That's our focus. The Live-safe app is a mobile safety app that SGA and the Police Department partner on. We fund that every year along with SGA and that's basically a mobile safety app you can get mobile updates from. We have a GPS location on your phone to let us know that you're walking somewhere and if something happens you push that button and it immediately lets us know within ten meters your location and we send officers to it.

Dr. Capilouto used it one night when he was out walking his dog and we found him, Thank gosh within ten meters so it does work. (LAUGHTER). We just are finishing up a campus review project where we took all the different despaired campus radios that were

being used from athletics to physical plan to

healthcare, the police department and all these

other entities and combined them to one radio

system. What that will do is it will allow us to

have interactive ability in the event that theres

ever a disaster on this campus well all be able to

communicate properly.

The last one up there talks about we are

increasing our strength, our sworn officer strength

as the enrollment grows of the university goes up.

That way we can kind of stay in check with that.

For many years we weren't and we were very grossly

understaffed. We replaced a community or a computer

aided dispatch system and CAD software. What that

did was it will allow us now to better locate

individuals, to be able to have better records

management to search for names, to find common, you

know, either suspects or people of concern.

It will allow us to pop up a little bit quicker.

Along with this we partnered with rapid SOS which

will allow us to better get a body's location on

campus when 911 is called. So for outreach

programs, the STAR program which is our self defense

program, active aggression training program, that's

kind of like our active shooter program that we do.

One of the big things we are working on the EOC training.

Dr. Monday is very interested in making sure that we have EOC teams and they are trained in what they need to do, what their roles and responsibilities are in the event theres a disaster or emergency, that they know what they are doing.

So let me talk real quick about the blue phones. Each one of those blue dots represents a location where our emergency phone or blue phones are. The little beige circles you can see around that are five hundred foot radius that the audible speakers from those blue phones can be heard. When we send out a U K alert.

It goes through these phones and the voice uses a touchdown voice, but he's not saying touchdown Kentucky, he's just announcing what the emergency is. It allows us to have complete coverage of campus on the outside of the buildings. On the inside of the buildings we've tapped into the emergency phones. Inside the buildings the speakers that are inside the buildings as well as the desktop IP phones. Working on new project also sends messages to your desktop if you're logged into the network here that will pop up to the banner telling

1 **you what the U K alert is.**

2 **OFFICER BLANTON: Good afternoon. And thank**

3 **you for the opportunity to be here with you. I'm**

4 **going to focus my comments on this part of the**

5 **presentation exclusively on the bomb threat and it**

6 **was this fall in this building. It provides, I**

7 **think, a pretty good case study. It's informed a**

8 **lot of the communications efforts that we had and**

9 **safety efforts that we had and to be candid I think**

10 **there's some things I think we did pretty well.**

11 **In terms of communication I think there's some**

12 **things, how can I say in a way, we're still learning**

13 **about and we could do better frankly. So what were**

14 **taking from it in terms of lessons and how were**

15 **thinking about these things, there could be a lot of**

16 **takeaways from something like this.**

17 **So just by the way of context we want to**

18 **remember from this fall there was a fall afternoon a**

19 **bomb threat that focused on, they made a threat**

20 **about classes on the next morning. It focused on**

21 **this building. We spent about an hour or so with**

22 **crisis communication team that respond to these**

23 **kinds of events. There were communications that were**

24 **going throughout the night and into the next**

25 **morning. In about twelve hours there was an arrest**

1   and a news conference with some ongoing

2   communications for that.

3   That's sort of the context or one of my comments

4   here. Just so you know there is this Crisis

5   Communications team that Chief Monroe and Eric

6   Monday sort of Co-Chair. It also involves the

7   Provost and his designee, the President and his

8   designee, folks from the communications office,

9   folks from other offices across the campus whether

10   its facilities or dining or res-life.

11   One of the things that we do that does not happen

12   at every institution frankly, and I think it's

13   because of the Presidents leadership and Chief

14   Monroe's leadership and others, is were at the table

15   and on top of that process. I can't think of a time

16   where there was a snowstorm or a safety concern or

17   an issue when we weren't at the table early talking

18   about communications and locations for what were

19   doing.

20   While were there, I think it gives us the

21   ability, hopefully and we'll talk about that in a

22   little bit, to act in the more proactive fashion in

23   terms of these sorts of situations. As you may

24   recall when this occurred it happened in the

25   afternoon. The crisis communications team was here

1   in place within an hour and a half talking about it.

2   I think the police department talked about this,

3   well the police department never considered for a

4   number of reasons this to be a credible threat. So

5   we were in a discussion about what to communicate

6   and when. We knew, for example, that this is the

7   kind of thing that would be talked about on social

8   media at some point pretty early, often and quickly

9   so we decided that we would start communicating,

10 even though it didn't exhibit an imminent threat, we

11 probably ought to communicate about it.

12   So we made a decision to go ahead and put

13 together communication with an email to the campus

14 and then we would sort of wait and see what happened

15 on social media particularly affecting students and

16 then start communicating when we expected to see

17 that sort of pop. That happened about 7:00-ish that

18 evening and we sent out that email and then sent a

19 social media team of six or seven people. All of

20 them were a lot younger than I am and more adept at

21 this than I am and we monitored social media

22 throughout the night and were responding to

23 questions and concerns the best we could throughout

24 the night and into the next morning.

25   By 2:00 in the morning an arrest was made and the

alleged perpetrator. By 5:30 we put out a media

advisory about a news conference and I did my first

6:15 AM news conference in my time here and it was

actually carried live. And so the TV stations were

on it. So within that twelve-hour period a lot of

communications were going on and in ways that were

kind of moved more quickly than we ever have before.

Here's some of the observations we had about it.

We have a lot of folks who spent a lot of time

monitoring social media and responding. In the

office that I'm one of the managers in, we manage

most of the institutional social media channels; so

the University Twitter account, the University's

Face-book page, the University's Instagram account,

the University's Snap-chat account, but what were

finding, what we found in this instance was that

students were actually communicating quite

aggressively about this issue long before it ever

appeared on Twitter or Face-book.

There's an app, and I've got it because I thought

we had to use it. Theres an app that's called Group

Meet which is a private, kind of a private messaging

room that allows for a lot of great focused

communication. At our office we use it within -- we

have different teams. We have social media team and

a crisis communication team and a leadership team

and we sometimes use that group texting app to

communicate with each other about specific issues.

On this case there are several different sort of

large groups and Captain can tell you about that

more than I can, but there are a number of large

groups that are using this text app to communicate

about different things with each other.

This is an exclusive -- it could be Hey do you

want to party Friday night or how to get tickets to

the basketball game. In this case there are about

and Greg Childers can correct me if I'm wrong, there

are about 3,000 young women who are on this one

group text.

So think about this in terms of number. Most of

them are undergraduate women. There's about 22,000

undergraduates on campus, a little under half of

them are women. 3,000 young women, mostly

undergrads, are on this one group text that none of

us, unless were invited to be in it, have any

visibility to, which it is what it is, but they were

texting with each other for hours before we saw the

first kind of social broadcast on a social media

channel.

They were texting about this. So believe me if

1   they're texting about it, you know how students are

2   today, they were talking to the parents about it

3   too. So this was all going on in a way that we

4   didn't have a lot of visibility to. In fact the

5   Colonel couldn't be here today, but the Colonel did

6   a really excellent story about I want to call it

7   tick tock where they went hour by hour, almost

8   minute by minute of this entire scenario of what

9   happened.

10   We talked a lot about what students were

11   communicating during this mass messaging. So were

12   learning that that's going on and we didn't know

13   about it. Whether we don't always, can't always and

14   shouldn't always have visibility to. But that's

15   happening which tells us that students -- we're

16   going to have to back up our thinking about when and

17   how we communicate, right? They're communicating

18   often and in large scale ways a long time before we

19   even know about it.

20   So, that's just a fact we have to deal with in

21   terms of thinking about how to communicate. We're

22   finding out that students and parents expect to hear

23   from us, and particularly parents here, from us

24   directly rather than simply from the news media.

25   One of the great things about social media of course

1   is it allows us to communicate instantaneously

2   across all kinds of channels with millions and

3   millions of people. The challenge of this though is

4   that everyone seems to get, Professor Cross knows

5   this as well as better than I do, but seems to get

6   in a kind of narrow path. They don't want to switch

7   channel. They communicate with each other over

8   here. I might be on Face book. I'm not on

9   Snap-chat. They may be on this group text.

10   Students don't pay attention to their email.

11   So everyone is communicating in their own ways on

12   their own narrow channels and they expect to hear

13   information from us directly in the way they want to

14   consume it. So in the old days when I first got

15   started in this business and this is really sad, you

16   just checked the Courier Journal. That's not the

17   way it works any more.

18   So we've got to be on all these channels

19   communicating in a way that students, parents,

20   staff, the faculty, want to hear from us -- action

21   and to be safe. So we've got to think about that

22   and parents in particular, there is a very, and this

23   is a good thing mostly, there very abreast of -- the

24   parents have a very aggressive -- their own Face

25   book page. In fact theres an open Face book page and

theres a private parents Face book page. They're

talking back and forth and they're expecting

responses from us directly. They don't want to just

see on WHAS news in Louisville, they want to hear it

from us directly what's happened on campus, how

we're protecting their son or daughter. So they

need it from us directly.

There was some confusion in some of what we

communicated. I used the word unsubstantiated

threat. Well, I can't say it was unsubstantiated,

but we have to be careful about the language we use

and situations like this be even clearer with it.

We don't want to use a lot of extra words and

verbiage so were learning about short concise, get

to the point, make your message and tell them what

they need to know.

So, were learning about language. The U K Alert

which is my favorite topic, the one I have a lot of

conversations with the Colonel about. When and how

that Alert is used is a misunderstood thing. It's

not a problem that we go back and talk a lot about

it. A U K Alert really happens in only two

occasions. One there's an imminent crisis, there's

a threat to the safety of the campus in some way and

two were asking people to do something. Get out of

1   the way of a tornado, there's an active shooter, do

2   something, take some action.

3   In this case with the bomb threat we didn't issue

4   a U K alert. A: We never considered it a threat to

5   be credible or imminent and B: We're not asking

6   people to do anything. We didn't close down classes

7   or anything. We weren't changing class schedules or

8   anything like that.

9   Now that's all well and good and in theory it

10 sounds good. I mean, but as a practical matter I

11 know there's areas of confusion around it. For

12 instance, we will send out an alert when there is a

13 gas leak on Columbia. There still will be this week

14 I'm sure because there's always a gas leak on

15 Columbia. And we'll send out an alert because were

16 telling people to avoid the area. We're asking that

17 they take some action. Don't go near this road

18 because you wont be able to go down it.

19   Well, that -- someone I think many of you will

20 say that's not the exact same thing as a bomb

21 threat. So there's -- we realize that there's I

22 think legitimate reasons for everything we do and we

23 look at colleges and universities across the

24 country, I think differentiating your work from just

25 kind of general information is a good practice about

best practice.

I think we have a good logic behind what we do but we know we need to do a better job quite frankly about communicating about whats the context for an alert? When do we send one? When do you not send one? What's the difference between an alert or a broadcast. When do you notify everybody and when do you use it.

We've got to do a better job there. Even though people, were all working for the same division. I really didn't know if the Colonel was going to be here. But the Colonel has kind of a different role in that they are media, they are students and while the media are following them to find out whats going on -- on campus and sort of you know form their questions and stuff so Rich Childer's up here is the News Editor. I'm not picking on you.

He may be tweeting about something and during this case we found that the Herald Leader and other media were following what they were saying because they had access. Real-time access to communications we were sending out. So they're following them which means everything is just moving more quickly. It's not a bad thing. It's just a reality of how communications works so quickly in news.

1   So, when we, when one of these happens we do

2   whats called an After Action Report, that's that AAR

3   symbol over there. So we get together as a

4   communications team. We talk about what did we

5   learn, what can we do better, and what did we like.

6   We have an After Action Review process that goes on

7   (coughing) with Dr. Monday and we talk about what we

8   can do better and how we need to learn.

9   In the communications area we think we think we

10 need to kind of watch the mission a moment ago and

11 be more proactive about it. We've got to assume

12 from the get go, even if we don't think something is

13 credible or imminent, even if we don't see real

14 evidence of it being out there, we need to

15 communicate it.

16   I think we need to make an assumption that it's

17 being communicated about in many ways we don't have

18 visibility but communicated out. That's a good

19 thing to learn. We realized we've got to include

20 their parents and be more proactive in a substantive

21 way in our conversations because things are talked

22 about.

23   You know when I came here in 1985 my parents

24 dropped me off and I saw them at the end of May.

25 That's not the case any more. The parents are

1   sensitive. There's a lot of communication going

2   back and forth. We've got to make sure we've got to

3   make sure we consider them in our path forward.

4   With the news conference we had Chief Monroe that

5   was there. We had a couple of TV stations that were

6   there we were carrying live but because of that

7   media and design our staple with parents that they

8   get information directly from us, we've got the

9   capacity to directly live stream that as well.

10   We ought to have a direct communications channel

11   so we can communicate with the folks out there. I

12   mentioned we need to use more straight forward

13   language just to remind people -- use it as an

14   opportunity to continue to educate and communicate

15   about what we do and why we do it, things like the

16   alert system and then we've got to do a better job

17   about things like this today for an example of that

18   getting around talking to Deans, talking to faculty

19   and talking to staff and other students about what a

20   U K alert is, and what are these other forms and

21   channels do we have to communicate and how were

22   using them around here.

23   This is just a bit of a timeline that sort of

24   went over before that shows you -- it will show you

25   what happened on November 8th from 3:30 on, the

1 meetings that took place, how we detected the online

2 chatter, how we started communicating, and I think I

3 covered that over the course of about twenty-four

4 hours a lot happened over that period. Relative

5 though not credible but it certainly came with some

6 anxiety from -- so that's it. Any questions that

7 you might have. Thank you.

8   CHAIR BIRD-POLLAN: So we do have two more

9 presentations this afternoon but the Senate Council

10 specifically wanted Jay and Joe to come and speak to

11 you today immediately after the scare in November.

12 We can probably attend for a few questions if

13 anybody has anything they want to add.

14   MR. BROWN: Allen Brown, Arts and Sciences.

15 Can you share with us, of course briefly, since you

16 know we say its not a credible threat and that's

17 easy to say. What are, you know, the criteria that

18 you use with students you know do we go to class, do

19 we not? I mean, that's not your purview but how do

20 we justify the assessment that it's not credible?

21   CHIEF MALONE: So basically we have a threat

22 assessment team and a matrix we go through. We have

23 two detectives that are assigned full time to the

24 FBI Task Force. So we run everything like this

25 through the FBI Task Force. So we use a lot of the

1 resources that we have available within, you know, a

2 short time period we were able to say this is not a

3 credible threat. I can't go into a lot of details

4 about what that process is because we don't want

5 that getting out.

6   MR. BROWN: But so you can publish though and

7 say this is not a credible threat and we can tell

8 the students this is coming from U K Police.

9 They've done -- we don't know what they do but they

10 do something. And they've said that it's not

11 credible. I mean, I'm just trying to help students

12 from questioning well am I going to blow up. Well

13 they said it's not credible so were all safe, I

14 mean, you know?

15   CHIEF MALONE: I mean, a lot of it is a threat

16 matrix that we go through. We have officers that

17 have trained everywhere from the Secret Service to

18 the FBI to Diplomatic Security. So, we know what

19 were looking at. We weigh out the evidence, so to

20 speak, that's available to us at that time and we

21 look at it and we say okay does it meet this? Does

22 it meet this? Does it meet this?

23   MR. BROWN: So we can refer to you've done

24 your due diligence and it's not credible?

25   CHIEF MALONE: Right.

         MS. DEBSKI: Liz Debski, A&S. For the sites

that have video surveillance, is there real time

monitoring of that video?

         CHIEF MALONE: So, it's almost impossible to do

real-time monitoring with that many cameras and that

many frames per second plus studies show that you

know an average human being can sit there and look

at this video wall. But they're going to start

missing things after a certain period of time.

     So, we rely a lot on video analytics. That new

software that we've gone to which was well in the

works before this incident, will allow us to do a

lot more analytics. So we use it more for event

entry but they do monitor in our operations center

certain cameras that are hot, called hot cameras.

         CHAIR BIRD-POLLAN: Yes.

         MS. VISONA: Monica Visona, Arts and Sciences.

So, how is our safety compared to other large

university campuses?

         CHIEF MALONE: Very well.

(LAUGHTER)

         MR. JOE: In the last seven years we've

probably spent more than ten million dollars on

safety whether that's technology, sworn officers,

mental health counselors, you know, all the

1   different aspects of safety. That's been a real, I

2   think, targeted and intentional investment at U K.

3   We've always got work to do. It's ongoing. I know

4   it's a never ending process. But I think there's

5   been a significant investment, and the board has

6   been very volatile in that process as well, pretty

7   intentional efforts, particularly I think with the

8   respect to technology and the numbers of sworn

9   officers to safety.

10   CHAIR BIRD-POLLAN: Okay. One more question

11   over here.

12   MS. BRION: Gail Brion, College of

13   Engineering. If this had been a credible threat,

14   how would you have put that out to the staff?

15   CHIEF MALONE: I think we'd utilize a lot of

16   the same channels that we already have. I just

17   think we would be more pressing about it. We've got

18   the right channels to communicate with people. I

19   think the question is how progressive do we

20   communicate to the people in the right way on the

21   right channel.

22   MS. BRION: Would you have used the Student

23   News Organization?

24   CHIEF MALONE: Sure. Oh, yeah. Yes.

25   CHAIR BIRD-POLLAN: Okay. I know there are

1 other questions probably both of our speakers, they

2 will accept your emails or pick up your snap chat or

3 twitter.

4 (APPLAUSE) Okay. So we do have two more

5 presentations today and they're both really

6 important so I hope you'll be able to stick around.

7 The next one we have Ray Clere and Virginia

8 Lacefield. They're going to speak to us today about

9 the First-Destination Survey.

10   MR. CLERE: Okay. Note this is working okay.

11 Everybody hear me all right? It's good to be with

12 you all. We know we are on a short time frame this

13 afternoon so the preface to this is that we were

14 trying to better unify our data collection of data,

15 job placement data for our graduates and other

16 survey information we are collecting.

17   So we want to walk through what our current scope

18 of the problems we've encountered with this and what

19 were trying to do to better achieve good outcomes

20 for our students.

21   CHAIR BIRD-POLLAN: Oh sorry, here's your

22 clicker.

23   MR. CLERE: Thank you. Currently, so

24 generally U K suffers from a deficit of information

25 when it comes to knowing what are graduates are

1   doing. And we're speaking specifically of our

2   Bachelors graduates in this effort. We've not yet

3   targeted advanced degree seekers, but we really need

4   a better idea of where our graduates are going and

5   what they're doing. There's lots of reasons for

6   that. Currently what we've done at this point is we

7   have kind of have a mixed set of surveys that go out

8   to students really from all corners of campus.

9   You have the Career Center, which I represent,

10   sending out to the majority of graduates a request

11   for preop notes. Then you have from Virginias area

12   its usual research analytics you have the survey

13   that tries to get at more of student experience,

14   satisfaction with advising, campus climate type

15   questions.

16   And then you have lots of academic units sending

17   out their own surveys. So you've got lots of

18   information coming in that's not very coordinated.

19   MS. LACEFIELD: So, as Ray has said we are not

20   well coordinated and this leads to students getting

21   multiple surveys sent to them with very similar

22   looking questions from a variety of different

23   sources so sometimes the student gets confused about

24   well I already did that survey when in fact they

25   took one but not the other and it depresses response

1   rates for everyone. Now some colleges, individual

2   colleges have been very successful in highly

3   targeted invitations to their own students, having

4   students take surveys in classes or having them pick

5   them up in the graduation line, but this does not

6   play across the entire enterprise and so we also

7   have a problem with the style of data sets.

8   The questions are not identical. Groups do not

9   share data within -- between each other and so it's

10   very difficult to do enterprise wide analytics for

11   the benchmark for comparing colleges know how they

12   compare to other colleges. These are things were

13   trying to fix.

14   MR. CLERE: The net result is that we term our

15   knowledge rate so when you look at a student

16   response rate and the student response is 6 of 10

17   items so you know only about 60 percent of the

18   knowledge were seeking has been acquired. So we're

19   trying to boost overall knowledge rates through

20   better survey methodology and more unified, I guess,

21   a coordinated action. For a lot of reasons we do

22   this.

23   I'd say from a transactional standpoint we get

24   more and more downward pressure from our state.

25   You've heard references to postsecondary Ed. You

1   have the federal level, the white house Department

2   of Higher Ed that's been around since the Obama

3   administration. So it's lots of different groups

4   that are asking for this information. It's more and

5   more every year. So, we really need to improve this

6   for a lot of reasons. I'd say too that the revised

7   survey is going to help us when it comes to program

8   review.

9   We have lots of questions every year when it

10   comes to reviewing our academic programs and we need

11   better response rates. So, what we're trying to do

12   here in our proposal is that we have changes in the

13   University Rules when it comes to the application

14   for graduation that allow us earlier, I should say a

15   later time frame to collect graduation applications.

16   We're trying to condense these surveys along

17   side an application so that students are more

18   incentivized to provide a response and we get a

19   better data set. We're seeking collaboration across

20   the colleges with Institutional Research overseeing

21   coordination of this effort and we point to like a

22   large university inspirational model. Probably the

23   best we know of is University of Florida where they

24   have achieved 97.3 knowledge rates when it comes to

25   undergraduates because they've done this. They've

1 unified these same type surveys and they've done

2 this in a purposeful way.

3   MS. LACEFIELD: So in terms of the deployment,

4 if you think of the survey that is similar to the

5 Teacher Course Evaluations, we would have

6 standardized core questions on each survey and then

7 colleges that have specific additional questions or

8 a special data that they need for their own areas

9 could work with us to have those questions added.

10   So if you are in a college that currently has a

11 customized survey that is different than what were

12 proposing for the core, we have representatives from

13 every college coordinating with us and collaborating

14 to make sure that those specific questions could be

15 added as branch logic.

16   What we would do to distribute the survey is to

17 add this as part of the application for degree

18 process. Now it's very important to understand that

19 this would not be a mandatory addition. Students

20 could still apply to graduate by simply filling out

21 the application for degree form; however, we would

22 make it a part of the process.

23   So, when students go to the graduation page -- so

24 right now you apply through the My U of K Portal.

25 Students go and they see something like this.

1   Instead of having three steps it simply says

2   complete the appropriate degree form for your

3   graduation area, undergraduate, graduate, etc. What

4   we would do is add in two additional links. We

5   would tell the students the first step is to

6   complete the program review part. The second step

7   is to complete your future post graduation plans

8   form and then third step is to apply for the degree.

9   If they want to skip right to step three they have

10   the option to do that.

11   We don't want to create a mandatory barrier or

12   put any kind of hold on the record or prohibit them

13   from graduating if they do not take these surveys

14   which we are also going to call forms so they sound

15   less optional, but the student can go directly to

16   step three.

17   So this would be the process: Students can apply

18   for graduation several months in advance and so they

19   can being completing those. For students who do not

20   complete steps one and two through this process, we

21   would have additional follow ups.

22   So, we would collaborate with the colleges to let

23   each college know which of their students have

24   already completed the forms and which students have

25   not and then The colleges can continue doing

1 whatever deployment methods they currently have.

2   If that's having the students take it in a

3 particular class near the end of the semester and so

4 on, they would have a list of which students had not

5 completed this process and be able to contact those

6 students on their own to get the response rate for

7 their unit up.

8   So we both streamline the process but also

9 continue to take advantage of great processes that

10 are already in place. There are some of these

11 colleges that are reaching a very high response

12 rate.

13   MR. CLERE: This is implementation and how we

14 launch this. We have on the screen some of the

15 principles we'd like to see in the execution of this

16 and this is still being reviewed and sort of a

17 template has gone out to a lot of these principles

18 to review and get feedback on. As Virginia said the

19 goal here, we don't want to disrupt good work that

20 is being done.

21   If you have colleges that you know have strong

22 acknowledge rates of their graduates, we don't want

23 to set them back. We're using Voltric as our survey

24 collector which is pretty universal across the

25 campus as far as how students enter surveys so we

1   see a real opportunity here. Then schedule, this is

2   subject to change as we get the committees launched,

3   but the goal being that right now the application

4   for degree has been active since near the end of

5   November so try to get these attached as soon as

6   possible to the application for degree. So that the

7   students are submitting that are also submitting

8   this survey responses and then that will continue to

9   the 15th of March when that application for degree

10   comes down.

11   As Virginia said there are other opportunities

12   that are kind of organic where we can collect data.

13   The Alumni Association administers a Grad Salute

14   Event which is really where students pick up their

15   cap and gown and do other things in advance of

16   graduation. It's a natural place to table and to

17   kiosk for survey response.

18   MS. LACEFIELD: We can also send additional

19   reminders. Right now the way that IRAA recruits for

20   the Graduate Senior Survey is through email and

21   through text messages. We can also put pop-ups on

22   the My U of K Portal to let students know that they

23   have a survey they've not completed or a form that

24   they've not yet filled out. But it's really a

25   survey for graduation, and those can be set up to

1   trigger or be hidden based on the students response

2   status.

3   So if they complete it in step one, two, three

4   order, they never get a subsequent reminder. If they

5   skip right to step three and we haven't heard from

6   them then we can go back to communicating with them

7   and inviting them through these other methods up

8   through and possible past graduation as needed.

9   MR. CLERE: Final slide, and then I'll answer

10   any brief questions. We really rely on our faculty

11   leadership to kind of champion this effort. We

12   basically do think that a great university should

13   know beyond the accreditation type questions, we

14   should know where our graduates are going and the

15   success of our programs because it's a great story

16   to tell here. I think and we want to make sure were

17   finding the message.

18   We also think that we'll need follow up, survey

19   follow up with those graduates who in May do not

20   have jobs or post graduate destination lined up and

21   were trying to communicate and get a response from

22   them without making them feel additional pressure as

23   a new graduate.

24   MS. LACEFIELD: Regarding the data sharing,

25   what we have moved to in the last year or two is

1 collecting the data from our surveys, matching it up

2 and then sharing it out with our colleagues in each

3 college, but that happens on a batch format. So we

4 wait a couple of months until we have enough

5 responses and then we send that out to colleges for

6 their analysis. What we are hoping to move towards

7 is a more real time availability of the data.

8   So, we have a team in advanced analytics that's

9 going to be working on a data model that will be in

10 our updated data link and will be accessible via

11 Tableau because that's how data analysis is done in

12 your area and with the ultimate goal of responses

13 being available to colleges in real time.

14   So as soon as your student completes these forms

15 the data would be available to you for immediate

16 analysis.

17   CHAIR BIRD-POLLAN: Okay. So we have time for

18 maybe one or two questions here for this group.

19 Yes?

20   MS. FIREY: Abigail Firey, Arts and Sciences.

21 What data and policies are being applied to the

22 data?

23   MS. LACEFIELD: So this data is considered

24 internal administrative only. So right now we only

25 share the data with the various administrators in

```
1    the colleges who are, who have already signed

2    privacy forms and so on to have access to student

3    data records.  These are people who already have

4    access to student records and data about the

5    students in our colleges.  For any publications that

6    we would put out lets say the IRAA website, it would

7    be aggregate data with minimum bucket sizes so that

8    it would be very difficult to reverse identify

9    students based on their responses.

10       So we might have men versus women or students in

11   this college versus that college but these would be

12   bucket, more than ten students at a time to protect

13   student privacy.

14       CHAIR BIRD-POLLAN:  Okay.  Again, let me just

15   say I think our presenters will accept questions by

16   email if you have them.  Because we do have one more

17   important presentation today, but thank you both

18   very much.

19   (APPLAUSE)

20       So our final presentation is our Provost and

21   Associate Provost speaking about U K online.  I know

22   we are at the very end here but I do ask that you

23   stay.  They have offered to move their presentation

24   to next month but it would be great to have them

25   stay if you are all here.  So, let's get started and
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1 if we have lots of questions maybe we can ask them

2 to come back again in February and talk some more.

3 Okay?

4   PROVOST BLACKWELL: I'm just going to give a

5 brief introduction of Kathi Kern, Associate Provost

6 for Teaching, Learning, and Academic Innovation.

7 Her biggest role right now is to facilitate the new

8 development of online programs. You will recall U K

9 Online is part of Our Path Forward.

10 We had made this presentation to the Board of

11 Trustees recently and kind of another version of

12 this we presented to the open forum near the end of

13 Spring -- I'm sorry, near the end of Fall semester.

14 This is going to be a very important effort for us.

15 Lots of great ideas for new programs have come out

16 of this process and we appreciate your support for

17 the process and especially your questions as we move

18 ahead today. So I'm going to turn it over to Kathi.

19 Thanks for being here.

20   Associate Provost Kern: Yeah, thank you. And

21 I'm mindful of the time. So it may not be as

22 elongated as it was to the Board of Trustees. I

23 want to save time for some questions and I'm happy

24 to come back. So, we wanted to share with you the

25 slides that we used and I'm not going to use my

1 script very much but we started with the Board of

2 Trustees talking about our Land Grant Mission and

3 this is something that is particularly important to

4 me as a history professor to think about the origins

5 of the land grant universities and that moment of

6 democratization and American higher ed and to

7 connect to what were trying to do, all of us, day to

8 day in our lives to this larger mission.

9   That language from 1862 talked about bringing the

10 latest in technology and knowledge but not to

11 neglect scientific studies of the classics, to the

12 people of the Commonwealth and the actual language

13 in the legislation said, To the children of the

14 invest -- so, it was intended for institutions like

15 ours to be serviced to this day and outreach.

16   So I love to think about what were doing with the

17 online program as reinvigorating that idea,

18 retooling that idea for the 21st Century. We have a

19 number of goals and we had some really strong

20 programs already. We want to build some new and

21 innovative programs. What I would point out there

22 is the fourth point particularly, expand enrollment

23 with new student populations.

24   So we are really targeting our adult learners

25 mostly in the graduate certificate and professional

1   degrees, Masters Degrees but also students who we

2   can help to finish a Bachelor's Degree who hadn't

3   finished but were really not looking to turn our

4   undergraduates that we currently have into online

5   students so much as we are seeking new students and

6   to take the resources of the university to new

7   audiences of students.

8   This is just a slide to, you know, help the Board

9   of Trustees think about the ways higher education is

10 changing. The one thing I would change about the

11 slide is the number 990 was from a snapshot earlier

12 in the Fall semester. Our actual number for numbers

13 of online students for the Fall was 1454 and if you

14 look at the data for last year that was about the

15 number that we had last year.

16   Just to clarify, only 1 percent of U K

17 undergrads, there were 225 were taking classes

18 exclusively by distance education. 22 percent of

19 our undergrads, which was 4900 were taking some

20 classes by distance education. At the graduate

21 level its a little different; 17 percent around 1200

22 students were taking classes exclusively by distance

23 education and 9 percent, were taking some classes

24 by distance education.

25   What we're trying to build into this is the

groundwork for people at the university who are

working on what to graduate. This is a statewide

program to try to enhance the number of our students

who complete degrees and you could tell from the

last presentation that people have to apply for

degrees. Well, a lot of our students apparently

don' know that and so we have found in the College

of Arts and Sciences alone with 120 credit hours who

never applied for a degree.

So part of Project Graduate is an outreach

program to them to get them to apply or to make, you

know the exceptions that need to be made so that

their credits will apply and then for the others to

create a pathway for them, t help them find, based

on completed degrees a pathway, an articulated plan,

to get them that degree.

So that' a part of this program as well. We had,

many of you are involved in and are aware of the

call for proposals. We are on a very fast track.

This is a very ambitious thing that we are trying to

do. It' a little crazy thinking but in a good way.

We had, we hoped for ten proposals. We had

forty-eight and they were all really good and so we

decided on, you know, twenty-six for round one.

We're talking about subsequent rounds, but this

was really something Senate money but the colleges

so there would be a reason to kind of stop what we

were doing and create something new for the

university. So you can see the breakdowns of the

Masters Degrees, the Graduate Certificates, some of

which will become Masters Degrees, some of which

will stack into Masters Degrees but you'll see from

the pallets there that our objective is the adult

student learner and the graduate education as well

as a few, you will see there were some really

tantalizing undergraduate programs that we just

couldn't say no to.

So, we have a few of those in there as well. We

wanted to show the Board of Trustees some examples,

some particular examples that had good work force

buy in because that's so important for the

university and our political climate. So if you're

like me in Dennison, it's one of the older buildings

on campus and M.L King Library you will know how

important it is to have professional strength in the

world of cockroaches and bedbugs.

And so I, you know, this is one of our Masters

Degrees programs. We also wanted to show you the

LPN to Bachelors of Science and Nursing Program.

This would be the first one of the state and there's

1 a ready made audience for this of LPNs who really

2 need the opportunity, seek the opportunity to get a

3 Bachelors Degree in Nursing. Finally the one no one

4 can resist with the tie in to the robust bourbon

5 industry Brewing Wines, this is an undergraduate

6 certificate already very popular with the strong

7 industry tie in.

8 Lots of working professionals who are unable to

9 stop what they're doing, come to campus and get this

10 certificate but will be able to participate online.

11 So, those are just a few of the examples from the

12 twenty-six. I'm glad Annie Weber is here because

13 she helps me. She designed the slide for me because

14 we thought the Board of Trustees would be interested

15 in seeing how we were using market research to make

16 some of the decisions.

17 So this is a slide that shows if you were trying

18 to determine what the workforce future might be for

19 someone with a degree, a Bachelors Degree in

20 Nursing, we use a cutting edge tool called Burning

21 Glass which gives real time labor market data. We

22 have an institutional membership and Annies office,

23 although they are very overworked, but they will

24 help you and your program.

25 You can have a complimentary license for a little

1   bit of time. It's really fun to play around on

2   especially if you're a history professor and don't

3   really know what you're doing. But what's important

4   here is the numbers up on the right, those were the

5   total number of jobs that Burning Glass scraped for

6   data in our state. And so that's everything,

7   everything they looked at. This is how they

8   operate. They look at resumes. They look at job

9   postings. They gather all of this information.

10   82,000 of those required a Bachelors Degree and with

11   this question of a nursing degree requiring a

12   Bachelor's Degree, we had 10,000 in the last ten

13   months.

14   The other piece of this below the dotted line is

15   from the Department of Labor Statistics. So, in

16   Kentucky you can see that the selected occupation is

17   expected to grow by 34 percent,, so even higher than

18   national expectations. So, this was one of the

19   decisions that made this program seem like a good

20   one. We're excited about building these new

21   programs but in many of your colleges there are

22   really strong online programs that have been the

23   pioneering programs for our university. I couldn't

24   list all thirty-six of them on the slide so we just

25   picked some to show the Trustees some of the

        1   diversity of programs. There are lots of other

        2   really good ones out there. These are some really

        3   strong ones.

        4   The last one on the last is one of those

        5   completer degrees. I don't know as faculty, but I

        6   had never run into this idea of the completer degree

        7   but its defined by SACS and what it means is

        8   somebody who has, its usually -- it can be

        9   determined by the program, but at least eighty

       10   credits and they've been gone from the university

       11   for at least a year.

       12   The idea there is so were not make a more

       13   attractive option for our fact-to-face students to

       14   just jump into an online program. That's the idea

       15   behind here, but there is information IT Degree in

       16   Communications is one of our completer degree. We

       17   have a BLS in Arts and Sciences and we have some new

       18   ones that will be coming on in the fall. Every time

       19   I have the opportunity I emphasize that this project

       20   is faculty driven.

       21   And I think that is an important message to take

       22   back to your colleges because this isn't the only

       23   option, this option that were doing, right? We're

       24   working, incentivizing the colleges and asking you

       25   all to build these, right? There are lots of other

1 options out there including corporate partnerships

2 that will do the building for you. I sit in these

3 conferences where people say the faculty wont do it,

4 they're resistant, they move to slowly and they

5 advise universities to hide behind your brand.

6 You've got a good brand, higher adjunct labor to

7 build these online courses and teach them as well

8 and we have made the decision that said no, we're

9 not going to do that.

10 We're going to build on the vitality and the

11 creativity and the strength of our faculty and what

12 we've put out there as our online presence is going

13 to be every bit a part of who we are here on campus.

14 So that's important. And I think sometimes that

15 gets lost just in the hoopla of building new

16 programs. We have organized ourselves. Folks who

17 were working in ITS are working with folks in CELT

18 so we have a new, slightly expanded unit that we are

19 calling something like Academic Teaching Innovation

20 and well something like that. What is it?

21 Teaching, Learning, and Academic Innovation but

22 that's a new office that pulled together folks from

23 a couple parts of campus and one piece of this also

24 as faculty members its so important for us to

25 remember is online policy and processes. There's a

1 whole world of compliance that's out there that as a

2 faculty member I had no idea about. Right? That is

3 that we are legally bound for every online student

4 to let them know based on their state of origin

5 whether or not the degree they will earn at U K

6 online will lead to certification and licensure in

7 their state of residence.

8   We participate in a national-reciprocity program

9 but there's still a lot of research to keep us

10 compliant and abreast of all of those changes. So,

11 just to give an example in Nursing to be licensed to

12 be a nurse in Tennessee, you have to have gone to a

13 school where every nurse on the faculty is licensed

14 in Tennessee.

15   I mean, it was very clever of Tennessee to have

16 done that but what that means is that if we bring in

17 students from Tennessee, we have to make them aware

18 of that and what the work around is which is they

19 can sit for a national exam, a national

20 accreditation exam at the end and then apply for

21 licensure in Tennessee but for most of our degrees,

22 you know, you get the degree and you can be

23 licensed, but for -- there are these exceptions.

24   We have to know what they are and were legally

25 obligated to, even for our students from Kentucky,

1 to let them know whether or not the online degree

2 leads to licensure or if there are any legal issues

3 around that. We also want this program to be

4 student centered and that's one of the reasons why

5 we are moving aggressively with graduate education

6 and Graduate Certificate and carefully with

7 Undergraduate Degrees because we know from our

8 colleagues at the our other SECC schools and from

9 the research that we've done that the level of

10 scaffolding and support that our undergraduates need

11 to be successful is more than we have in place right

12 now in the online environment.

13   So, what were trying to do is go with a couple of

14 programs and see how much support we can give them

15 before we just make a completely online

16 undergraduate presence. But with the graduate

17 students and the adult learners we feel like were

18 better able to take that first step. Marketing is a

19 big part of this and we have a new Director of

20 Marketing for the University, Julie Balog. She's

21 coming up to speed on this as quickly as possible.

22 We worked really hard in the fall with your

23 colleges to update the information on your programs

24 to create a new website, a new landing page for

25 online. There were too many, you had to click

1   through too many generations to get any information.

2   We are working toward an integration with our

3   CRN Sales Force. We very much want to be able to

4   use Sales Force to capture these folks and theres a

5   little information thing on the website that you

6   fill out and then it goes into Sales Force and we

7   have at this point, one person who is capturing

8   those and getting that information to you.

9   So, how that's going to affect you as faculty

10 means that there will be probably a different level

11 of expectation of how quickly we respond to people

12 who show interest because in this world if you don't

13 hear back in twenty-four hours you seek another

14 online program.

15   Most online students choose a program within a

16 hundred miles of where they live and so its an

17 extraordinary high percent, like 57 percent within

18 fifty miles. But there are options and the

19 regionals are in some ways ahead of us on this. We

20 have to kind of rethink how we do this, how we

21 recruit, how we retain students.

22   Finally, I know were about to write the new

23 strategic plan but in our old strategic plan which

24 is still a good plan it calls for innovation in

25 teaching and learning and I really like to think

about that as we are helping the faculty create new

ways of thinking about delivering teaching, learning

in their fields. There's a lot of creativity being

infused into this process. So if the faculty who

have proposed the twenty-six new programs, we're

going to start a faculty cohort to take people

through the development of their online programs and

were really going to try to do that with some of the

cutting edge ideas of new ways of presenting, new

ways of engaging students online.

So, it's 5:26 ,I'm sorry. I feel for you. It's

been long. I used to be a Senator so I realize now

I wasn't a very good Senator because I never

ascended to the level of Committee of Committees.

That is aspirational.

CHAIR BIRD-POLLAN: I really appreciate all of

you who stayed. I want to give people who want to

ask a question a chance to, but well do the

alternate and ask if Provost Kern and Provost

Blackwell we'll come back in February and take

questions, but if there are questions now.

MS. VISONA: Monica Visona, what tools are

you using --

ASSOCIATE PROVOST KERN: Well, we are going

to of course, rely on campus and Zoom and the other

1   enterprise-wide tools that we have but frankly we

2   are trying to support the vision of the colleges,

3   right? So we start with the question, How do you

4   like to teach? What's effective with your students?

5   We're not going with a here's one size fits all,

6   this is what the online program is going to look

7   like. So for example, in the College of Business

8   they really want to do and they have a really cool

9   setup where there's going to be live streaming of

10   classes and the students are going to have

11   microphones in their remote locations, microphones

12   in the class.

13   We're going to start with what you all think will

14   work best and theres going to be programs that are

15   (coughing). There's going to be programs that say

16   theres a residential component like so in

17   Engineering theres a blasting certificate. I was so

18   excited by this, a blasting certificate, but there

19   is going to be, you know, some face-to-face

20   component of that. I think some of the other

21   programs have been supportive as well.

22   So there's no one size fits all. It's what you

23   think and we'll have to study it and, you know, make

24   improvements as we go. Right?

25   CHAIR BIRD-POLLAN: Any other questions? Yes?

1   MS. DEBSKI: Liz Debski, A&S. You said in the

2 beginning you were interested in targeting adult

3 learners as opposed to the traditional students.

4 How, where is that targeting occurring? What's

5 telling you the target for that?

6   ASSOCIATE PROVOST KERN: Well, I mean, we're

7 starting with the Project Graduate, the folks who

8 have a lot of credits already, but then we're going

9 to, you know, were looking at different kinds of

10 tools that will help us find an audience. We'll use

11 databases, the advertisements, there are a lot of

12 folks out there who contact us and say I need a

13 Masters Degree, it could be in almost anything, but

14 I need Masters Degree to just advance in my career.

15   So we are going to work with each program to both

16 find an audience for their program but also to build

17 an awareness of UK as an online option for them.

18   MS. DEBSKI: But it's really self selection as

19 far as the students?

20   ASSOCIATE PROVOST KERN: Well, I mean I'll

21 probably know more in another month. We're talking

22 with one of our advisors at the EAB who has a

23 program where they build an affinity map of the

24 students you currently have and then they match that

25 up with databases. So, we may go in that direction

1   depending if that, how people feel about that, but

2   yeah I think we have to be resourceful in trying to

3   -- because we can build all these beautiful programs

4   and if we don't reach the students then none of us

5   are any further along.

6   CHAIR BIRD-POLLAN: Any other questions about

7   fact?

8   UNIDENTIFIED MALE: Yeah, I'm curious about --

9   SECRETARY BROTHERS: I'm sorry, name please?

10   MR. OBRIAN: Jeff OBrian, College of

11   Education. The formula? Whatever percent comes

12   back data will be used for the college, does that

13   mean the college who is responsible for funding the

14   technology or whatever is associate with that online

15   degree?

16   ASSOCIATE PROVOST KERN: The agreement for

17   the resident share is one that really gives favor to

18   the college. 60 percent of the revenue generated

19   for online goes back to the college. Something has

20   to be that we support, the central administration

21   supports the technology, right? So every college is

22   going to be a little different. Every college has

23   different amounts of resources so some colleges were

24   saying we can't do this without the other colleges

25   are saying we need a little finance for you.

         We really have this, but the essential pools in

    terms of canvas, in terms of Zoom, we really want a

    server for the video so that were not looking at

    You-tube videos of cheerleaders when were asking the

    students to watch -- that infrastructure we have to

    build together. We want to build here.

         MR. OBRIAN: I think it's important that we

    have a sense of copyright information will

    incorporate allows students online to get

    information. But is that 60 percent for an academic

    unit.

         ASSOCIATE PROVOST KERN: Yeah, I think, yeah

    I need to think about the copyright issue. We

    certainly wont have all of this, the research asks

    that but I don't know what, I don't know what the

    cost is on that, but it's an interesting point to

    raise.

         MR. OBRIAN: One more question about on the

    cost of admission for out of state students even

    though they are going to be involved in this online

    programming. Will tuition be set for out of state

    students or will they have some type of in state

    rate?

         ASSOCIATE PROVOST KERN: On Our Path Forward the

    larger umbrella of which this is one part, has a

group of faculty and administrators working on that

-- there is going to be flexibility within programs

to talk about what they want their tuition to be

because we have to have this with some of the online

programs that they really want an out of state

tuition and then they only get students within

Kentucky.

So, we had one very important program say we now

want everyone to get in state tuition. There might

be a different tuition for online. It's sort of not

mine -- I'm not on that committee, but the Provost

is here and will address it.

PROVOST BLACKWELL: I think the intent is that

the online programs will have a market based

tuition. So you're competing with programs all over

the country, perhaps all over the world. So, the

tuition has to be competitive and I would argue

that, you know, we probably would not want to have

much of a differential between in state and out of

state students for online degrees. The group is

still studying exactly how we structure these

programs.

CHAIR BIRD-POLLAN: Questions for the

Provost?

UNIDENTIFIED SPEAKER: I have two questions,

One is at the office to assist recommends colleges

--

ASSOCIATE PROVOST KERN: We want to -- do you

want me to hear the other question too or do you

want me to answer that question? Okay. So we have

a marketing consultant who was the Director of

Marketing at Mississippi State University who

happens to be in Lexington who's helping us with

that.

And our initial thing is to get the major brand U

K Online some visibility and then work with programs

to help support. But I feel like I don't know

enough about where the money will come from.

Everybody wants to do that, we just have to identify

the funds to do it. We want to help because the

faculty have been saying, you know, were not

marketers. We don't want to make these decisions.

We don't know if what were doing is the most

effective so we want to bring resources together,

but we have a new Director of Marketing for the

university so we are having those conversations and

we just have to -- I'll probably know more maybe in

a month.

UNIDENTIFIED SPEAKER: My second question

is -- is there a plan for U K to given medicine or

1 the MOOKS?

2   ASSOCIATE PROVOST KERN: Yeah, the MOOKS.

3 You know there hasn't been as much talk about the

4 MOOKS. We thought that MOOKS were going to be the

5 next big thing but it could happen if there's

6 something that becomes, if there's something that

7 grows organically here that is really big and people

8 think like that makes sense as a MOOK.

9   I don't think theres any opposition to it, but

10 the business plan for MOOKS is a little different

11 for what we have envisioned for this because among

12 other things MOOKS tend to be free. And I don't

13 think Our Path Forward is free.

14   PROVOST BLACKWELL: No.

15   ASSOCIATE PROVOST KERN: I think free is

16 probably not one of the words in Our Path Forward.

17   PROVOST BLACKWELL: What MOOKS are being used

18 today, I mean, when it first started emerging nobody

19 really understood what was the business model behind

20 them. I think the way it's involved as you give

21 them some free content and you get them close enough

22 to come back and enroll in a degreed program or a

23 certificate program. So, it's not a bad marketing

24 strategy to create a course of some sort that's

25 really outstanding, put it out there for anyone to

1 consume and then use that as a way to get them to

2 enroll into a degreed program.

3   ASSOCIATE PROVOST KERN: We have three, two

4 or three. We have the Chemistry one. We have the

5 How to Succeed in College one. I'm trying to think

6 if theres a third one, but those are two that I know

7 of that we have.

8   CHAIR BIRD-POLLAN: So one more hand back

9 there. Herman do you have a question?

10   MR. FARRELL: It was addressed.

11   CHAIR BIRD-POLLAN: Oh, okay great. Okay.

12 Well, I appreciate you staying. We'll make sure all

13 of this is in the minutes and the transcript for

14 people who had to leave but we may ask you to come

15 back and well get follow up questions in the

16 February meeting because this is a very important

17 issue. Thank you both for coming. Thank you all.

18 Meeting Adjourned.

19 (WHEREUPON, the Senate Hearing concludes at 5:40

20 p.m.)

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2   *CERTIFICATE*

3   STATE OF KENTUCKY   )

4   COUNTY OF OLDHAM   )

5

6   I, BRENDA YANKEY, the undersigned Court Reporter and

7   Notary Public in and for the State of Kentucky At

8   Large, certify that the facts stated in the caption

9   hereto are true, that at the time and place stated

10   in said caption, that said proceedings were taken

11   down in stenotype by me and later reduced to type

12   writing, and the foregoing is a true record of the

13   proceedings given by said parties hereto and that I

14   have no interest in the outcome of the captioned

15   matter.

16   My commission expires: January 31, 2020.

17   IN TESTIMONY WHEREOF, I hereunto set my hand and

18   seal of office on this day January 28, 2019

19   Crestwood, Oldham County, Kentucky.

20

21

22

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

25