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UNIVERSITY OF KENTUCKY
SENATE COUNCIL MEETING

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MARCH 19, 2007

3:00 P.M.

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KAVEH TAGAVI, CHAIR
SHEILA BROTHER, ADMINISTRATIVE ASSISTANT
LISA E. HOINKE, CERTIFIED COURT REPORTER

CHAIR:

We'll go ahead and start. Thank you for being here on a rainy day. We have a full agenda. But then again we might finish a little bit sooner, who knows. Okay. First item is the minutes from January 29th special meeting. We didn't receive any changes. However, there is a quote to an unknown person on page 8 and 9. If you any of you know who the person is or if the person is here, we will correct it right now before we approve the minutes. Meanwhile, are there any corrections or suggestions? Okay. Then hearing no corrections, the minutes of January 29 stand approved as distributed. Minutes from January 12, we did not receive any changes. They are in your packets.

Yes.

SHEEHAN: Yes. Sharon Sheehan. I didn't receive these minutes. Well, I wasn't even in the country then, and so I did -- I did call, though, before I went out of the country saying I would not be at this meeting and I notice my name has been marked with an asterisk. But I did have an excused absence.

BROTHERS: For the February meeting?
SHEEHAN: Uh-huh (AFFIRMATIVE). I hadn't received these minutes either so... I'm filling in for Deborah Anderson who's on sabbatical.

CHAIR: Okay. We will note that. So the minutes are being slightly amended. Are there any other corrections? If not, then the minutes of February 12 also stand approved as distributed and corrected. I have a few announcements. The first one is the next meeting potentially is -- well, officially will be the last meeting of the calendar year, and we would like to start a -- start a tradition of having Provost Subbaswamy to give us a state of the academic affairs as the last item of the last meeting as opposed to the President who gives a state of the university address as the first -- as the first item of the first meeting. And after that we will have a reception next door. We will have good food so please put it on your calendar and expect a very nice presentation by Provost Subbaswamy.

Recently, there has been -- there have been several UK-related proposals at the Legislature and -- I'm sure you are aware of, and the President issued a statement. And after that, the Senate Council also sent a letter to the Legislature and to the Governor, supporting the President's position regarding those legislation. The letter is in your packet. We are just informing you so that we have taken this position at the Senate Council level. Are there any discussion, question, or comment? Okay.

Rule waiver. By Senate rules the Senate Council, with justification, could waive rules -- Senate rules on behalf of the Senate. And the Senate Council Chair could waive Senate rules on behalf of the Senate Council, if justified. But we have to report it to you, and here is a reporting of those waivers. Sometimes I think maybe I should waive the rule that says I have to report the waiver and just be done with it. But here it is. We waived Senate Rule 5.1.8.5.A.2 for two students. In fact, you're going to see an agenda item today that hopefully will put an end to these rule waiver. The story is that students submit their RWAs, Request to

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Withdraw Application within the two-year window, but then because of the actions by the deans or the RWA committee, the decision is not made within two-year window, and technically that is not allowed. And in the past several months, Senate Council has routinely waived this rule for those students, and again we have done this for two students.

Questions/comments?

There is a Board agenda issue that I'm sure some of you or majority of you are familiar with. Basically, the old policy was that the agenda item for the Board of Trustees used to be released Friday before the Tuesday Board meeting which is basically a four-day notice. The new policy which is really new and hopefully would not stay there for long as far as Senate Council is concerned, the agenda item would be posted 9:00 a.m. of the meeting day, which is basically a four-hour notice. There has been some Student Government Association reaction, and the Senate Council met on this issue, discussed it, and sent a letter to President Todd, and the letter is here. I'll be quiet for a couple of ten seconds -- not a very long letter. The gist of the recommendation is in the last paragraph if you want to just read the last paragraph. And we are informing you of making this -- taking this position, not necessarily on your behalf, but we are presenting it to you. Are there any questions, comment, or discussion on this item? We'll move on.

Another issue that has been discussed at the Senate Council level over the past several months -- perhaps even more than a year, is some problem that we have at this University with Clinical Title Series. Originally charged by, I think, then Provost Nietzel, Associate Provost of Academic Affairs, David Watt, had a committee do the study of CTS and eight recommendations. Very briefly, these recommendations are eliminating the appointment of faculty outside of a department; basically will be appointed in college. Some of these are technicalities but nevertheless these were the recommendations. Modify evaluation criteria for CTS faculty with respect to generating funds. Remove the 25-percent cap on CTS faculty. As of now, we -- there is a rule that says the number of CTS faculty shall not exceed 25 percent of the total faculty. Encourage greater use of multi-year contracts for long-term CTS faculty. I believe from memory that the CTS faculty has a year-to-year contract on a yearly basis. Each academic unit should determine if CTS faculty should receive

voting rights within their own college. And after meeting certain criteria, CTS faculty should be eligible for sabbatical. This was dropped later on by -- by the administration. CTS faculty should be eligible for Senate membership and allow consideration for tenure-track positions for certain CTS faculty when they meet the requirements of a tenure-track position. So these recommendations are (inaudible) upwards to be discussed. If you want to look at the full recommendations, they are available at this URL or if you go on Senate Web site, you probably should be able to find them. They were on one of our agendas. In fact, the Agenda will be 2000 -- February 5th Agenda. The major concerns, I mean, we'd like to inform you about this because this has been discussed at the Senate Council level extensively in the past several months. The major problems are, one, is the 25 percent cap that has been passed in some colleges. And there are few faculty without any clinic, patients or clients in the CTS Series. Some teacher's faculty salaries are supported general fund where the regulation says there have to be sub-generated funds. The Senate Council has met with deans and deans' representatives of colleges with CTS faculty, and we are continuing to carry on discussions with Associate Provost for Faculty Affairs Heidi Anderson. Heidi, are there any -- anything else that you want to add to that at this point?

ANDERSON: Thank you, Kaveh. The only thing I would add is that I have really been appreciative of the discussions that we've been having with the Senate Council. I look forward to continuing our discussion and hopefully coming up with resolutions that we can bring back to the Senate.

CHAIR: Correct. You are close to bringing something pretty soon, hopefully.

ANDERSON: Thank you.

CHAIR: Thank you, Heidi. Okay. Another short announcement --

CIBULL: Well, excuse me --

CHAIR: -- well, doesn't look very short, but --

CIBULL: Kaveh?

CHAIR: Yes?

CIBULL: So, I mean, you made that announcement, what -- what's the purpose of making that announcement to the --

CHAIR: We didn't want --

CIBULL: -- Senate at this point?

CHAIR: We didn't want you to feel that for months and perhaps even years we have been discussing this at a level and did not even bring it to -- to the -- the -- the Senate attention. I asked the Senate

Council, and they overwhelmingly told me that we should inform that these issues are there, and we are discussing them.

CIBULL: And at some point, they'll be brought for discussion to the entire Senate?

CHAIR: Absolutely, yes.

CIBULL: Thank you.

CHAIR: Hopefully sooner rather than later. We have two faculty representatives on the Board of Trustees. They are for three years each, and when one resigns for any reason, there is an election held, and the person who is elected would be only for the duration of the term. Last year, Professor Yanarella was elected to finish the term of Roy Moore. And we have to have another election for a new three-year term. There's going to be an announcement, a nomination period that we would like to have anybody who would be nominated to have ten signatures of eligible faculty who can vote to nominate that person. If we have less than three nominations, there will be only one electronic ballot. If there are more than three, we will have a preliminary ballot in which the three -- the top vote getters would go to the final run which you would then have a first choice and a second choice. We are planning to have an announcement and nomination when we meet April and hopefully by the end of --

UNKNOWN SPEAKER: (INAUDIBLE) Mid-April --

CHAIR: Mid-April, yes. Was that correct? Okay. And finish the final round by the end of April, so it would not interfere with end of semester activities. There is going to be also college election. We're going to have apportionment to decide how many each college will be receiving, how many senators, how many seats they would have, and hopefully we start the election at the college level, starting next week. I don't mean election would be held next week, but we would start the process next week. Again, we would like this to finish before the end of April. Okay. In view of the letter that we sent to the President, this is kind of ironic. By Senate Rule we have to give you agenda item (inaudible). And we had to drop one item because it was not quite ready. And one item we dropped the ball on that, and we forgot to include, although I think Senate Council approved it. So I need a motion to -- to waive the rule so that we could have one item dropped and one item added. If I could have a motion now.

GROSSMAN: So moved.

CHAIR: Bob Grossman. Any seconds?

SHEAHAN: Second. Sheahan.

CHAIR: Any discussion? All those in favor, please indicate so by raising your

hand. Opposed? One opposed. Abstain? Motion carries. Okay. Background regarding this agenda item, the Senate Library Committee proposed and Senate approved, our body approved this in October 2006 a recommendation that the Library Dean be invited for annual State of the Library address. And I would like to invite Dean Diedrichs. She's here, yes.

DI EDRI CHS: Let me start by thanking you very much, both for the Library Committee making the recommendation and for your approval of the invitation to speak to the Senate annually. It really is a pleasure for me to tell you what's going on with the Library, what the state of our activities are, and then I hope at the end we'll have time to take any questions. I'm not going to read every one of these slides. As is so often the case, I have way too much information to provide and not enough time. This is our -- the Library Mission, but particularly because of our vision which speaks to the issue of our desire to be one of the best 20 public research libraries recognized worldwide, both for what we do for our University, for our Commonwealth, and for the country. Well, we are a college in our own right with faculty. We also serve most of the student population in some form. We serve all degrees and disciplines on campus. So in many ways we are more than another support service. And we hope that you'll agree that we're an integral part of lifelong learning for all of our faculty, students, staff and our librarians, of course. Just to begin with the facts, we have 91 faculty librarians and professional staff, 119 support staff, and we employ 43 FTE students. And as you well know, students don't work full time. So that turns in to hundred -- 150 students in any given semester throughout our library system. We have 15 physical facilities. I think this actually adds up to 14 as a lot of it depends on how you count things. They're all across our campus. They range from things like the Gluck Equine Research Center, the Morris Library there, to the William T. Young Library, of course, which you're sitting in today. Our collections now number more than 3.4 million print volumes. Even in today's electronic world, we add considerable print to our collection every year. We have more than 30,000 journal subscriptions, both in print form and electronic form, and more than 400 online databases. Our librarians and staff are very involved in different kinds of service, in particular, reference -- what we think of as reference transactions. More than 63, almost 64,000 of those a

year, working both with individual students, our librarians with subject expertise also work with individual faculty and students in each college, and we also collaborate with faculty to amend research strategies and use resources in course work. Information literacy which we're all hearing a great deal about as we're looking at a reform of our undergraduate curriculum is something very near and dear to the heart of a librarian. Already we make presentations to groups across campus and across visiting groups. On average, about 953 a year. And I could make that more concrete and think of it in terms of that in any given week throughout the course of a year, we're talking to at least 18 groups and certainly during the core parts of the semester it's much higher than that. At the beginning of school, it just shoots through the roof in how many folks we're speaking to and giving tours and orientation. We reach about 12,000 individuals in that process. We also continue even in today's electronic world to have very active book circulation, reserve process, movement of print materials from place to place. We're still circulating; people are checking out more than 300,000 items a year. One of our core services is to borrow and loan books across the country, there's a wonderful article in -- in a recent chronicle where a faculty member talks about going to Europe on sabbatical and discovering that inter-library loan for faculty is not free there. And being presented with a bill of, I don't know, \$500 for one session of loaning. So it is quite a service that is part of what your University provides for you. We loan almost 32,000 books across the country, some internationally but mostly within this country. And we borrow like 24,000 or more a year, and those two numbers are accelerating. Even with the strength of our collection, the more -- the Web actually has exposed people to more resources, and it's easier to find things in other places. And we're happy to try to acquire those for you. On our Web site and in the State of the Library's Report that's in the back, we have something we created, a statistical that just kind of gives you a flavor of a day in the life of the library. It gives you an idea of what -- you know, we're trying to divide all our statistics up on a daily basis, the kind of volume that we deal with. Budget, our budget is approximately 20 million dollars. That budget is divided into three fundamental pieces as we look at it. The first is certainly the part of the budget that buys books, journals, and electronic access.

That's 9.45 million. We spend about 8 million on the salaries of our faculty, staff, and students, and an operating budget of close to 2 million dollars. About 3 million of that 9.45 for the material's budget comes from the library endowment. I will talk about that in a bit. Just a graphical representation, as you can see, our budget is almost 50/50. It's almost half salary and people and half of the money we spend to buy resources for our campus. Our librarians are also involved in research. We have about almost \$400,000 in grants this fiscal year. We -- the Lexmark grant is actually, I think of it actually more as a contract. We actually run on a contract basis the library for Lexmark, and have done that for many, many years, I think at least 15, if not more. The other parts of our grant activity are more traditional kinds of grant activity. In particular, we're very engaged now in digital creation of resources. We're part of six libraries that were selected by the Library of Congress to digitize historic newspapers. And we're the only one that does that in house, so there's been considerable national interest in that process, and we're very pleased with that program. The others are just a selection of things from both state-granting processes, but most of the grants are national. That last is our Kentuckiana digital library. This is a -- in essence a single place on the Web where all the digital resources of the State of Kentucky are in one place. And we provide that service. We create and digitize materials and maintain this Web site for the public universities in our state. Just a bit, because my responsibilities also entail responsibility for our medical center library and our law library. Though the law library is also jointly under the administration of the College of Law as well. This is just a sample of their budget. This does not include any money they get from our endowment. So there's a bit more money that goes into these budgets for materials, but these are the fundamental operating budgets of these two libraries. One of the things that's most remarkable, I think, about our medical center library and our medical center, in general, is that it's one of the few universities -- there are a handful -- that serve six different colleges in the medical and health sciences. And that's quite an amazing thing in today's world and has resulted in very efficient library service for those units in terms of all of them being certified as a single library. I know many of you will have, of course,

heard about the library endowment. It is the largest materials budget endowment among public universities. You may sometimes hear people say it's second only to Harvard. I wish it were so. It is a very substantial endowment; one we're very proud of. But there are many private universities that have larger library endowments. Harvard, Princeton, Yale come to mind immediately. But among public universities, it is quite remarkable, the first, largest. We pay attention to this and make sure no one has gotten ahead of us. The university we pay the most attention to, surprisingly, is the University of Arkansas because with Wal-Mart money, they have the potential to eclipse us, but for now, we are the largest materials endowment. As a result, the money we have to spend on materials is actually above the Association of Research Libraries median. I know many of you will have stories of things we're not able to acquire for you, but we actually do have a rather significant materials budget compared to some of our peers. As a result of that, some of our other portions of our budget, like our operating budget are below the median for an institution our size. This shows you a little bit how that materials budget gets divided up. About 66 percent of it goes to what we think of as recurring costs, journals, electronic databases, anything that has a cost that -- each year over and over again and accelerating in price. We spend about 28 percent on books and monographs, things that can be bought one time. And then collection support includes things like those inter-library loans and document delivery, binding, promote, store and preservation, not an inconsiderable piece of that budget as well. In thinking a little bit about all those electronic resources, some of these are likely to be familiar to you, just a very small sampling of the things we provide. Our expenditures for things we think of as electronic or online access is about 2.7 million dollars, and that's about 30 percent of the total budget. When I did this statistic two years ago, we were above the ARL median. Most recently, we've fallen actually. The ARL average now is almost 38 percent of the budget. And right now in this measure alone is at number 66, well below our ranking in other areas. So this is an area for which, despite everything we're trying to do to provide new resources, we are not -- have not been able to move as aggressively as some of our colleague universities. Let me comment to the issue of ranking, when you talk about do we have

a top 20 library, the way we'll know that in a ranking sense, only, certainly there are lots of quality measures and ways we'll know that and other ways, but the ranking that we use is the Association of Research Libraries which is 113 of the top research libraries at universities in the country. We are currently number 32nd among public universities. This is about a four-year tracking. It's -- the upper line is the public universities. We had a -- I think, an all-time high in 2001 of a number 28. It's dropped and now it's coming back again. Those drops will track almost precisely to the period of time in which the University has had significant budget cuts. Again, as we've been in a little bit more prosperous time, our ranking has moved back up. But this would be, as we just submitted, as your colleges have top 20 business plans and strategic plans, it would be our goal to move this ranking to -- to a top 20 ranking at some point in our future. So you'll understand how that ranking occurs, it's currently based on these five measures. All libraries -- the ARL has 30-plus years of data on these measures. So it's a very robust statistical calculation. Unfortunately, it's still a calculation that's heavily based in a print world. I'm currently serving, myself, on a committee of the ARL that's trying to revise this criteria. We know that these criteria need to make more consideration of the way a library functions in today's world, particularly as it relates to service and not just the size of the physical collection. I'm only going to show you one of these. As the University business plan does, we have an entire gap analysis that each of those factors draws a distinction between where UK is on a particular measure and the 20th university in that measure. Most of our measures, we're sitting around 30th which relates to our number 32 ranking. In this measure, which some of you probably could attest to in what you try and receive access to, this is the measure that we're the most efficient in. We're ranked number 50th in the current journals and databases that we provide to you and quite a considerable gap. This is also a measure, I will admit, that the ARL feels is the most suspect in today's world. How many times do you count an electronic journal in this format and that format? But nonetheless, it is clear that even if this number is significantly off a bit, it's still clear that this measure is an area in which we need considerable growth even to meet our own median for where we are in other measures. Another graphic sort of

representation, this is the UK benchmarks, and I have charts on all of these different categories, and you will almost always see UK as the third or fourth -- third -- second or third from the bottom. The only -- we're always ahead of Perdue. I don't understand that, but I don't actually understand how Perdue is one of our benchmarks, but it must be for particular sciences and areas like that. But we're always in that second or third position when you look at the benchmarks on these particular measures. Our short-term goals, in the next three years, would be trying to move our statistical position from number 32 to number 30. This just is a measure of the entire budget. I think it would take about two million dollars of investment in a two-year period. And as you well, know, that's just holding all factors constant. I just read somewhere the other day that Minnesota just gave their library two million dollars in recurring money. So certainly those folks that are above us in the ranking aren't standing still as well. I mean, I understand from Minnesota, for example, they have a goal to be a top five university. So it doesn't matter where you're sitting, everybody's trying to move higher. We do regularly make an assessment of what -- how our services are performing as well as the statistical things we've been talking about. We have a national survey process called LibQual. It is used by the ARL libraries but also by many, many libraries all across the country. It's very scientifically tested and developed. If you've taken that survey, you may find it a little tedious, but I can't begin to tell you how critically important it is, and actually it launched today. So if you've gotten an e-mail or request to complete this survey, we would greatly appreciate it. It's -- we are trying to do it only every three years so to give ourselves time to improve and make progress on the issues. The four things it measures is access information, our customer service, how people feel about the library as a physical place, and the user's ability to serve themselves, are the four measures. The last time we did this in 2004, we were at or above the median for all ARL libraries. The things we learned during that version of the survey was that everybody wanted more resources available remotely. They wanted to be able to be at home, to be in Europe, to be anywhere on campus and to be able to get to UK Library resources. It was clear that the faculty and graduate students wanted resource -- more resources of all kinds, print resources and electronic resources. And

our students were very improved on -- very focused on customer service and places to study and work. As part of our most recent completion of a strategic plan, we have, of course, written a new strategic plan for 2007, 2009. The first phase of that plan for us always has to talk about what we think of as attending to the basics. Strategic plans are all about things you're going to do new, areas you're going to move forward in progress. We, of course, carry an extraordinary set of responsibilities that just simply have to go on in an infrastructure all the time. This is sort of a short list that's part of our strategic plan that says, these are all the things that are sort of the basics for us, needing to do all of these things, and then we think about the new things that we can provide. So one of our goals is about quality services to provide for users and to expand their awareness of those. We find that we have lack of databases and things and people don't know that we have them. So not only to provide those services, but to expand awareness. One I've mentioned to you that we're really proud of is our clinical medical librarian program. In essence, these librarians are walking rounds and helping with clinical decision making in the medical center. In particular we're serving right now family practice, internal medicine, and pediatrics. And our librarians often will come away from those sessions with research assignments, things that the faculty and students want to know or need help finding. And Professor Bennett, Dr. Bennett in the pediatrics area had this praise for that medical center library program, reaching out and bringing the library to the bedside which is, in essence, what it attempts to do. We, of course, would like to have more human resources so that we can extend that process to more of colleges' departments, the college of medicine departments. We are also engaged in other kinds of services, particularly those that we think you might be of particular interest. Our librarians stand ready to assist you with integrating research resources into your class through workshops, through special services within the course management system, links to things that are appropriate for your students. We also now have the library link in the Patterson Office Tower which has improved your ability to request items since the Young Library is physically some distance for many of you at that part of campus. Books can be delivered to the library closest to you. Book Express is the actual name of the service. If you haven't found it yet,

you're definitely missing out. This basically is books coming to you to a library near you. You can go on the Web onto our catalogue, request an item, and select the library that you wish it brought to that is closest to your office. You can also return your books there. We hope this has facilitated your work in trying to get things a little closer to you. Our second strategic plan goal is to advance the role of librarians as valued partners in teaching and learning. If you can't see this, I don't much like the stereotypical look on this librarian, but I do like the sentiment of the cartoon which basically she's throwing away her librarian nameplate and replaced it with search engine. Our librarians really are very accomplished, as you probably know from your own students. They're very good at Google, but they may not be really good at the research databases and the other things we have to provide resources for them. So our librarians already do considerable work with faculty members to teach students in med courses and things, and we're -- that's an area in which we particularly think the future of the library rests is increased involvement in that with you. We have an underlying tutorial as well called Find It which is one of the ways we do that. This is something that you have assigned to your classes, or they -- it's certainly sitting on the Web for -- for anyone to find, but it also is something we think would be useful as a way of helping your students out of class time walk their way through different aspects of using appropriate information resources. Just very recently we opened the hub at WTs which is the lower level here in the Young Library. It is a new kind of -- you've heard of these information commons, but the focus on this space downstairs, and I invite you to visit it, is a -- it's not a quiet place. It's a busy place, noisy place. It combines both library service and information technology service. It now has video editing work stations. It has present -- it's going to have presentation rooms where the students can practice for their classroom presentations. The idea is sort of a one-stop-shopping place. And it is open -- the library service isn't always open, but it's open the same hours as the Young Library, 24/5, and we just opened it on March 5th, and it's already enjoying a great deal of use and enthusiasm from the students. Our official grand opening is next week, and we invite you to come and visit or have -- contact any of our librarians about services that might provide to you or your students. Our third

strategic plan goal is to expand the availability of and access to quality information resources. Just one of example of things we are doing and would really like to be able to do more of, is we have a process with arts and sciences for starting funds for new faculty. This was a pilot that Steve Hoch and I started very soon after he and I both came at his request, and it's been very enthusiastically accepted or taken up by new faculty. We make a small -- a relatively modest allocation to them for the first two or three years that they are with the University. It's often part of their offer letter. It's very heavily focused on the humanities and social sciences because it's one-time money, not journal money. The down side is it's so popular that now that arts and sciences has hired 40-plus faculty, they'd like to have 30 of these funds, and we simply don't have the money, new money, to extend to thirty new faculty. So it is one of the reasons in our own business plan we talk about the need to increase our budget related to ongoing costs for existing subscriptions and things, but we also need new money on a regular basis to help cope and provide this kind of funding for new faculty, not just -- and not just new faculty, growth funding, new areas of research you get into where we don't have the research resources to support that. Another big piece of a university library is the special collections or the research primary source material. This is just one example of the many things we have. Our oral history program is among the top five in the country. It has a long history. It has very deep resources, and we're currently digitizing many of those audiotapes and putting them on the Web. So a big piece of it is to continue to collect in this area, to also then extend the content onto the Web. Research libraries have always had deep and rich special collections. What we haven't always been able to do is make those easily findable for folks. The Web makes a huge difference in that, but it still requires considerable work to either put the finding aids up or to actually digitize replicas of the content so that people can get to the actual content. The Kentuckiana Digital Library, I mentioned earlier, this is our sort of the portal for where all these digital resources live. And it has everything from University archives to the Lexington Herald-Leader photo archives and on and on and on. I encourage you to explore some of those things that we have there. I want to talk briefly about the issue of our budget

situation and how it relates to the materials budget. It kind of ties in very closely to that of issue why we only have 30,000 serial subscriptions. This chart from the ARL kind of gives you a flavor of what is happening in the world of scholarly information. Serial unit costs, the per journal costs, since 1986 has gone up about 226 percent. The serial expenditures overall for most ARLs on average has gone up 192 percent. Those are those red lines going up. The blue lines, particularly the lightest, the top blue line, is the number of serials purchased which has actually gone down 7 percent. So we're spending 192 percent more dollars to get minus-7 percent titles. So the point is is that things are inflating so quickly and so -- at such an extraordinary rate above the consumer price index that it's hard for any library just to keep up. These are just a few examples of the kind of price tags on some of the things you might use. Elsevier journals are very large package of journals but they -- you remember that our materials budget is 9.45 million. To buy the set of Elsevier journals that we have costs us almost 1.2 million dollars alone. Web of Science, I know, is something that all of you use, already 127,000. And these are just a few. There are many more. They range the whole spectrum of prices, but just a flavor of the kind of expense we have. Those are our 2007 expenses. We could easily anticipate that these expenses and all expenses across that budget will go up eight to ten percent next year. So here's one of these graphical things from Cornell. So you can -- we can either have the Chemical Science, Engineering Science Journal, or two of us could go on an Alaskan cruise. I have another version of this that I didn't bring because I didn't have time to update it, but it talks about we have a journal that costs as much as a new car. This is not uncommon. This isn't an isolated situation. This price tag is common, particularly in the sciences. On a -- our fourth goal is for flexible, functional, inviting, safe, and technology-equipped physical facilities. One of the key things that we're very convinced in libraries across the country is that there's still a vital role for a library as a place. We particularly have learned that in the cases where our libraries are new, clean, attractive, the Young Library, the Little Library in particular, their usage continues to go up all the time. Students are heavy users. We think the library should be also a part of a cultural, social, intellectual environment and space on our campus. Some of the things we've

done in that regard is a distinguished author lecture series. We had David Halberstam in 2005; we'll be having Barbara Kingsolver this summer. We also have the Nile Gallery Series which is in the Little Library. That happens to every Friday during the school year, different kinds of music-oriented performances. So we think it's a vital part of what we do that the library be a place. We do have some individual goals for the next three years that relate to our facilities. The first, and this is just a rendering, not an official, but this is the rendering that's at the health sciences part of campus is using for a new icon building as part of the academic health sciences campus. Many of you will remember when Jay Perman came to speak. I use this particular slide because this building, this icon building in the middle would house a new medical center library. So those of you on the health sciences side, if you've been in our medical center library, it's in desperate need of new facilities and a new environment. So we're very excited about the prospect of this in the future. We also have an objective to consolidate our science and engineering libraries into a portion of the King Building, the portion that faces Pence Hall. This is a -- something that is still under considerable discussion with the faculty and with the provost. The provost is desperately looking for space for new faculty. Being able to move the libraries into a consolidated space is one of the possibilities. We're enthusiastic about this because in today's world, we think we can provide considerably better service, longer hours and a consolidated facility rather than running five separate facilities.

The third one is that a desire to renovate the other portion of the King Building which houses our special collections and visual programs. You can't see this terribly well in here, but on the right is a beautiful mural that's in the King Building. And right across the top is one of those 1960s lamps that was put in, and there are other examples of this slide, I think, just the top right is actually where the rare books are shelved. And for those of you who have been on campus a long time, they're the old core stacks of the King Library when it was the University's library. It has been given humidity control and some things like that, but it is far from a good -- the best environment for our special collections. So that is one of our agendas too is to renovate a portion of that building for an improved

rare books facility.

Strategic goal number 5 is to expand our virtual presence. We are experimenting with things like myspace, facebook for reaching students. Google Scholar is a part of the Google database. If you haven't used it, that's supposed to be searching across scholarly information. We're working this week to expose as much of our resources to that search engine as possible. The Get Text at UK, I hope you've seen that. This is a new piece of software that takes you from a citation directly to the full text if we have it. It hopefully improves your navigation and ability to find the full text once you've found the citation. We're even experimenting with Second Life, if any of you are familiar with that, there's an information island in this multi-player game. And is there a role for reaching our students through a game? We don't know, but it's certainly something that we think is worth some time in experimentation.

Of course, we have goals internally that relate to creating an appropriate, supportive, respectful and diverse work environment for our own faculty and staff, both being able to recruit, to encourage high performance and motivation and diversity.

Our seventh goal relates to our capacity to house and make available our holdings and resources. This is a picture of a high density off campus storage facility which has become a fairly common mechanism for storing the lesser used library materials. We don't like in research libraries to get rid of things because we never know -- part of our responsibility is to anticipate and have the things for the long term that researchers will need. And so we make our best guess based on circulation and other expertise about what you won't need right now, right today. And what we'd like to be able to do is to convert things like this where our facilities on campus are very densely packed, very messy, into the storage facility. The idea is that you store these materials first in the appropriate climate control. These vaults are built so that the books really like them. They're cold, and they're low humidity, and they aren't intended for you to be able to spend a lot of time in there. But what they do then is store books by size to be the most efficient. All this would be extremely well represented in our catalogues so that you would simply find something, request it, and it would be brought back to campus two to three times a day. Campuses that have these facilities,

sometimes have their faculty ask to have stuff put in storage so that people won't steal it, and we actually gain considerable control over the material that we put in this area. If we were to do this properly in this facility, the stuff that's there would only circulate -- only about five percent of it would circulate in a given year. So the idea is it's there, but it's not needed on a daily basis on our campus. We already have materials stored in the limestone cave. This isn't like we -- this would be something new. We already do this. We would just like to have a better facility for how it's stored.

And our last goal is to promote and market and expose our unique collections, expertise, and services. The graphic on the right is our most recent 2004-2006 State of the Library Report; many of you might have received it in the mail. If you did not get one, because we didn't send them to all faculty, they are versions of this back on the table where you normally sign in. If you'd like one when you leave, we're very pleased to -- it doesn't begin to say everything, but it is a graphical sort of summary of what has been accomplished in the last three years.

CHAIR: Thank you very much. Any questions?

CIBULL: Mike Cibull, Medicine. And from my own personal experience, I agree with you that the biggest problem with the library is the lack of periodicals, particularly access to electronic periodicals which is quite irregular. Some of them are available but not for two years until after they've been published which makes them essentially worthless. What exactly -- I mean, that's -- that is where your biggest deficit was. What are you doing specifically to address that?

DIEDRICH: Sure. Just for sort of without a lot of background, we are able to buy journal subscriptions where they are current and up to date. And then there's another form of buying where we buy an aggregation of something -- a whole bunch of things together. In that scenario, the publishers really control what they call embargos. And they embargo that most recent material. And we recognize that in some fields that's essential, that if you don't have the last two years, it's -- there's no value. But in other fields, having at least that back portion is valuable. What we're doing, every year we ask the University for recurring dollars to provide an inflation rate to keep from canceling anymore journals. That's one thing. But we need eight to ten percent on a six hundred -- six-million-dollar budget

and growing every year. This year, I asked the University for \$687,000 just not to lose anything. The other part of that request was for growth funds because exactly the question you're asking, which is, how do I get back to adding things that you need? That's what we do in terms of asking the University for new resources. On our own initiative, of course, we do everything that we can to make those dollars go further. So we're in at least four consortia arrangements across the country. We have a consortium in Kentucky, we have a consortium with S Corp which is related to a federal program. We have a consortium of the Southeast trying to negotiate the best deal we can. If you were in a Big Ten institution, they have considerably more negotiating power than we do because there are 11 top universities with really big budgets. So some of our difficulty is we don't have enough peers. Negotiating with our Kentucky peers doesn't really help us very much. But we are trying to do everything we can to negotiate the best financial deal we can get to expand resources, and Mary Beth, help me with the one we just added. Was it Wiley?

MARY BETH: Blackwell.

DI EDRI CHS: Blackwell. We just added a new contract that did ex -- it enabled us to expand additional titles from Blackwell, one of the publishers. The other thing we're doing, and it's sort of a one-time savings, but when we switch from print and electronic to electronic only, we don't really save any -- we don't save much money, but we save a little money one time. So we're also in a rapid transition out of the print world into the electronic. But the truth of the matter, fundamentally to make any progress, we're going to need additional recurring resources from the University.

CHAIR: Any other questions for Dean Di edri chs? Thank you very much, and thank you for letting us use this beautiful auditorium for our meetings.

DI EDRI CHS: We love having you here.

CHAIR: Now, our Library Committee has been very active composing to have the proposals so that you would have the state of the library address every year. They also have a resolution for you. The Resolution is rather long, and is documented well. It has been approved by the Senate Council. It's in your handout. I'm sure you will forgive me for not reading every word in this. Here is the relationship to strategic plan, and here are the many whereases. Then it comes down to be resolved and basically these two A and B are the meat of the resolution. Our

Library Committee Chair David Randall who happens also to be the Senate Council chair-elect. David, please, do you have anything to add, or would you like to say something?

RANDALL: Well, I think Dean Diedrichs has said what we need to say. We all go to the library and expect them to be there. It's a part of our lives; it serves everybody. The Library Committee wants to support the library, and we're asking the Senate to adopt this resolution which will be forwarded to the President and the provost supporting the need for the library for additional facilities. So if there are specific questions, then certainly we'd be glad answer them, but that's the thrust of it.

CIBULL: Yeah, Mike Cibull, Medicine again. I mean, the problem that Dr. Diedrichs stated pretty clearly is that we're not top 20 because we don't have a top 20 collection. And that's not in this resolution. I mean, what we -- what they need is money to support their -- their periodicals in -- in a much more robust section than -- than currently exists. And I would say that that needs to be added to this resolution.

RANDALL: The resolution is fairly general, but --

CIBULL: Yeah, but the need for money is fairly specific, and --

DI EDRI CHS: If I might. In the interest of time, I didn't show you all the charts for those five elements. It really isn't -- the collection is incredibly important, but every one of those measures, the number of staff and faculty, is way below. Our business plan, for example, we would -- we need like 83 additional positions to be a top 20. I mean, it's -- it's -- so I'm very sensitive to the collection issue, but the Library Committee was attempting at my request to indicate that it's a holistic moving up of all aspects, both of collection and staffing and facilities.

CHAIR: Are there any other comments? So here is the resolution recommendation with a positive recommendation from the Senate Council in front of you, so are we ready to vote on this?

Part of the resolution is that the Senate, you guys, would approve this and direct the Senate Council office to send a copy of this to Provost Subbaswamy and President Todd. Okay. All those in favor of this resolution please indicate so by raising your hand. Opposed? One who opposed. Abstain? One, two, three, four abstain. Motion carries. We shall do so.

The next item, as you can see from the first line, it's an item that we

have been discussing for several years. In January of 2005, we created an ad hoc Calendar Committee to look into some proposals by students to perhaps alter the finals week, to alter the Thanksgiving week, and so forth. The preliminary proposal outlines vast changes to the university calendar but was presented from various offices expressed concern with how these changes could affect pre-semester activities for freshmen. So Senate Council voted to send the proposal back to Calendar Committee. The Calendar Committee Chair Ernie Yanarella opted to limit (inaudible) of the changes to the pre-semester ramifications.

A new proposal which is here today for discussion only, so we are not going to be voting on whether or not to adopt this proposal because by Senate Rules, major items of policy, and this is definitely major policy, should be discussed in one meeting and then potentially be brought back the next month. Is to decrease fall teaching days by two and eliminate fall break. Fall break is a Friday that there are no classes. So we gain three days. And after that three-day fall break coinciding with the week of Thanksgiving, Monday, Tuesday, Wednesday, and of course, then Thursday and Friday and retain end of semester and exam week as currently is scheduled. And the rationale for (inaudible) is that spring semester already has, depending on which year, one or two -- two days of fewer instruction days, and these changes are sought and welcomed by student organization. In fact, there was a -- was it a editorial or was it a -- editorial in the Kernel today regarding our agenda item today. So Ernie's here. Ernie, please, would you like to add anything to this before I open it for discussion for all the Senators?

YARNARELLA: Yes, I would. This very lengthy process of bringing this proposal to the Senate for discussion, the impetus where this came from, Michael Kennedy who was then the Senate -- a Senate Council member. And I think that -- that his motivation was in a large part driven by a concern over certain measure of hypocrisy that had been worked into our class schedule. More evidence was brought to bear that more and more faculty were canceling the Wednesday class before Thanksgiving break, and that students were routinely leaving Monday or Tuesday for Thanksgiving break for a variety of venues and places. In addition, there were -- there have been parents who have called when faculty members have threatened to hold examinations on the

Wednesday before Thanksgiving Thursday. And so that -- those concerns drove the initial Calendar Committee to explore a variety of possibilities. In the first round the Calendar Committee attempted -- found itself - its agenda growing like (inaudible). Well, if we could deal with the fall schedule, why don't we also deal with the spring schedule and make it conform to our proposals? And then when we brought in the Registrar's Office and some elements of the Student Affairs' Office, there was a suggestion that we expand this to consider the entire calendar, including the summer calendar. And what we eventually found is that ultimately the proposed changes backed up against the fall proposal. So when that became apparent, we went through a second round and focused primarily on the -- ostensibly on the fall schedule in a way that involved us looking at the Thursday, the Thanksgiving break, and the dead-week period. When those proposals were brought to the Senate Council, the Registrar's Office -- representatives from the Registrar's Office and Student Affairs came to the Senate Council and raised a host of -- of brass tacks' issues that suggested that our effort to -- to take over -- to begin classes, fall classes, on the Monday of the traditional first week of classes, that this would have a very deleterious effect on Kentucky Welcome activities and UK Fusion activities; that this would necessitate, among other things, having -- holding open offices on the -- the weekend before the beginning of the semester, and that this would finally have an onerous impact on -- on the schedules of parents who would have to bring their students earlier since those Kentucky Welcome and other activities would have to start earlier rather than being able to bring them on a late Friday afternoon or early Saturday morning. As a result of that discussion with the Senate Council, the Calendar Committee was charged with re-examining this, and I decided as chair to -- to go initially to the Registrar's Office representatives and Senate -- Student Affairs' Office to consider a number of options. I -- I lay two on the table, and of the two, the one that is -- has been brought to the Senate is the one which they -- they endorse. I then sought to bring together the Calendar Committee (inaudible) over a span of several weeks of trying. No -- no date where all Calendar Committee members could meet, so I had e-mail exchanges with them and then telephone conversations with them. And by a vote of, I believe, four to one, the

option which we have before you for discussion was recommended. Then went to the Senate Council, and the Senate Council voted to -- to bring this to -- to Senate's consideration.

CHAIR: Thank you, Ernie. Okay. Let's start with discussion. Thank you, name?

SOTILLE: Joseph Sotille from Engineering. One of the reasons I got originally involved with the Calendar Committee, and I know Ernie probably remembered the Senate meeting, is that I had experienced a lot of situations where students had done fairly well all semester, and basically finishing their classes on Friday and having to take a final on maybe Monday, just you know, caused them a lot of difficulties. So I had suggested is there any way we could finish on Wednesday and have finals begin on Monday? And I believe that even at some of our early meetings, the Student Government Association reps had some proposals that said, finish on Wednesday and start finals on Friday and continue Monday, Tuesday, Wednesday, or something where they were trying to address the fact that they also felt that more time to prepare for finals would be a good thing. So you know, my overall objective here was to try to get the students an opportunity to be better prepared for finals because I've seen a lot of students do really well all semester and then do terrible on their finals because, as we know, dead week is for the most part business as usual. And although it causes some problems, I think that it's something we might want to consider having them finish on Wednesday or Thursday to help alleviate the stress of having only the weekend to prepare for finals, and I'm not sure how, you know, I mean, I could try to assemble some information, but I've spoken to many students about it, and there is, you know, a strong desire to have more time to prepare for finals. And it may mean restructuring dead week somewhat so that new material isn't introduced in the last two days, I don't know why we couldn't do that. We may have to be a little creative. But my objective, I think, to help the students is to give them more time to prepare for finals. And although this is certainly an improvement, this is not something we can do very often, and this seems to be our only chance for the next several years to accomplish that.

CHAIR: Any other comments? Back there. You raised your hand first. Enid. I'll come to you next.

WALDHART: Enid Waldhart, Communication. I always have difficulty with this because the Wednesday before Thanksgiving has

always been problematic in trying to figure out how to deal with it, and in fact, the University won't tell us when it is that classes end, and we always have to make a decision about what to do with Wednesday night classes because there isn't a decision that says, you know, it ends at noon or whatever. The problem with, I see, with having a full week at Thanksgiving time is that it is so late in the term. It doesn't provide the break that comes in spring semester when we have spring break sort of in the middle of the term, and it tends to get easily wasted. I think if -- I hadn't thought of a proposal to take the two days and put them at the end of the term, that might be something, but it seems to me that if what we're trying to do is create a break, that a break at Thanksgiving when they come back, will be two weeks, and then do finals, it's maybe a break at the wrong time in the learning process.

CHAIR: Over there.

BOLLINGER: Chris Bollinger, Economics. You know, this is probably something that almost all the faculty and virtually all the students would like, but I have to admit that when I read this, I kind of said, you know, we sit here in the university, and we always get accused of, you know, well, the university is not like the real world. The real world is a lot different. The university is not like the real world. And it's not -- there's not a Fortune 500 company in the world that closes its doors for the three days before Thanksgiving. In fact, most people work on the Friday after Thanksgiving, and so this is just sort of another kind of things are different in universities. It's not like the real world, and it kind of bothers me because why are we different?

CHAIR: Grossman.

GROSSMAN: Yeah, Bob Grossman, Kentucky.
I -- I -- sorry.
(LAUGHTER)

GROSSMAN: Arts and sciences. I -- I understand the -- the Calendar Committee has had a very difficult time and did consider this very carefully. I was actually on Senate Council at the time where the Student Affairs' people came and gave their presentation and talked to -- made us all aware of the difficulties of starting classes on a Monday instead of a Wednesday, and I was one of the people who voted to send it back to the Calendar Committee, and -- having reconsider the issues that Student Affairs raised. However, it seems that when these kind of conflicts between the auxiliary activities at the university like UK Fusion, and

Kentucky Welcome, come into conflict with academics, it's always academics that ends up losing. It seems the only reason why Monday and Tuesday here are -- it's proposed that Monday and Tuesday should be taken off, if the students may not show up for class, and the spring semester is maybe one or two days fewer than the fall semester -- teaching in the fall semester. It seems to me if we have a problem with the two semesters being even, maybe we should add one or two days to the spring and not take away one or two days from the fall. This reminds me of the case where you have a -- you're not supposed to eat any cake at all, but you just even off a little piece over here that -- even off a little piece over there, and eventually you've eaten the whole cake. So I'm very uncomfortable with this. Again, I understand that there was -- it was a difficult job that the Calendar Committee was presented, and especially, I mean, especially the problem is the year is too short for the number of activities that we've been trying to push in. And short of moving us out to a further orbit away from the sun, and maybe we'll take out the global warming problem too, but short of doing that, it seems something has got to give. And I don't want to see academics always being the thing that gives.

CHAIR:

Over there.

SEGERSTROM:

I just wanted -- sorry, this is Suzanne Segerstrom, Psychology. I -- I -- I just wanted to point out that with regard to the real world, we're different from the real world in many different ways. For example, in the real world, you generally get some choice about like you can take your vacation, and we don't give our students any choice about when they can take their vacation. What they really want to do is to take off more time for Thanksgiving to be able to travel and so on and so forth, and instead we give them a Friday in October which -- which I'm not -- I'm not sure what they do with that. And so I'm -- and we shut down during the summer; we do all kinds of things very differently, so I think that's a bit of a red herring. I -- and you know, my experience with teaching has been that we if we took back the Friday in October and gave up essentially one day in November, so with the Wednesday as a wash, typically classes are half full, at best, and we would take one day back from October and get that one day off, and so we really end up, I think, losing in essence one day for a schedule that's going to work better for faculty who travel, for students who travel. I think that, you know, its -- its

proximity to finals week actually may help with the issue of students who need to catch up or get prepared a little bit for finals week, so I have to say I think it's a logical and reasonable and desirable proposal.

CHAIR: Anybody else?
SKEES: I'm not a Senator. I'm just here observing.

CHAIR: Name?
SKEES: My name is Susan Skees. I'm in the College of Agriculture. I work with Student Services. I know Dr. DuBois and Dr. Williams, and my concern is the safety of the students. I've lost two students to Thanksgiving break because if they've trying to rush home on Wednesday, and my daughter goes to the University of North Carolina-Ashville, and they do have -- they close down on Tuesday so the students can travel home on Wednesday, and I think it's very important to take into account those students who have to travel whether by car, by plane, or whatever, their safety in getting home.

FORGUE: Ray Forgue, College of Agriculture. I think the last -- the previous point about the degree that this will impact academic performance is an interesting question because to my -- my view spring break is academically dead. There is very little academic work that goes on outside, you know, of the other activities students engage in during that week. But I'm not so sure we could say the same for the week of Thanksgiving, when we don't know that maybe at that time of the semester, as was said, that they will use that time in a more fundamentally appropriate way, writing a paper, or getting caught up in a class, or doing something like that. So maybe we're performing an experiment here. We might want to move -- switch spring break to April at some point after we find out how good the results are here.

CHAIR: Ernie.
YANARELLA: I'd -- I'd like to make two points, partly in response to some of the comments that were -- were made. One with -- with all due regard to our -- for my esteemed Senator -- Senate members comments about student affairs. I -- I have come to regard student affairs activities as an integral aspect of the university curriculum. I think they have -- they have -- they have defended this many times, in many quarters, and during my experience in helping to coordinate the general education reform effort last year, at -- at a number of conferences and workshops. The integral nature of -- of student affairs -- student affairs'

activities, more at the beginning of the semester, and curriculum activities were -- were placed within a -- a broader more holistic notion of -- of the university's curriculum. So I've -- I've come to view that as -- as -- as an important support element to undergraduate education. Secondly, I think in some respects the very fact that a full week later in the semester than a spring break offers, could be used and utilized in an -- for a variety of educational reasons. Assigning papers that are due right after, requiring students as they are involved in group projects, to make significant progress that is then monitored after -- after the punitive Thanksgiving break and so forth. And so rather than seeing this as the kind of dead academic week that has been suggested is spring break, we could utilize a full fall break for specific educational purposes.

CHAIR:
HERTOG:

Name?
Jim Hertog, Communications. I think the idea of turning a break into a non-break makes no sense to me. If you say, well, you're going to do all this stuff on your own while we're not around, then it's a break for the faculty and not for the students. That doesn't make any sense to me at all. It's a break; it's a break, you know. And I think a late break -- I agree with Enid, that it's probably not going to be particularly likely to draw the students into, you know, more academic -- I think it's a break. Is it -- is it the right time for one, is all, you know. And I'm kind of against it because I don't think it's the right time for one. I think that, you know, that -- and the idea that we're simply going to add days off because the students want them; I have yet to hear the students come in here and ask for more academic days; I've yet to hear them come in here and say, we're not getting enough instruction. We want more days in class. I -- it's -- it's a one-way deal here.

CHAIR:

By the way, I want to remind you this is one of the few things that we have the final approval. The administration does not get to approve or disapprove this. So we are in charge of this so... It's a very serious proposal. Back there.

MILLER:

Joe Miller, Communication. I -- I guess I had a question for the committee. Was it the primary goal to address the issue of the Wednesday before Thanksgiving being so problematic, or was it to create a longer fall break, or was it to remove the October single day fall break? I mean, I seem to kind of hear different goals here. I mean, it seems to me that if the Wednesday before Thanksgiving is the real

issue, I mean, we could perhaps grant that as an extended Thanksgiving break and not necessarily extend it to that Monday and Tuesday if we're concerned about, you know, the possible loss of academic content. Can it just be clarified a little bit what the primary objection was?

CHAIR: Would you like to respond to that, Ernie?

YANARELLA: Yes. The (inaudible) of the committee lacked symmetry, and I think that what happened was that due to the fact that the impetus came from Michael Kennedy and the suggestion that there be, you know, closer symmetry between the spring and fall semester, the basic territory that we operated under was, you know, a full break. There was acknowledgment, as was pointed out by one of our visitors, about the -- the risks that can -- students leaving in a hurry on -- on Wednesdays and having an accident or even worse, dying, but the -- the basic focus, the basic framework with which we were operating was -- was the issue of symmetry.

MILLER: And if I may follow that, I mean, symmetry as much as the next person. I think that in my mind I'd be clearly in favor of Wednesday being given off because of the issues that we have discussed, but retain Monday and Tuesday as part of the schedule.

YANARELLA: May I respond?

CHAIR: Go ahead.

YANARELLA: I -- I think you're right. I mean, it wasn't just symmetry. It's also the issue of -- of what typically happens. You know, the stories are legion about faculty members simply canceling Wednesday class, and then what happens to the Tuesday class. Well, there's pressure that is brought to bear by students on faculty to simply cancel the Tuesday class. So before you know it, the -- the entire week has eroded. I have to admit that I -- I've spent 36 years doing penance as a former Catholic by being at my Wednesday class every fall semester. When I went to Syracuse University, I typically left the Thursday before Thanksgiving because I had Tuesday-Thursday -- you know, Tuesday-Thursday schedules, and so as a good Catholic, the only way I could make amends was to (inaudible) the appropriate form of penance. So, and, you know, the joke aside, I think, you know, there is -- there is a sense that -- that the academic value of that week is -- is being lost by the -- the norms and the practices that faculty and students find themselves getting involved in -- in this song and dance that this -- has taken place. And that given the impetus to simply eliminate that

problem and perhaps take advantage of -- of less -- that -- that toll to be for academic purposes, seems to be the guiding impetus for the majority of the committee to embrace this particular recommendation.

CHAIR: Over here and then I'll go over there.

CAMMERS: Arthur Cammers, History. I've been an atheist since the age of 12, and I've always showed up for Wednesday so -- and just because we have a day off on Wednesday, and that day off eroding Tuesday and Monday, just seems like giving up to the slippery slope. I mean, there's no reason why the university can't stay -- can't stay in business Monday and Tuesday. And symmetry, in the absence of functionality, just seems a little like wasted worship of beauty somehow.

YATES: J.W. Yates, Education. I -- I agree; I think that -- I think that if you give Wednesday off, Tuesdays would be eroded even though that I don't necessarily agree with the whole concern, but I also think the idea about using that time for academic purposes would make you just as much the bad guy as if you hold -- we hold Wednesday classes. So if you try to make academic assignments that are going to be due the week after you come back from Thanksgiving, you're actually making a worse -- in worse esteem by your students than if you hold Wednesday classes in my opinion.

GROSSMAN: Opposing argument for Wednesday classes, I think that it's a good idea to get rid of them, but we can still do --

UNIDENTIFIED: Fall semester.

GROSSMAN: We can still (inaudible).

HULSE: David Hulse, Business. The past few years I've taught a course, sophomore-level course, on Tuesdays and Thursdays in the fall semester. And that Tuesday before Thanksgiving, the class attendance is substantially lower than what it is other Tuesdays during the semester. So I would think that if we would just cancel Wednesday, Monday and Tuesday would effectively be a vacation for many of the students. So I hate to argue from an academic sense for eliminating some of the days on the calendar, but it seems to me that we're not going to be sacrificing too much academically, given we're sacrificing now anyways.

CROFFORD: Leslie Crofford, Medicine. And I don't teach students, but just from a pragmatic standpoint, it seems like to me that, you know, if you cancel Monday and Tuesday and Wednesday, students are going to leave Friday. And so you're losing the entire week before Thanksgiving, so in my mind, it makes more sense, you know, if

Wednesday is a loss cause, and it sounds like that it is, to at least bring the students back Monday and Tuesday so that they're working and here on campus for the weekend, before in -- in opposition to letting the people go the entire week when you're losing two weekends and an entire week of the academic year.

CHAIR:

Grossman.

GROSSMAN:

Yeah, I'm -- I'm teaching Monday-Wednesday-Friday this semester. And I had dismal attendance the Friday before spring break. So, should I cancel Friday spring break? Hell, no. And now (inaudible) cancel classes Monday and Tuesday just because the students think they don't have to show up. Hold an exam, darn it. I -- I agree with the arguments about Wednesday. The Wednesday before Thanksgiving, the students rushing to get home. We can do -- let's do a swap, get rid of fall break, cancel the Wednesday before Thanksgiving, no loss of academic content time, it solves the safety problem, and as for the student culture problem, I'm standing up and fighting that one.

CHAIR:

I have mentioned this to Senate Council, I'd like to mention here. I came across a major university, I forgot which one, that says if a student is absent without excuse a day before holiday or a day after holiday for each absence, they have to have one extra unit to graduate. This was the way that university did that.

CIBULL:

I think we've lost sight of --

CHAIR:

Mike Cibull.

CIBULL:

They have a life; we have a life. I don't think you need to punish them. If they -- if they want to take off, that's their business, you know, it's their grade that gets hurt, not -- not anything else. They're paying for a full semester, you know. That's up to them. I think that there -- there sounds like there's general consensus about Wednesday. Does anybody have a problem with giving up Wednesday? No. That -- that makes a five-day vacation. And that's a pretty long break. And -- and probably sufficient in terms of a break. And anytime -- anything you add before that, I guarantee, they're just going to take the day before that, the day before that. So the argument will go on forever in that direction. So at the very least, we should -- we should make it so that they have off Wednesday so -- so that they are not rushing around at the -- at the last minute.

CHAIR:

I'm giving you a five minute warning, after that, I have to go to the next item. Of course, this is going to come back in some form, maybe the day before Thanksgiving, I don't know.

FORGUE: Any other questions?
Ray Forgue again. I did a little poll of the faculty in my unit, and they were all 100 percent in favor of the proposal. What that means, I don't know.

CHAIR: Okay. Any other comments? Back to you.

SEGERSTROM: Suzanne Segerstrom, Psychology.
I'm -- I'm wondering about the criticalness of this two days. I actually am more in favor of the two semesters being symmetrical, and if that Monday and Tuesday are so critical, why not take back the Monday and Tuesday of spring break as well? Hypothetical question.

CHAIR: Back there, way back there.

JOSHUA: My name is Joshua --

CHAIR: Oh, is that Josh?

JOSHUA: Yeah. I'm a student (inaudible) representative (inaudible). For the students, it tends to (inaudible) it's more like spring break. Spring break is more of a time to really go out there and wild out. But the time we're given is more about the time we spend with our families and we still (inaudible). And where we get that Friday in October, we feel like most students don't come to school on Friday anyway. I mean, I know a lot of students don't really go to school on Friday. The student government office (inaudible) on Friday and stuff like that. So the motive behind our asking for these three extra days is that we're not going to go away from academics for that time period. It's that (inaudible) -- we feel like we're going to come back and have exams (inaudible). Spring break, a whole month before our exams, so we don't really think about studying. (Inaudible). I'm just talking from a student viewpoint. That's -- that's what I have to say about it. We need to work through it. We realize the fact that we're losing money if -- if -- the Friday -- even those three days we're taking off. But before that, we need that rest because there's so much stress in that three day (inaudible).

CHAIR: One more comment before we stop.
Any other... Ray Forgue, again.

FORGUE: I think one of the things that this has showing is the frustration level on the part of the faculty in general about this difficulty with Fridays before even a weekend, the Fridays before spring break, the Wednesday before Thanksgiving, and the degree to which that is what's driving this as opposed to maybe saying, all right, this would be a logical thing to do, but what we need to do is publish the names of all the faculty members who cancel classes on the Friday before spring break and the Wednesday before, you know, the Friday

before the new fall break, so that we can post them and put the scarlet, you know, letter on them too, I think. And I'm being facetious.

UNIDENTIFIED: (Inaudible).

FORGUE: Yes. I mean, well, not -- not published for -- for the students but for us. I mean, we need to have the backbone too. If we're concerned about students not coming to class, you have the class. I've always had classes on Friday before spring break until this year when I've given up, and I apologize for doing that now because, you know, I'm helping be part of the problem.

CHAIR: Okay. The last comment and then we stop.

HALLMAN: Diana Hallman, Fine Arts. I realize that the first part of the semester is not get as much attention as the Thanksgiving break, but I've always found it problematic, somewhat along the lines of what Bob Grossman was saying, that I found it problematic starting Wednesday, then you have Labor Day where a whole bunch of students who don't even --

UNIDENTIFIED: Show up.

HALLMAN: -- wake up or even show up until after Labor Day. To me, that seems like a total waste, those first few days because they're -- they're sort of acting as if they're not really starting until after Labor Day.

CHAIR: Okay. We have very interesting comments. If you want to send me or -- additional comments, I will collate them and forward to the Calendar Committee and the Senate Council. Thank you very much.

Okay. The next topic is -- is Michelle Nordin here? Yes. I did see you. There she is. The update on Campus Management, pretty soon all of us have to have our own code, including the -- including the grading (inaudible) services has been coming (inaudible) here, and here is another update from Michelle. Come up.

NORDIN: Okay. Good afternoon. Thanks for having me back again to provide an update. Since I was here last, the Campus Management Module of the IRIS system has gone live. Our Go Live date was February 26th. And I wanted to provide a brief comment and update, and then I'm actually going to log into the system and demonstrate pulling up a Class Roll and looking at Adviser Hold. I know that many of you serve as Academic Advisers in addition to your teaching responsibilities, so I just wanted to demonstrate that quickly, and then I'll be glad to answer any questions if time permits.

As I said, Go Live was February 26th so we are three weeks into the system.

What we have found so far as far as issues being reported tend to center around authorization and access type issues. I know that I have worked individually with some of you here in the room today. We've got some Super Users from some of our colleges here as well. And so what we have found for the most part is that the system is working. We've had to do some tweaking to Authorization and Roll so that people are permitted to access the information that they're supposed to be able to access within the system. One of the very first things out of the gate upon Go Live was mid-term grading. I know that many of you here are in the College of Arts and Sciences, and that was one of the first things taking place in the new system was entering mid-term grades for students.

The College of Arts and Sciences enters grades as D and E for students who are taking 100 to 500 level A&S courses. We did identify a problem early on that was not allowing an instructor of record to access a Class Roll and to submit grades. That was resolved, I think, the second day of Go Live. Arts and Sciences did a phenomenal job entering 5,500 grades in a week's time. We do know of some areas who are still experiencing or were still experiencing at the end of the grading period some difficulty entering grades. We've tried to narrow that down to a configuration or a setup with an individual computer. It didn't seem to be a campus-wide problem. It seems to be narrowed down to a specific couple of units, and we continue to work with those areas to resolve the issues, but overall, a success, able to enter 5,500 grades the first week of the system.

Students were also able to withdraw from spring classes as they desired through the deadline of the University calendar which was March 9th. So that period has now also closed. We did have quite a bit of drop activity going on, especially after those 5,500 D and E grades were reported.

Some things that I want to talk about that aren't on the slide as far as data conversion, we've converted academic history from our old SIS system. We have information, and that goes back to the fall of '88. And we have converted all the academic history for students who were enrolled fall 2000 or greater, so if the student was enrolled in the semester fall 2000 or forward, we've brought forward into the new system all of their academic history all the way back to the fall of '88; with the goal being to load the remainder of the academic history into the

system prior to the start of the fall semester. So that, as you can imagine, is quite a bit of information. 2.8 million records were brought into the system. That's not students; that's not individual students, but that's data elements, 2.8 million data elements were brought into the system. So we have had the opportunity to clean up and do some clean up from that data conversion. We're still working on that, but the system overall is functioning. It's working well. We have call centers in place. We have walk-in help available, and it actually has not been very well utilized, so I'm going to plug that in just a second and -- to remind folks that we're offering that service.

GROSSMAN:

Michelle?

NORDIN:

Yes.

GROSSMAN:

Can I, before you go on?

NORDIN:

Sure.

GROSSMAN:

Bob Grossman, Chemistry. Was our department one of those problem areas that you talked about because our -- our experience was quite different from the rather sanguine portrait that you just painted.

NORDIN:

It was.

GROSSMAN:

I -- I tried entering my grades from home. I tried entering them from my office. Our staff tried entering them. I was using a Mac, they used a PC.

Authorization wasn't a problem.

We got in to the class, and we were able to pull down grades, but when we submitted the grades, just the screen went white, or the window went white. And we went in later, nothing had happened. The grades were still not there. Others of our faculty, they would submit, say, 40 grades and 36 of them would take and four of them wouldn't. These are not good things.

NORDIN:

Agreed. Agreed. And I did

talk to some of the support staff in the area and actually offered to either come over and see what they were seeing and assist or to come pick up the grades. And I should have said that at the beginning too, knowing that we're coming upon the final grading period very soon, we've got -- we've got some ways to deal with and to assist users who are having difficulties. I know that our portable team was very involved with Arts and Sciences' technical support as well as the people individually in the Chemistry Department, but we will do everything we can to address and resolve the issues. Worst case scenario, we'll enter the grades.

GROSSMAN:

And I think that's what eventually our staff did, was just send them over to you and say, here, you do it

because they were still frustrated with it, but this can't happen when finals comes.

NORDI N:

Exactly.

GROSSMAN:

So did you diagnose what the problem was? I mean, why is it that when I submitted the grades, the screen went white, and when I came back in, nothing had been submitted? Why is it that the 36 out of 40 got saved?

NORDI N:

And I can't speak to your case individually because I didn't work with you individually. I do know that some of the problems that were found earlier in the week were resolved by the end of the week. So it could have just been a timing issue, but we will make sure that we have someone on site in Chemistry during final grading period to resolve any outstanding issues. I don't know. It seemed like we had narrowed it down to something really not with the computers that are actually in chemistry, but if you tried it from home, that's another scenario as well. I will put up my contact information. I encourage anyone who is in the final grading period trying to submit grades and having difficulty, to contact me directly. I will either come and help, or I will get someone to come and help.

GROSSMAN:

Can you set up some kind of mock up for us to practice before finals week to see if it works?

NORDI N:

I think we could do that, yes.

GROSSMAN:

I mean, that's -- that's the thing to do is to allow us to enter some grades --

NORDI N:

On a setup basis.

GROSSMAN:

-- before finals --

NORDI N:

Sure.

GROSSMAN:

-- on the real database system, and we if we could arrange something like that you're done with it.

NORDI N:

Okay. I will look at our (inaudible) and see if we can get something like that delivered.

The unofficial transcript -- getting back to the update, the unofficial transcript was released today. That is something that has been missing since Go Live. And I know that everyone is very anxious to get that up as much as we were. And that was put up on the Web last night around 9:00 p.m. So that is available and will continue to be available. Dr. Grossman.

GROSSMAN:

Is that updated on a regular basis? I mean --

NORDI N:

It's real time.

GROSSMAN:

Okay.

NORDI N:

It's real time. So it's a direct pull out of the database.

GROSSMAN:

Even though it's PDF?

NORDI N:

Even though it's PDF. It is

pulling it and gathering the information to make the PDF in realtime.

PARKER: Steve Parker, Kinesiology. So you're saying the unofficial transcript was available today?

NORDIN: Yes.

PARKER: I couldn't get anything --

UNIDENTIFIED: I did.

PARKER: -- when I was doing it.

NORDIN: And it could be -- it's with proper authorization, so it could be an authorization issue. I will give you my contact information afterwards, and we'll work together to get that resolved for you. Were you trying before lunchtime today?

PARKER: Yes.

NORDIN: Okay. And we did have some problems this morning that has since been resolved.

PARKER: The same -- we're having the same problem with the Lift to Hold because there was supposed to be green -- red boxes by the student's name, and they did not appear.

NORDIN: And the way -- and I'm going to get to that. When I log into the system, I'm going to show that, but there are two ways to Lift an Advisor Hold, and you only see the boxes if you have been associated in the system directly to a student's record. In other words, it would have to say student, Michelle Nordin, Advisor, Steve Parker. If that relationship hasn't been done, it doesn't mean that you can't Lift a Hold, but you're not going to be able to do it as simply as checking a box. You'll have to go search for the student and Lift the Hold that way based upon your permissions within the system.

PARKER: And I did that, and it still --

NORDIN: You did that, okay.

PARKER: Yes.

NORDIN: It sounds like we need to work on your authorization.

PARKER: Right.

NORDIN: So I'll work with you afterwards. Okay.

PARKER: Thank you.

YATES: J.W. Yates, Education. I want to raise one issue about the authorization aspect because I consider myself fairly technologically savvy, and I found the authorization aspect cumbersome. And when I went through the authorization and through -- and this is through the College of Education, then for two days I couldn't get on my e-mail because it kicked me off my e-mail because it changed my password as part of the authorization process. Now, what I'm concerned about is that, you know, you're going to have -- there's going to be -- I can tell you there's going to be hundreds and hundreds of faculty that are

going to just let this slide by in the
process --
(INTERRUPTION)

GROSSMAN: We didn't like what you were
saying.

YATES: I mean, I think in the process
of this semester there's going to be
hundreds of faculty that just -- are going
to just kind of ignore this until the last
second and not going to be authorized to do
this, and it's going to be chaos at the end
of the semester, in my opinion. Especially
because I found the process having go
through a specific person at the college,
and then it seemed to get messed up, and it
took, you know, two or three days to
resolve, so I'm just -- I don't know
whether I'm an exception to the rule, or
whether this is a similar process that's
been going about, but I think it's going to
be...

NORDIN: Here's what we've done, and if
you have suggestions for how we can make it
better, I'm certainly open to them. We've
appointed one or two college approvers in
each college, and that's because we need to
know who the users are and what access the
users should have to the systems. Now most
of the colleges have been pretty good about
informing us, this is our list of faculty;
this is what the faculty will need to be
able to do. Now, that doesn't alone give
faculty access. There's still a
requirement of having the Active Directory
user ID, and there's still a requirement of
signing electronically the Statement of
Responsibility, but once those two things
are joined, then access should be pretty
much immediate. So again, this is a new
system. We're three weeks in. We had SIS
20 years, and it wasn't perfect. So we are
working just as quickly and diligently as
we can to address issues as they're brought
to us. But again, I would offer, contact
me directly; please contact directly if
there are issues, and I will work with you
individually to have them resolved. We
will have open labs, and I'll get to that
in just a second, during the grading period
because I agree with you, it's new; it's
the first time through with this process,
and we will -- we will have help available.
I'll talk about that in just a second.

CHAIR: I'd like to suggest we let
Michelle finish her presentation, and then
you can have all the question and answer
and perhaps the last item will be delayed
until next month. Go ahead.

NORDIN: Thank you. Some other things
that are big that are upcoming within the
system. Students will begin priority
registration on Monday. The process will
be pretty much the same for them. They'll

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Log in. The difference is, they will no longer be logging in with their Social Security number and a four-digit pass number. They will also be logging in with their user ID which is the proceeding their @UKY.EDU as their e-mail and their password rather than a number. The other thing that we've talked about ongoing is the upcoming grading period. There is a window to enter grades. Just as there was a window to enter mid-term grades, there was a window to enter final grades within the system. The grading period begins April 30th and concludes on May 7th when grades are due based on the University calendar.

I've talked a little bit about Go Live support. Just to remind for areas that are having difficulties still, we do still have a call center in place that is staffed Monday through Friday from 7:00 a.m. to 6:00 p.m. It is staffed with campus management team members and consultants. So it's staffed by members that can get help, immediate help to you. That number is 71300 and IRIS is option 3 on that, and that will go directly to us. For the final grading period, Monday, the 30th, through Friday, May 4th, we will host open lab in 203 McVey Hall, and that will be from 8:00 a.m. to 5:00 p.m., and that is a walk-in center so anyone who is trying to enter grades and is having difficulty can come directly to us. I've already committed to having somebody in Chemistry. If we need to have others elsewhere, we will work to spread out some team members and get assistance out in other areas as well.

We still also have some general assistance open labs that have not been very well utilized. So I offer this as an option as well. We have a couple left coming up. Next week on the 22nd, from 2:00 to 5:00 in Room 132 Funkhouser. I personally will be there along with another team member. And then also next week at the Medical Center Library, and that open lab has not been very well utilized. So I offer that as a possibility as well.

I want to log on briefly, and then I'll take questions as time permits. And demonstrate pulling up a Class Roll and the Web Advisee piece with the red and the green squares that have been mentioned. As we -- let's see. Opps.

UNIDENTIFIED: That's the screen I get right there.

NORDIN: It happens to me too. Okay. This is the portal, and what you see is dependent upon your roles within the system, and I have some things here that you won't see, but for what I'm demonstrating today, student

administration, then there will also be tabs here, which again, are dependent upon your roles within the system. The first thing I wanted to do was to pull up a Class Roll that's under Faculty Services, Class Rolls. It's going to default to the current academic year in session, and for student privacy, this is in the production system, I am not going to pull up a real Class Roll. I created a roll with a test student in it. As I said, for student -- student privacy... Put in my course, ACC410. I picked it randomly. I found a course that was built in the system that didn't have any students enrolled, and I registered a test student. Clicking on section 1, what is going to be returned to me is a full listing of the students who are enrolled in the course with their last name, first name, their SAP or IRIS student ID number, their user name would be filled in here. This particular student since it's a test student does not have a user ID, their degree program, their major, and their student classification. This can be easily exported to a printer-friendly version by just clicking one click here or exported to Excel into a spreadsheet to be used and manipulated as you so choose. So that is the Class Roll process. Are there any questions about the Class Roll? Enid.

WALDHART: When we tried to print this out, though we've done some printing out for multiple sections of courses just to update the rolls after the last day to drop, when it printed out, there is no indication of what sections are printing out and of who the instructor is.

NORDIN: And we are adding that. That comment has --

WALDHART: Okay.

NORDIN: -- come into the team, and we are adding that. It does, however, do that when you do it to Excel, but we are --

WALDHART: Okay.

NORDIN: -- adding it to the printer-friendly version.

WALDHART: Okay.

NORDIN: Yes.

MILLER: When we were printing rolls last week, students that had dropped my class were still showing up as on the roll. Is that --

NORDIN: And they're -- there should be another status column for those students, and off to the right, it should show them as withdrawn.

MILLER: Oh...

NORDIN: I looked -- I looked at some today.

BROTHERS: I'm sorry, your name, please?

MILLER: Joe Miller, Communication.

NORDIN: Richard.

RI CHARD: Michelle, is the idea of a user name that if you have the user name @UKY.EDU would be the student's e-mail address?

NORDI N: Yes.

RI CHARD: Yeah. So that's a way of figuring out e-mail addresses?

NORDI N: Yes. And we've also had the request come in to add the student e-mail address directly to the roll so that when it's exported if an instructor wants to communicate directly with the students in the class, that could be done so that will be something that's coming well. Dr. Forgue.

FORGUE: When I set up my class rolls at the beginning of a semester, I just (inaudible) paste it out of -- assist them into an Excel file. But since now -- and this happens every semester, but before I didn't have the option, but now my class list that I use for my own spreadsheet in Excel is not congruent with the class list that's in my class. Students drop, students add; all kinds of -- they don't pay their fees, all kinds of stuff.

NORDI N: Right.

FORGUE: And when I go to put my grades in, it doesn't sound like I'm going to be able to do any kind of overlay because they're not congruent; is that correct?

NORDI N: Well --

FORGUE: I mean, if it's not, I can understand, and I -- I'll -- but I'm just wondering is there a way?

NORDI N: Well, there -- it's going to be updated in real time, so in other words, as students add and drop, you can ask for it again and get the most current list. There's not a way to overlay what you've already got --

FORGUE: Right.

NORDI N: -- unfortunately. I'm going to move on to -- because it looks like we're just about out of time -- to the Advising piece, and that -- the was clicking on the Advising Services and then, advise new record. Now, I have attached myself as an advisor to this test student -- so the question has come in to our call center, I don't see red and green boxes. This red box means that this test student has an Advisor Hold that has not been lifted yet. But the way that I'm getting this list of students back, and there could be multiple students here, I just happen to have one student attached to my name, is only done if you're assigned as the official academic advisor within the system. If you are not, you may still have permission to release Advisor Hold, but you have to go and find the student. And to find the student, you can do that by the user name, by a

combination of their last name and their first name, or by their eight-digit student number if you happen to have that. But to lift it for students who you are attached as the advisor to, you simply check, click lift -- okay, let me go back to that, just one second. Check that, click lift, it should be turn that box to green which means that the hold has been lifted. If I had to go find the student, I could find the student in search. There will be a stop tab, and I can lift the hold directly from the stop tab. Richard.

RI CHARD: Michelle, I was curious given all the concern about the Social Security numbers, how come it's displayed?

NORDI N: And I think we talked about this the last time.

RI CHARD: And I have a short memory.

NORDI N: And just to reiterate, we will eventually move away from that. A lot of the areas are advising (inaudible) you have student folders that only have the Social Security numbers, so we're -- we're doing a transition.

RI CHARD: Gotcha.

NORDI N: But we will eventually eliminate that.

RI CHARD: Thank you. I may remember this time.

NORDI N: Enid.

WALDHART: I think I entered in their new student number, and it worked.

NORDI N: Yes, it will. He's saying it's displayed here with the SSN, but you can --

WALDHART: Oh, I see what you mean. Okay.

NORDI N: -- the search is by the new number.

WALDHART: Yes. Okay. Yes.

NORDI N: Other questions?

WALDHART: We did find that it was important to have gone through the online advising Web thing in order to make that work well. Are they connected at all? It seems like the advisors who have gone through the online Web screening, you know, the online course, were able to manipulate this without problems.

NORDI N: It could be that, and it also could have to do with roles being assigned because if Kathy Hunt had submitted the names --

WALDHART: Gotcha.

NORDI N: -- that would have gotten the person through.

WALDHART: Okay.

NORDI N: Okay.

GROSSMAN: So to be an advisor, do you have to go through that training, or (inaudible) we didn't have to do, we don't have to do anymore?

NORDI N: It's on the Web. It's not required. If you are an academic advisor

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and you don't have this access, if you'll
let me know, I can work to get that
established as well.

GROSSMAN: (I naudi ble).

NORDIN: Okay. Thank you.

CHAIR: Okay. Friends, it's after 5:00.

If there's no objection, I'm going to move
the last item for -- for the next Senate
meeting next month.

* * * * *

THEREUPON, the Senate meeting was
adjourned.

* * * * *