

UNIVERSITY OF KENTUCKY
SENATE

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Regular Session

December 11, 2006

3:00 p.m.

W. T. Young Library
First Floor Auditorium
Lexington, Kentucky

Dr. Kaveh Tagavi, Chair

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KAVEH TAGAVI, CHAIR

SHEILA BROTHERS, SECRETARY TO SENATE COUNCIL

ROBYN BARRETT, COURT REPORTER

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1 CHAIRMAN TAGAVI: Okay. Friends, let's
2 go ahead and start. The sooner we
3 start, the sooner we will finish, so
4 let me first go over the minutes and
5 announcements. We have two sets of
6 minutes, since we didn't have the
7 last -- last time we didn't have
8 minutes ready. There is one minute
9 of October 9, 2006. There are some
10 changes made by some of your
11 colleagues and we have included
12 those. We have tracked them. They
13 are in page 5 and 8. Are there any
14 additional comments or observations
15 for correction?

16 (NO AUDIBLE RESPONSE.)

17 CHAIRMAN TAGAVI: If not, then that set
18 of minute stands approved. The next
19 one is November, the minutes of
20 November 13th to 2006. Again, there
21 were some changes made, and they are
22 shown in track changes, pages 17 and
23 18 of the handout. Are there any
24 corrections, addition or corrections
25 on that one?

1 (NO AUDIBLE RESPONSE.)

2 CHAIRMAN TAGAVI: Hearing none, that set
3 also stands approved. I'm sure you
4 remember and you have sent an RS --
5 RSVP back to us that you are
6 attending tomorrow's annual Board of
7 Trustees and the two Senate, Staff
8 Senate and University Senate,
9 honorary reception. This year we
10 are fortunate enough to have it in
11 the UK Art Museum. They have an
12 exhibition called A Romance with the
13 Landscape, which is finishing on
14 December 12, but they are willing to
15 let us have it on -- is it December
16 15th?

17 BROTHERS: It closes today or
18 yesterday.

19 CHAIRMAN TAGAVI: Okay. On Thursday it
20 will be exclusively available to us,
21 2:30 to 5:00 p.m. There is going to
22 be good food, good company, good
23 music. We are going to have live
24 string music provided by College of
25 Fine Arts. It will be lovely, but

1 it would be even lovelier if a lot
2 of you would show up and come and
3 enjoy the reception. There are
4 two -- and this is connected to --
5 and correct me if I'm wrong,
6 Sheila. It's connected or it's part
7 of the UK Singletary Center.

8 BROTHERS: Yes, it's in the same
9 building.

10 CHAIRMAN TAGAVI: You could enter either
11 from Rose Street or where you come
12 from student -- UK student store or
13 bookstore parking lot from the back,
14 so there are two entrances. I hope
15 to see you-all tomorrow from 2:30 to
16 5:00. If you didn't RSVP, you could
17 come, but if there's not enough food
18 and you come late, then you know
19 what, but please come. We just
20 wanted to have an approximate head
21 count, how many would be there. We
22 are prepared. Please come even if
23 you forgot to RSVP us. And by the
24 way, this is a magnificent exhibit
25 by very good artists, and you can

1 see their names. I have put it in
2 there so that it would entice you
3 even more to come. Okay. As you
4 know, from time to time, by Senate
5 rule we are empowered and
6 required -- by we, I mean Senate
7 Council to -- to approve some
8 waivers. And we did a couple of
9 them. One was on December 4th where
10 we waived the Senate Rule
11 5.1.8.5.A.2, which is a two-year
12 window for submission of retroactive
13 withdrawal application. With the
14 support of the Retroactive
15 Withdrawal Committee itself, we gave
16 a waiver for the two-year window.
17 There were a few -- sometimes few
18 days, sometimes few weeks above the
19 two-year period for one student who
20 suffered the death of her mother
21 during the two-year window and
22 another student who did all the
23 correct thing at the college level,
24 but due to sabbaticals and summer
25 months, on the part of the

1 university officials, it was not
2 filed within the two years, so
3 Senate Council thought it should be
4 waived. There were some Senate
5 Council officer elections. Is Larry
6 Grabau here? Larry, please.

7 (SOTTO VOCE DISCUSSION.)

8 GRABAU: All right. Last Monday, a week
9 ago today, this Senate Council held
10 its elections, officer elections.
11 These officers will serve from June
12 1, 2007, through the end of May of
13 2008. Those folks who were elected
14 were David -- excuse me. We're
15 reading it from the top: Kaveh
16 Tagavi, from the College of
17 Engineering, Mechanical Engineering
18 as his department, was elected
19 again, reelected in that position.
20 And in Vice Chair, David Randall
21 from the College of Medicine,
22 Department of Physiology, and the
23 dates are as shown there.

24 CHAIRMAN TAGAVI: I did --

25 GRABAU: Congratulations.

1 CHAIRMAN TAGAVI: Thank you very much.

2 I did cut and paste, and I ruined

3 it, I guess. Okay. Let's move on.

4 We have a -- we have a new

5 Information Systems Use Policy.

6 Basically this was a result of

7 recent mishaps that the university

8 has had with Social Security numbers

9 or private information, so we had a

10 visit at the Senate Council. We had

11 a visit by Katherine Adams from the

12 legal counsel proposing a new, I

13 guess, new rule regarding how

14 university employees have to be

15 careful with confidential

16 information. And there are

17 provisions in there regarding how to

18 sanction or penalize those who

19 flagrantly disregard these

20 regulations. We gave our input at

21 the Senate Council and also decided,

22 because there was a time constraint,

23 we decided to put it on a ten-day

24 circulation on the Senate Web site.

25 It is there. Please go look at it,

1 and if you have comments, send it to
2 us at the Senate Council Office or
3 to Katherine Adams directly or to
4 the -- both entities. So please,
5 you have about ten days, which
6 started when, Sheila?

7 BROTHERS: Friday.

8 CHAIRMAN TAGAVI: Last Friday?

9 BROTHERS: Uh-huh (affirmative).

10 CHAIRMAN TAGAVI: So it started last
11 Friday; you have ten days. Senate
12 Council election: Many of you
13 participated in the first round,
14 which is kind of wrongly called
15 nomination right -- round, but we
16 have done the nomination round.
17 Actually, I saw Doug Michael
18 earlier. Where are you, Doug?
19 Please tell us a little bit about
20 the election, Senate Council --
21 Senate Council election.

22 MICHAEL: In the first -- excuse me. I
23 didn't know I was going to have to
24 talk. In the first round, you-all
25 nominated candidates, and we take

1 the top -- the six who received the
2 top number of nominations who are
3 going to serve who meet the
4 requirements that not too many be
5 from one college, and I don't have
6 those names with me. And those are
7 now open for voting until next
8 Wednesday at noon.

9 CHAIRMAN TAGAVI: Sorry I didn't tell
10 you beforehand. We are actually in
11 the middle of the election, and as
12 of this morning, only 45 of you have
13 voted. Please, you don't know when
14 you are in charge of this election,
15 you would like to see every single
16 person vote. So I encourage you to
17 go ahead and vote. It is important
18 for faculty governance. The
19 deadline is Wednesday, noon, but you
20 don't have to wait till 11:55 on
21 Wednesday. You could go home and do
22 it today. If you don't have the
23 URL, go to the Senate Web site. On
24 the opening page, there is a --
25 there is a hot link that you could

1 click on it and go and vote. Okay.
2 Let's go to our regular item, item
3 number 2. Let me just give you a
4 quick background, and then I'm going
5 to ask Dean Perman to -- to come and
6 give us some information. Deans of
7 the health science colleges believe
8 an educational venue must be created
9 that fosters interprofessional
10 education. Several factors are
11 driving the need to plan the health
12 science campus of the future. Need
13 to replace and expand the clinical
14 facilities. Currently inadequate
15 and insufficient research facilities
16 are there, and it's imperative to
17 prepare professionals delivering
18 health care to work in an
19 interdisciplinary fashion. We are
20 going to have a new hospital, but
21 there is also a huge educational
22 component associated with it. And
23 we thought, this being University
24 Senate, we would be very much
25 interested in the educational

1 complex. Dean Perman, please.

2 PERMAN: Kaveh, thank you very much for
3 the invitation. I appreciate the
4 opportunity to come and speak before
5 you and briefly orient you to what
6 you're seeing here, which is the
7 outcome of a planning process for
8 what we see as the academic health
9 science campus of the future. The
10 original impetus for this planning
11 was a recognition supported by
12 professional opinion, professional
13 expertise, that the original
14 Chandler Medical Center was totally
15 inadequate to serve the health care
16 needs of those who come and seek
17 care; and by definition as well, the
18 teaching and the research that goes
19 on within the Chandler Medical
20 Center. The Chandler Medical
21 Center -- and for orientation, this
22 is Rose Street. The Chandler
23 Medical Center, the original
24 Chandler Medical Center, was opened
25 in 1962, more than 40 years ago.

1 And as many of you know, it's
2 essentially a single building that
3 houses the university hospital, the
4 medical school, and the dental
5 school. No one in this room needs
6 to be reminded that health care has
7 changed in exponential fashion over
8 these past 40-some years. The
9 technology is completely different.
10 The need for adequate space within
11 hospital rooms to care for people
12 appropriately, to bring in the
13 equipment that must be brought to
14 the bedside, the nature of the
15 critical care units, the nature of
16 the operating rooms, all of this is
17 vastly different from the health
18 care of 1962. As well, the teaching
19 of the people that ultimately care
20 for patients and create new
21 knowledge is vastly different from
22 the environment that was created in
23 1962. Laboratories are outmoded in
24 this original complex. Educational
25 venues are inadequate for the

1 increasing demand for health care
2 professionals, and I will show you a
3 bit more about this in just a few
4 minutes. That original health
5 science venue, the hospital and the
6 medical school and the dental
7 school, are shown in red. And the
8 reason it's shown in red is because
9 we asked the question several years
10 ago, at the time of Dr. Karpf's
11 arrival, subsequently my arrival, we
12 asked the question: Do we need
13 bring it up to 21st century
14 standards? We also need to serve an
15 increasingly enlarging patient
16 volume and accommodate increasing
17 students. What can we do to
18 renovate the building? Is it
19 feasible? And the answer from firms
20 like Perkins and Will, an
21 engineering firm, was: No, it's not
22 feasible; it's not practical. A
23 simple explanation -- excuse me --
24 is the fact that the ceiling heights
25 are no longer adequate to

1 accommodate the technology of
2 today. Very difficult to deal
3 with. So it became apparent that
4 this building ultimately needs to be
5 razed, that that's the most
6 effective approach to dealing with
7 it. And I'm not here to talk about
8 the planning of the new hospital,
9 but as a result of recognizing that
10 this building is inadequate and
11 needs to come down, then-Provest
12 Nietzel and Executive Vice President
13 for Health Affairs Karpf asked me to
14 lead a planning process that started
15 in late 2004 to address how we would
16 teach and how we would investigate
17 once these buildings are gone. In
18 addition to the need for replacement
19 facilities, there were several other
20 imperatives which drove us to
21 undertake a planning process.
22 Growth of research: Speaking only
23 about the medical school, and there
24 is active and meaningful and growing
25 research in all six health science

1 colleges, but just with regard to
2 the medical school, contracts and
3 grants have increased 80 percent
4 since 2001. I don't like to dwell
5 on NIH rankings, but I simply
6 mention it to demonstrate growth.
7 Our rankings, in terms of NIH
8 dollars annually, have grown five
9 places in the past two years. And
10 this is largely the result of a very
11 productive faculty, a faculty that
12 has been here for a long time and is
13 increasingly successful in a harsh
14 economic environment, as it relates
15 to NIH dollars, in attracting
16 additional research. It is very
17 difficult and probably inappropriate
18 for me to stifle that growth by
19 saying what we need to say now,
20 which is that we're out of space for
21 additional growth. Again, just in
22 the medical school, laboratory space
23 is highly productive in terms of
24 grant dollars per square foot, and
25 it's 95 percent occupied. 95

1 percent occupancy, whether it's the
2 airline industry or the hotels or
3 medical research, is essentially
4 full occupancy with scattered pieces
5 of open laboratories awaiting
6 renovation or unaccommodating to a
7 big group. The other thing that I
8 think all of you know is that
9 science has changed, and the days of
10 the individual investigator
11 sheltered in his or her lab, their
12 wing, research -- medical research
13 of the now and certainly of the
14 future needs to be collaborative.
15 It needs to be broad-based group
16 research, and the current spaces
17 simply do not accommodate what was
18 an adequate design in the 1960's.
19 And finally, as our Senate president
20 has indicated, the other thing that
21 was driving us was a -- a commitment
22 to interprofessional education. And
23 let me -- let me describe what we
24 mean by that, although I'm sure it's
25 obvious to you. In 1999 in a report

1 that gained very wide disability --
2 very wide visibility, the Institute
3 of Medicine indicated that there
4 were 100,000 excess deaths in
5 American hospitals. And in looking
6 at that report, what they attributed
7 most of those failures, those
8 devastating failures to properly
9 care for a patient, most of the
10 failures were attributable to
11 inadequate or nonexistent
12 communications among the
13 professionals of various stripes.
14 That should be surprising to nobody,
15 because the fact of the matter is
16 that physicians are educated by
17 themselves and nurses are educated
18 by themselves and pharmacists by
19 themselves. There's no precedent
20 for people coming together as
21 students in order to learn health
22 care by team. And health care by
23 team, just like health science
24 research by team, is the here and
25 now and certainly the way of the

1 future. We have an extraordinary
2 opportunity at the University of
3 Kentucky because, again, as you all
4 know, the six health science
5 colleges, everything you need, so to
6 speak, is aggregated on one campus:
7 Pharmacy, nursing, dentistry,
8 medicine, public health, health
9 sciences, including physicians'
10 assistants, therapists, dieticians.
11 We haven't leveraged that to the
12 degree that we can, and beyond that,
13 the campus is further unique in that
14 those six health science colleges
15 have the rest of the university and
16 the rest of the university has
17 them. I can tell you that this is
18 the first place I've worked, whether
19 it's UCSF, just to give you my own
20 background with some famous places,
21 so to speak. Whether it's UCSF or
22 Hopkins, Medical College of
23 Virginia, University of Maryland,
24 I've never worked in a place where
25 we're all together, and we've now

1 taken advantage of it. So we have a
2 commitment to interprofessional
3 education, and if we have a chance
4 to plan for the future, we were
5 going to plan taking advantage of
6 these adjacencies and, more
7 importantly, a spirit of
8 collaboration. So the Provost and
9 the Executive Vice President asked
10 that we aggregate ourselves into a
11 planning process, and Mike Nietzel
12 appointed this committee. And I'm
13 not going to go through all the
14 names, but there is representation
15 from all six of the health science
16 colleges, the library, critical to
17 the fostering of health care and
18 health care research, the Provost's
19 office, and we also had -- I'm
20 sorry. We also had very meaningful
21 contributions from Ernie Yanarella
22 of the University Senate. So we
23 started this process in late 2004.
24 We very quickly came to be committed
25 to interprofessional education. We

1 went to see two places where we were
2 told that kind of activity was going
3 on and new facilities had been
4 created to foster interprofessional
5 education. We were somewhat
6 inspired by the University of
7 Wisconsin and the University of
8 Utah, but they don't have the
9 aggregation of human resources and
10 the breadth of it that we do. In
11 addition, in contrast to what we
12 realized we need to do, they had
13 built the buildings already, and
14 they expected everybody to get
15 together and in essence make music
16 in the new buildings. And that's
17 just like what we do now, in my
18 view, because that's what happens in
19 inpatient or outpatient setting: We
20 all come together, and somehow we're
21 all supposed to know, as health care
22 providers, how to work together. So
23 we have an opportunity to plan, and
24 there are a whole variety of
25 activities going on now, well before

1 there's any new buildings, to foster
2 interprofessional education. We
3 also came to realize that if we're
4 going to be responsive to the needs
5 of the Commonwealth and the American
6 public -- and, again, none of this
7 should be surprising to you -- there
8 is need for growth in the number of
9 physicians. We educate future
10 nurses; future pharmacists we
11 educate, dentists that we educate,
12 all of these numbers have been
13 vetted or called for in some careful
14 study. And we want to be
15 responsive. We know that the
16 College of Nursing has already
17 announced its commitment to doubling
18 the size of the baccalaureate
19 program in nursing. We can all
20 debate about this, but some of you
21 saw the column or an article in the
22 New York Times several months ago in
23 which economists predicted that the
24 Gross National Product would be 25
25 percent health care. Now, either

1 that's right or it's wrong, but with
2 the change of the demographics in
3 the population and the demand for
4 health care, for example, a
5 40-percent increase in the number of
6 our admissions at the University of
7 Kentucky Chandler Hospital, that's
8 what the public is demanding, and
9 it's going to take obviously well-
10 educated professionals to deal
11 with. In addition in this process,
12 we did a careful study of our
13 research space needs, and then we
14 made a recommendation to the Provost
15 and the EVPHA in May of 2005 to
16 allow us to continue the process and
17 formally plan an academic health
18 science campus of the future. We
19 engaged the firm that was
20 architecturally planning and
21 designing the new hospital, Ellerbe
22 Beckett, and their principals are in
23 the back of the room if you have
24 questions, and we went about our
25 planning. What we envision is an

1 opportunity to the degree possible,
2 and there are large degrees
3 possible, to educate health science
4 students together. There are many
5 pieces of the curriculum in which
6 physicians of the future, nurses of
7 the future, et cetera, can learn
8 together. And in addition, the
9 absence of a need to, in the future,
10 build a separate medical school,
11 once that medical school comes down,
12 or a separate dentistry school, that
13 need is taken away by the
14 opportunity to plan, in a rationale
15 matter -- in a rationale manner to
16 educate and teach together. What
17 does it take to educate health
18 professionals? It takes simulation
19 labs. We have users of simulation,
20 but we're out of space for
21 simulation. The way I learned to be
22 a physician was on patients, and all
23 of us have been the recipient of
24 that kind of learning over time when
25 we've been patients. Nowadays we

1 learn on simulators first, which is
2 only appropriate. You can look down
3 this list. The purpose here is to
4 do things together, not to
5 duplicate, and most importantly to
6 bring the students together with the
7 hypothesis -- that is, as a matter
8 of fact, being tested at the
9 University of Washington with Robert
10 Wood Johnson Foundation support --
11 with the hypothesis that if you
12 teach them together, it will be much
13 easier for them to learn how to work
14 on a team. They will understand
15 what each other knows: What people
16 can rely on me as a physician to do,
17 what I can rely on the pharmacist or
18 the dietitian to help me with. I
19 know how they've been educated; I
20 know how I've been educated and vice
21 versa. With regard to research, a
22 very simple statement: The pressure
23 for new facilities and additional
24 facilities, a lot of it resulting
25 from faculty success, led us to, in

1 a careful analysis, estimate that we
2 need to double the current research
3 space. That means replacing what
4 comes down and then adding an equal
5 increment over the next decade to
6 meet the pressures for medical
7 research, which everybody is anxious
8 to do, so that we move forward with
9 discovery. So what came of all
10 this? This is busy, and let me see
11 if I can orient you without taking
12 an inordinate amount of time. This
13 is Limestone. This is Virginia
14 Avenue. The initial increment of
15 what we've grown into a plan is a
16 building that already exists, the
17 Biomedical and Biological Science
18 Research Building, BBSRB, which sits
19 at the corner of Virginia and
20 Limestone and is already fully
21 committed with regard to space.
22 Here is the site of the new biology/
23 pharmacy building, which is
24 anticipated to begin construction
25 sometime next spring. That

1 building, thanks to the leadership
2 of Dean Roberts, who is here, has
3 been integrated into the planning
4 process for an entire campus, which
5 would be built incrementally
6 probably over 15 years, two
7 decades. I know I won't be the Dean
8 here any longer, but there has to be
9 a plan and -- and that's what was
10 envisioned here by that planning
11 group and our architectural
12 consultants. Everything in blue
13 represents a science building for
14 health sciences in the broadest
15 sense. It's not just the six health
16 science colleges, as you all know,
17 that contributes to health science
18 research. This ought to be a great
19 opportunity for collaboration across
20 the university with everyone who can
21 contribute to health care. So the
22 blue buildings represent a
23 succession of research buildings
24 that would come up incrementally.
25 We're in desperate need of BBSRB-2

1 at this moment. Here is something
2 that has been dubbed the Icon
3 Building. This is the building in
4 which we would propose to house the
5 combined educational activities of
6 the six health science colleges with
7 the simulator labs, with classrooms
8 of various sizes, with places where
9 we use standardized patients, actors
10 or actresses to teach health care
11 teams before they go out onto the
12 inpatient units and the clinics.
13 All of this would be located in the
14 Health Science Learning Center,
15 which would also include a Health
16 Science Library that would be built
17 in a 2015 mode. I hope that that
18 building is up well before 2015.
19 This is campus greenery. This is a
20 quadrangle arrangement, if you
21 will. Much of the Health Science
22 Learning Center would be below
23 ground so that a lot more than
24 simply can be contained in this one
25 building could be accommodated. The

1 red buildings might be individual
2 college buildings where discrete
3 activities that are not appropriate
4 for sharing together could be housed
5 or faculty offices could be. This
6 is the garage that is currently
7 under construction. That garage is
8 necessary in order to bring down the
9 clinic -- the current clinic or
10 current hospital garage, which is
11 where the new hospital will be
12 built. This is what it might look
13 like. This is the Icon Building,
14 the centerpiece, the education piece
15 of a new campus, the Pharmacy
16 Building, Biology/Pharmacy Building
17 currently shortly to be built, BBSRB
18 over here, the sunken campus. But
19 my report would not be complete if I
20 didn't come back to the hospital.
21 Sometimes we fall into the trap of
22 talking about an academic health
23 science campus and thinking that
24 that's just buildings dedicated to
25 education and research. There is no

1 way to prepare health science
2 professionals of the future and
3 there is no way to conduct clinical
4 research without robust activity
5 here. It can't happen. You can't
6 have the two and not have the
7 other. So I would be remiss if I
8 told you that this is the health
9 science campus of the future and
10 this is something else where care
11 occurs. Again, I'm probably stating
12 the obvious, but I want to make that
13 point in these last two slides. We
14 can do all the teaching that we want
15 in classrooms and with simulators
16 and with standardized patients, and
17 then ultimately the rubber needs to
18 meet the road, of course. And our
19 hospital venue, our clinic venues
20 are critical to preparing these
21 future professionals. They're also
22 critical to preparing future
23 clinical scientists. So just by way
24 of example, this is what goes on in
25 the clinical venues in the

1 preparation of a physician. They
2 all rotate through all of these
3 areas in order to prepare them
4 properly. And then I took some
5 liberty with some people that are in
6 this room, some of your fellow
7 senators who could not conduct their
8 research program without a robust
9 clinical facility and the ability to
10 attract significant volumes of
11 patients. Dr. Sevwie (phonetic) is
12 in the room. He focuses -- and I've
13 just picked certain things -- on
14 blood pressure control in
15 individuals that have small
16 subcortical strokes. Henry
17 Vasconez, our chief of plastic
18 surgery, focuses on skull
19 abnormalities, evaluating or
20 diagnosis and repair. Andy Bernard,
21 a project that I think is familiar
22 to you from the lay press, a phase
23 three trial of a blood substitute
24 for severely injured and bleeding
25 patients. Leslie Proctor

1 (phonetic), who I think I saw walk
2 into the room, among her research
3 projects, drug testing to affect the
4 outcome of patients with systemic
5 inflammatory illnesses which effect
6 joints, skeletal muscle. Again, I'm
7 stating the obvious. You can't have
8 research and education in health
9 science without having proper
10 facilities for clinical care and a
11 robust patient population because
12 obviously you can't simply attract
13 the people you need for that study
14 alone. You have to take everybody.
15 Maybe a late afternoon view of
16 something I'd love to see happen. I
17 appreciate the opportunity to talk
18 to you. Be happy to answer
19 questions. Wish you happy
20 holidays.

21 (APPLAUSE.)

22 CHAIRMAN TAGAVI: Are there any
23 questions for Dean Perman? Please.

24 GROSSMAN: Bob Grossman, Arts and
25 Sciences. It's really impressive

1 and visionary and very attractive.
2 I just want to make a comment which
3 is directed less at you and -- but
4 more at some of the other members of
5 the administration, which is that
6 the health -- health science
7 colleges are not the only ones on
8 campus that were built more than 40
9 years ago where we're -- they're
10 filled to the gills, we have no more
11 room for research expansion, the
12 teaching facilities are completely
13 inadequate. And although I under --
14 you know, I certainly don't deny
15 that -- that this is a need, there
16 are needs also elsewhere on campus.
17 And I would hope that the needs of
18 the entire campus be considered and
19 be addressed over the next 10 or 20
20 years, just as hopefully those in
21 the Medical Center will be addressed
22 also. And I know it's -- you have
23 no argument with it. The Provost
24 should answer.

25 SUBBASWAMY: I mean, absolutely there's

1 no question (inaudible) that what
2 Bob says is correct, and it is
3 certainly true that the current
4 administration -- that includes the
5 president on down (inaudible) --
6 acutely are aware of the issues.
7 Especially with the funding of the
8 Top 20 Business Plan, you can't even
9 think of the expansion, let alone
10 think of other things, if we don't
11 do -- address this. Even today I've
12 had two meetings already associated
13 with how we address the space needs
14 of the university, which are acute.
15 I think what is true here is that
16 I'm glad that at least some part of
17 the campus has had a jump start in
18 planning and visioning for the
19 future. I think that provides us
20 both a pathway and the opportunity
21 to think along similar lines. I
22 think that there are some really
23 visionary ideas here about the
24 learning center, followed by a
25 research campus and so forth. I

1 think the conventional way of trying
2 to approach one building every four
3 years, a building for chemistry, a
4 building for arts and sciences, a
5 building for something else, I think
6 is going to be much harder to
7 accomplish. And I think -- so this
8 also provides us a way of both
9 presenting a bold vision and trying
10 to sell it to the state. And let's
11 also be honest about it, that at
12 least one element of the whole
13 teaching complex here, namely the
14 academic hospital, is going to be
15 self-funded, which means that we can
16 get started on something that --
17 while we are educating the state and
18 educating the people who will come
19 up with private donations and so
20 forth to make this transition
21 possible. So I'm very glad that we
22 already have a jump start and both a
23 vision in a part of the campus
24 that's getting started and a
25 mechanism for getting at least one

1 part of it done right away while
2 we're working on the rest of it.
3 And I think we will see some results
4 on the academic campus as well very
5 soon.

6 PERMAN: Swamy, if I may, just to add
7 onto Bob's comments, you know we're
8 currently putting together a
9 clinical and translational science
10 application to aggregate all that we
11 have with regard to clinical
12 research, and that's not an
13 application from six colleges;
14 that's an application from 13 or 14
15 colleges. And that's the way this
16 campus ought to be looked at, too.
17 It won't work for everybody, but for
18 those who are engaged in life
19 science research, this is not just
20 for certain people, because we'll do
21 better if we can aggregate ourselves
22 when the synergies are obvious. So
23 this is not just for the health
24 science colleges. Yes.

25 CHAIRMAN TAGAVI: Liz.

1 DEBSKI: Liz Debski, Biology. I was a
2 little confused by your referring to
3 the -- to one of the buildings as
4 the Biology/Pharmacy building. Does
5 your plan call for giving biology
6 some space?

7 PERMAN: I'll let the Provost answer.

8 SUBBASWAMY: That's why he brought me
9 along. First of all, I think, you
10 know, many of you here know the
11 history of the evolution of the
12 concept a lot better than I do, but
13 both in terms of the physical
14 limitations of the campus and so
15 forth, the original plan, first of
16 all, called for a separate biology
17 building and a separate pharmacy
18 building. And, again, at the -- at
19 one building every four years, this
20 would just simply have been, you
21 know, far slower than what anyone
22 would like. And so I think many of
23 the discussions took place the way
24 they did. The current concept as it
25 stands, and some of that is still,

1 you know, evolving a little bit, is
2 that if you have a part of this
3 health center of the 21st century
4 built the way that it's built and
5 where so-called the Bio/Pharmacy
6 Building is, the vacated pharmacy
7 building, which is not that old, by
8 the way -- that building is, I
9 think, 15 years old or something
10 like that, that will be a part of
11 the solution for the Biology
12 Department. I think this deal was
13 worked out when -- I think before
14 the last legislative session, as a
15 matter of fact. In terms of the
16 current building, there is about
17 30,000 square feet of research space
18 that's going to be shelled. And
19 Dr. Karpf and the President and I
20 are all involved in trying to figure
21 out how we can finance that beyond
22 what the state legislature has
23 already funded for the so-called
24 Bio/Pharmacy Building. And that
25 research space will be, again,

1 thought of as multidisciplinary
2 research space that's available
3 regardless of departmental origin as
4 much as it's driven by research
5 projects. So that's the current
6 thinking, but in the meantime, I
7 also want to tell everyone that the
8 highest priority that the president
9 has and I have, Dr. Karpf has, in
10 trying to build is another
11 conceptually BBSRB-like building
12 that would address the needs of
13 chemical biology, that would address
14 the needs of molecular biology,
15 biochemistry and so forth,
16 regardless of where it comes from.
17 That is, there is no longer a
18 medical campus; there is no longer a
19 teaching campus, if you will, an
20 undergraduate campus. So this
21 research campus is one where -- it's
22 life sciences research where it's
23 driven by research topics and
24 research methodologies, rather than
25 by departmental origin. And I think

1 that will get us building more
2 buildings and move forward on
3 research far greater than waiting
4 for a biology building, a chemistry
5 building. And so all -- both of
6 those things are in the plan. In
7 other words, there's 30,000 square
8 feet of research space that is being
9 currently planned and programmed
10 into the new Bio/Pharm Building
11 beyond what was already promised to,
12 you know, pharmacy. And that's open
13 for research-driven/topic-driven
14 assignment (inaudible due to
15 coughing) rather than to any
16 particular department.

17 SNOW: Diane Snow, Medical Center. Part
18 of the difficulty of conducting the
19 research here has been the support
20 teams, in part, the physical plant.
21 When you have to wait six months for
22 a cold room to be repaired, then it
23 affects a lot of research. Can you
24 tell me a little bit about the
25 discussions that have gone on for

1 what the support teams are going to
2 look like? Are they going to be per
3 building, per region?

4 SUBBASWAMY: To be completely honest, I
5 was very surprised when I heard
6 that. And I'm saying this without
7 having anyone talked to anyone, but
8 be that as it may, I only recently
9 learned that there was not a
10 building supervisor or building
11 person for BBSRB. And how you can
12 have that large a research facility
13 without a building supervisor,
14 however you want to call it,
15 somebody who takes care of those
16 kinds of things, is on top of it,
17 escapes me, because I think for
18 large -- a lot smaller buildings,
19 you would need one (inaudible). So
20 in other words, yes, I think that
21 certain things weren't planned well
22 and we're going to address it.
23 Staben and I have been talking about
24 how best to address it. That's one
25 example. I don't know what other

1 problems there are, but I'm slowly
2 learning what things are missing.

3 SNOW: (Inaudible due to laughter.)

4 SUBBASWAMY: Yeah, please help.

5 CHAIRMAN TAGAVI: Any other questions?

6 Okay. Thank you very much, Dean
7 Perman. Every Monday I come, and I
8 go where all this stuff is I'm
9 supposed to do and I take these
10 little things, put it here, and then
11 when I come over here, I forget all
12 about it. I was supposed to
13 introduce Adrea Laroche. She's a
14 staff assistant who is working
15 half-time for our -- for our Senate
16 Council office. Adrea, could you
17 please stand up. When you call our
18 office, you are probably likely to
19 talk to her, and she will help you.
20 So thank you for joining our team.
21 Also earlier we mentioned David
22 Randall. David, will you please
23 stand up so everybody sees you. I
24 am pleased to have David as Vice
25 Chair, and I was also privileged to

1 have Larry, who just left. I'm
2 basically privileged because of all
3 the friends that I have, so I
4 appreciate that. Okay. Next item:
5 New program, it's Interdisciplinary
6 Ph.D. in Education Science. You
7 have the proposal in your package.
8 The time log for this is: We
9 received this from Graduate Council
10 on August 25th. It was approved by
11 Academic Program Committee of the
12 Senate on November 10, and it was
13 approved by Senate Council on
14 November 20th, and now it's in front
15 of you. This program is established
16 because of a need for education
17 researchers trained in sophisticated
18 methodological aspects of
19 educational research. Is Arny --
20 no, that would be the wrong person.
21 Who is the contact person for that
22 here? I don't have it. Please.

23 BROTHERS: Oh, I'm sorry.

24 CHAIRMAN TAGAVI: I'm sorry; I didn't
25 write your name down.

1 for Eric? If not, then I'm assuming
2 that we are ready to vote on this
3 (inaudible due to coughing) program
4 in education. All those in favor of
5 this motion? Doesn't need a
6 second. It's a motion. It's coming
7 from Senate Council. All those in
8 favor, please indicate so by saying
9 aye.

10 SENATORS: Aye.

11 CHAIRMAN TAGAVI: Opposed, same sign.

12 (NO AUDIBLE RESPONSE.)

13 CHAIRMAN TAGAVI: Abstain? Okay.

14 Motion carries. Thank you. Next is
15 an update on SAP. By the way, I've
16 been trying to figure out what SAP
17 means, like SIS, but I learned
18 recently from Sheila that it's just
19 a trade name, right? So don't try
20 that. It's not going to work.
21 Phyllis has been here before giving
22 her presentation and has been
23 updating us regarding this big
24 change. Please come over and give
25 us some more of this.

1 NASH: Thank you for the opportunity to
2 appear in front of the Senate again
3 today. With me I have brought
4 Michelle Nordin, who is leading the
5 effort to replace the current
6 student system, which I actually
7 think is a misnomer. It's called
8 the Student Information System, but
9 really it's the system that manages
10 the academic processes, and Michelle
11 will be talking with you about that
12 part of the project. But what I'd
13 like to do is to give you an update
14 on the pieces of the system that
15 don't relate to the academic
16 processes necessarily, and then
17 Michelle will come forward and talk
18 with you about the -- the Campus
19 Management systems. Well, first of
20 all, before we get into the detail,
21 I thought might be good to sort of
22 do an overview. Certainly we have
23 had many challenges in implementing
24 this system. Certainly the system
25 nor the implementation has been

1 flawless, but this university needs
2 to feel a lot of satisfaction
3 because we've had a lot of successes
4 over a short period of time. I
5 could do a whole Senate presentation
6 on these projects and how they tend
7 to go astray, and those are the
8 things that my nightmares are made
9 of. And I think that as a campus
10 we're fortunate that we haven't had
11 the major problems -- we've had
12 issues but not major problems --
13 that some other academic
14 institutions have had. We have had
15 a breadth of changes that we have
16 introduced on this campus in a short
17 period of time. And that has been
18 extremely stressful, particularly
19 for the staff of this institution,
20 who really manage a lot of
21 administrative processes. But I
22 would want you-all to know that this
23 campus has been nothing short of
24 remarkable in its ability and
25 willingness to address the change

1 and embrace the change that this
2 system is bringing about. Certainly
3 this implementation has not been as
4 good as some of us might have
5 wished, in that we want it to be
6 perfect, but it's not as bad as it
7 might have been or could have been.
8 Well, we talk a lot about the system
9 being live, and so I thought it was
10 important that we describe what it
11 means to be live. When we say a
12 part of the system is live, we mean
13 that that part of the system is into
14 production and that the
15 administrative functions of the
16 university are actually being
17 managed by the new system. Now,
18 that does not mean that that part of
19 the system is perfect. We know that
20 there are issues that come up
21 with -- no software is perfect. But
22 we are staffed and prepared to deal
23 with those imperfections, and I'll
24 be talking with you about some of
25 them today. Certainly live does not

1 mean finished. I don't think that
2 in our lifetime the system will be
3 finished; and in fact, the real
4 benefit of a system like a huge
5 software -- piece of software that
6 we have and we're implementing, the
7 real benefit is not in just
8 replacing the functionality that we
9 have, and that's what we're really
10 doing with this phase of the
11 project, but it's in all of the
12 great and wonderful things that
13 we're going to be able to do once
14 that foundation is there. And
15 certainly live does not mean
16 comfortable. We have 20-plus years
17 on some of our administrative
18 systems, and you don't replace that
19 knowledge overnight. Well, a little
20 bit of update about the financials:
21 We were successfully able to do all
22 of the annual financial statements
23 in the new system. That includes
24 creating the Gatsby Report, which is
25 a huge report that the university

1 must prepare. It took the
2 University of Tennessee almost two
3 years to do that in their new
4 system, so we felt like we had
5 really accomplished a lot in doing
6 that within the year that it went
7 live, and the university did pass
8 our yearly audit with no significant
9 issues. Right now the financial
10 team is focused on automating the
11 grant billing. Right now a lot of
12 the staff time in those offices is
13 being spent with actually getting
14 the bills out. Once we've automated
15 that process, then we believe that
16 the staff will have more time and
17 attention to deal with improving the
18 system and -- and enhancing the
19 system. We are right now loading
20 additional grant data, addressing
21 data quality problems, and dealing
22 with any missing data. On the
23 materials management or inventory
24 side, we are live in the hospital
25 managing all of the hospital's

1 inventory in the new system. As
2 part of that project, we added a
3 bar-coding implementation project
4 because they were spending way too
5 much of their time actually learning
6 or knowing what their inventory
7 was. We will be taking both our
8 work in the hospital with their
9 inventory and this bar-coding
10 technology, and as we're going live
11 with plant maintenance, which we'll
12 be doing the next few months, we'll
13 be utilizing that same technology
14 for the campus. The procurement
15 card has been live now over a year,
16 but we are almost ready to roll out
17 some enhancements for the
18 procurement card so that both the
19 display and the editing features of
20 that will be Web-based. That will
21 allow us to have better controls.
22 The end users are going to be able
23 to set their own search and report
24 criteria for the procurement card
25 through this enhancement. They will

1 be able to review, edit and post all
2 of the transactions from one
3 screen. That will be a huge
4 improvement for our staff that are
5 doing that by going to multiple
6 screens. And finally they will be
7 able to view and actually edit
8 multiple transactions at the same
9 time, so you'll probably hear a loud
10 cheer from your staff when we turn
11 this new functionality on. On the
12 HR payroll side, we're working on
13 making sure that the -- our faculty
14 salary increases are there and ready
15 to go into effect on January 1st, as
16 the College of Agricultural federal
17 employees get their increases on
18 January 1st, so those are ready to
19 go. There was -- there is a glitch
20 in the SAP software related to
21 nonresident alien tax issues. We
22 have about 500 employees who are
23 affected across campus. The Payroll
24 Office has been working with them on
25 a one -- one-on-one situation, but

1 we have every reason to believe that
2 by the end of the year, we'll have
3 that problem fixed and we'll be
4 ready to start the new year with
5 their tax issues correct and,
6 therefore, their payroll checks
7 correct. I know that will be a big
8 relief for them. Right now the team
9 is working on getting out, for the
10 very first time, of course, the
11 W-2's, the 1099-S's and the 1042-S's
12 out by the time that we have to
13 deliver those. One of the things I
14 want to highlight to you: We have
15 notified -- or the Payroll Office,
16 actually, Mark Matthews, the
17 controller, has notified the
18 business officers. But for those
19 individuals, and they can be staff
20 and faculty, but particularly
21 faculty who have summer assignments
22 and then their regular assignments,
23 that's called confirmed employment.
24 And for those individuals, their
25 end-of-the-year statement so their

1 year-to-date totals on their
2 last pay -- last paycheck, so the
3 paycheck that will be for the
4 December pay period, and the W-2's
5 will not necessarily match. Again,
6 SAP knows that this is a glitch.
7 Please understand that the pay is
8 correct. Everybody's getting paid
9 correctly, and the W-2's are
10 correct, so what's being reported to
11 the federal government is correct.
12 It's the end-to-date totals that
13 will be on the pay stub. Business
14 officers have been notified, and if
15 you notice that there is a
16 difference for you -- you really
17 won't notice that difference until
18 you get your W-2's -- the Payroll
19 Office will be happy to sit down and
20 walk through you [sic] so that you
21 can make sure that your pay is
22 correct. Again, while SAP knows
23 that this is a huge issue, it's a
24 huge issue for any academic
25 institution that's running

1 concurrent employment, which is what
2 those double assignments are, and
3 they are working on it. The HR team
4 is working on employment self-
5 service. For the January checks,
6 it'll be in February. The first
7 functionality that will be available
8 online will be the ability to go
9 online and check your pay
10 statement. And so rather than wait
11 for that to be delivered to you, you
12 can actually go on and do the
13 checking online. More functionality
14 for employee self-service will be
15 rolled out across time, things like
16 changing your W-2's and changing
17 your address and all of that; you'll
18 just basically be able to go to a
19 Web site and change all that and it
20 will be uploaded and everybody will
21 be happy, including the staff who
22 now have to make those corrections.
23 So that self-service will roll out
24 in February. The major challenge
25 for the project continues to be

1 reporting. I will assure you we
2 have a team over there working
3 diligently to meet the reporting
4 needs. It took us about 20 years to
5 develop all the reports that we had
6 in our old system, and so we are
7 really doing -- dealing with the
8 reports on a has-to-have-first, the
9 priority ones, and working through
10 that. It won't take us 20 years to
11 get all of the reports that we had,
12 but it's -- they're not here today,
13 and they won't be here -- you know,
14 it will be a while before we have
15 every report. So I know it's a
16 frustration for administrators; I
17 know it's a frustration for staff,
18 but we are working through that. We
19 do have new functionality that's
20 coming alive. We have a budget prep
21 module that will be -- that is
22 actually live now but really will be
23 operational when we get ready to do
24 the new year budget process. That's
25 what will be used to develop the

1 budget for next year. Training will
2 occur for the campus. About 150
3 people across campus are involved in
4 that, and so that training will be
5 in January with the budget process
6 starting in February. Campus
7 Management -- actually, we have some
8 pieces live right now, as you know:
9 Our Student Accounting, Financial
10 Aid, and the Visitor's Center.
11 Michelle will give you some updates
12 on those, but all of Campus
13 Management will go live in the end
14 of February. Michelle will give you
15 more about that as well. And then
16 Plant Maintenance will go live in
17 April, so we absolutely have our
18 hands full at the IRIS Project but
19 are setting about to make this as
20 painless as possible, knowing that
21 it is a painful thing to go through
22 this much change. So Michelle will
23 come now and talk with you about
24 Campus Management and the various
25 components, so we're very fortunate

1 to have Michelle. Let me just
2 introduce her as she's coming.
3 Michelle was an associate registrar
4 and associate director of admissions
5 in the registrar's office, has --
6 and very knowledgeable about
7 academic processes, and she is
8 leading the team that is
9 implementing that academic portion
10 of the system. Michelle.

11 NORDIN: Well, first let me just start
12 by saying I echo what Dr. Nash said,
13 and that is that we appreciate the
14 opportunity to come before you. We
15 haven't had quite a lot of face-to-
16 face contact with faculty throughout
17 this process, although we have had
18 some, so I'm glad to be here today
19 and to be able to provide this
20 update to you. I skipped right over
21 my first slide. I first want to
22 highlight the parts of the Campus
23 Management system which are live.
24 We went live in the early spring
25 with the Visitor Center, which

1 basically allows prospective
2 students and their parents to go
3 online and schedule a visit to
4 campus. They can schedule their
5 information session and their campus
6 tour, and that process is live and
7 has been using SAP since early
8 spring. Also in the spring we
9 started live with Financial Aid, and
10 we've been able to award to date --
11 the figure is actually a little bit
12 higher than the slide indicates --
13 about \$100 million in fall -- in
14 fall financial aid. And then coming
15 up later this week on Friday,
16 actually, we'll be dealing live with
17 Web Student Services related to
18 financial aid, so that students can
19 go on online and they can accept,
20 reduce, or decline their financial
21 aid awards right online, find out if
22 they have any missing items that are
23 holding up the release of their aid,
24 and sort of really be able to manage
25 that process online. That was

1 something that we were missing for
2 the fall semester, and when we saw
3 some lines as a result of that in
4 the Financial Aid Office and in the
5 Funkhouser Building and some of the
6 other areas. So we wanted to make
7 sure to get that functionality in
8 place and have it ready to go for
9 spring semester, and we are on
10 target to go live with that this
11 Friday. Dr. Nash also mentioned
12 that we are live with Student
13 Accounting, and we have been doing
14 account statements or student bills
15 out of the new system since October
16 of 2005. We also implemented a late
17 fee, which is basically if students
18 have overdue accounts, we notify
19 them of that, and then there is a
20 late fee that is associated with
21 their late payment. And we've also
22 been sending dunning notices, which
23 is basically a notice to the student
24 letting them know that they have an
25 overdue account, and we've been

1 doing the dunning process strictly
2 by university e-mail. And that
3 process has worked very well for us,
4 and we always see a lot of activity
5 in payments around that time. We've
6 also implemented Web payment.
7 That's not something that we had
8 with the old system, and so that has
9 been very well-received by our
10 students and parents as well.
11 There's no fee for using that
12 service. The students can just go
13 online and make a credit card
14 payment for their account, and
15 that's been very successful. When
16 we go live with the remainder of
17 Campus Management in late February,
18 we'll be adding fee calculations, so
19 that's something right now that's
20 currently being done in our Legacy
21 system, and we're feeding
22 information over into SAP. We also
23 just went live last Monday with
24 Event Planning, and many of you have
25 probably heard this term; it's the

1 SAP terminology for building the
2 course schedules. And that
3 functionality went live on Monday,
4 as I said, last week. We've had
5 very positive feedback so far from
6 the people who have been through the
7 training courses. They are still
8 going on. I think the final class
9 is actually being taught this
10 Wednesday. It is very different.
11 It's a very different process in
12 SAP. There are some efficiencies
13 that we can gain from that, but it
14 is going to be a learning process,
15 and so you may be hearing about that
16 from some people in your colleges or
17 departments. We are providing some
18 additional assistance to the people
19 who do event planning. In the month
20 of December, we're having three open
21 labs so that the people who do the
22 core schedule building can come,
23 actually, with their report
24 information and can sit down with
25 some of the people from the IRIS

1 Project and also from the
2 Registrar's Office if they need
3 assistance with that schedule
4 building. And then we have many
5 more of those continuing on into
6 January, when we think the bulk of
7 the activity will take place. In
8 February, and our go-live date is
9 Monday, February 26th, we will go
10 live with the remainder of the
11 student functionality. And these
12 are just some of the things, not
13 everything: Recruitment, admission,
14 student registration, academic
15 advising. We'll be prepared to do
16 mid-term grading and set up for
17 final grading and then be able to
18 process graduations and to issue
19 official and unofficial academic
20 transcripts. Some of the changes
21 that are coming and have already
22 been decided upon, UK is wanting to
23 get into the method of communication
24 for most of the student activities
25 by using e-mail. It's more

1 efficient. It's a cost savings,
2 obviously. We don't have to worry
3 about whether or not we have the
4 most up-to-date address to get a
5 letter out in the mail to students,
6 so UK e-mail will become the
7 official method of communication for
8 students. We will be implementing,
9 with the first registration in the
10 spring, something that's called a
11 Student Statement of Obligation,
12 which is basically something that
13 the students will have to accept
14 prior to registration for each
15 semester stating that they realize
16 they are incurring a financial
17 responsibility by registering for
18 classes, and also it reiterates
19 about the UK e-mail as the official
20 method of communication. We've also
21 worked closely with the Office of
22 Academic Scholarships and the honors
23 program to come up with a joint
24 application for undergraduate
25 students so that rather than having

1 to fill out three individual
2 applications, if they're interested
3 in scholarships, the honors program
4 and undergraduate admission, they
5 can do that all on the Web with one
6 application, and then we will share
7 that information as needed among
8 those areas. So that's something
9 that will begin for the fall 2008
10 class. We start accepting those
11 applications around August of 2007,
12 so we're excited about that. We
13 will also be automating some of the
14 processes that are currently done
15 manually and are very time-
16 consuming. And some of the new
17 services that faculty and staff can
18 expect, which we're also excited
19 about: We'll be able to provide a
20 lot more information via the Web,
21 and so you will have access to the
22 information, for those of you who
23 teach, to go online, look at the
24 class rolls, do electronic grading;
25 for those of you who are also

1 academic advisors, to see a list of
2 your advisees and to lift your
3 advisor holds as needed. Some of
4 you may use the current SIS system
5 today to issue class overrides if a
6 class is closed or restricted, and
7 as I asked, you would do that on
8 Screen 5U8. We will be providing
9 that capability through the Web
10 portal, so that should make it one
11 central place for you to go and take
12 care of all of those kinds of
13 things. Some ways that we'll be
14 communicating change and keeping you
15 informed about the process as we go
16 along, I think either Dr. Nash
17 and/or I will be back in February to
18 do an overview of Campus Management
19 and to show a little bit more about
20 the advising role and also in March
21 or April to kind of do a
22 demonstration about the grading
23 process. Access to any part of the
24 IRIS system does require a few
25 things, and I want to talk briefly

1 about that. It does require an
2 active directory account, and for
3 those of you who are Blackboard or
4 Outload users, you already have an
5 active directory account
6 established. You must sign
7 electronically the statement of
8 responsibility that just
9 acknowledges that you're using the
10 information for true educational
11 purposes or for the purpose of your
12 job role at the university. And
13 then you must complete training as
14 required to obtain a role. Now,
15 there are a couple of exceptions to
16 that, so I did want to note that
17 here. Through the portal, people
18 who use Apex, which is the degree
19 (inaudible) system of the
20 university, or who use Blackboard
21 and who only use those systems and
22 do not require other access will not
23 have to sign the statement of
24 responsibility. Once you get into
25 the system, we'll have that

1 information, and there will be Apex-
2 only and Blackboard-only rolls.
3 There are three main classes for the
4 faculty that I wanted to talk about,
5 and so I'm going to give a quick
6 summary of what's involved for each
7 course. There is a faculty overview
8 course which replaces the main
9 Campus Management overview. It is
10 intended for faculty, and it does
11 incorporate the grading
12 functionality. It also covers other
13 things, including looking up student
14 records, removing and looking at
15 stops and holds, grade entry, and
16 then the electronic class roll
17 process. It is a classroom course,
18 instructor led, and approximate time
19 is two hours. There will be an
20 additional course for faculty who
21 are academic advisors; again, about
22 a two-hour class, instructor-led.
23 It will talk about some of the ways
24 that you can work with the IRIS
25 system to incorporate information

1 from Apex. If you want to keep
2 notes, if you've advised a student
3 about specific course
4 recommendations and so forth, that
5 will be incorporated. That's
6 something that University Studies
7 has today in a shadow system, and
8 we're replacing that functionality
9 with IRIS, and we'll make it
10 available to all of the colleges to
11 use. Also, if -- if there's a need
12 to keep notes about an individual
13 student meeting, that can be done as
14 well in IRIS. And then finally, for
15 faculty who will only need IRIS to
16 access grade entry or to obtain
17 class rolls, there will be a grade
18 entry course, and there are two
19 options for that. One, you can
20 choose to come to an instructor-led
21 class that will take about one hour,
22 or we're going to offer a simulation
23 via the Web. And so that would be
24 self-paced, and you could complete
25 that to satisfy the training

1 requirement. It also would take
2 about one hour. Some ways that that
3 we'll be com -- communicating over
4 the next few months, not only to
5 this group but to the other
6 administrators on campus, we'll
7 continue to provide updates here at
8 the Senate. We did form, early this
9 year, a Campus Management Advisory
10 Committee, which is made up of at
11 least one representative from each
12 academic college, including the
13 professional colleges in the
14 Graduate School, and we meet with
15 that group on a monthly basis.
16 We'll be providing information to
17 the deans and to the department
18 chairs. Dr. Nash will actually be
19 going tomorrow to the Provost Dean's
20 meeting and providing a brief update
21 to them on the communication plan
22 that we've put together. And then
23 some individual and group contacts:
24 I'll be going tomorrow to talk with
25 the advisory network and provide an

1 update there and then just different
2 interactions that we have on a
3 regular, ongoing basis. We will be
4 communicating at least monthly.
5 Some of the methods will include
6 e-mail postings and so forth and
7 some direct mail, and we'll be
8 trying to communicate over the next
9 few months some general information,
10 some benefits from the new system,
11 some of the process changes that
12 will occur, more information about
13 how to obtain access and receive
14 training, and then ongoing support
15 once we're in a live production
16 environment. For the students,
17 we'll be doing direct mailings. We
18 will be trying to get some
19 information into The Kentucky Kernel
20 as well as posting notices in the
21 colleges and -- and using some of
22 the list serves that exist out in
23 the colleges today. That was a very
24 brief update. Let me stop and ask
25 if there are any questions that I

1 could answer.

2 CHAIRMAN TAGAVI: Are there any
3 questions for Michelle or Phyllis?

4 Yes, please introduce yourself.

5 CALVERT: Ken Calvert, College of
6 Engineering. There was a couple
7 of -- I think Dr. Nash alluded to
8 decisions about the highest
9 priority, the ordering of features
10 and when problems get solved.
11 What -- who's responsible for making
12 those decisions?

13 NASH: Excuse me. Let me get here so
14 I'm not standing out. I was
15 referring, really, at that point
16 about reports. And so first,
17 anything that has a -- if we have to
18 report to an outside agency, for
19 example, those things move to the
20 top. And then we actually have area
21 physical officers. For the Provost
22 area, that's Lisa Wilson, sits on
23 that group, and we send those
24 reports to that group because those
25 are representatives of the entire

1 campus, and that group helps to
2 prioritize those reports. But
3 first, you know, if we have to meet
4 a government or other agency report,
5 those are our absolute top-right
6 priorities for getting those out.

7 CALVERT: I guess my more general
8 question is what is the mechanism
9 for faculty input into shaping this
10 system, or is there any?

11 NASH: Well, the system is about --
12 we're about finished with this
13 system. Particularly on the Campus
14 Management side, I will let you know
15 that I begged, I pleaded, I
16 harassed, I harangued to get faculty
17 involvement on committees,
18 particularly on the Campus
19 Management side, and really had
20 very, very little takers. Even on
21 the faculty effort system that we
22 were replacing that I felt like
23 faculty ought to have some real
24 issues with, we tried very hard to
25 get faculty involvement and finally

1 did get somebody out of the Medical
2 Center to sit in on some of those
3 sessions. Dave Watt was involved
4 from the outset, so I mean Ernie can
5 tell you that he sent out notices.
6 We tried to get faculty involved and
7 had very little input. Now, on
8 this -- on the Campus Management
9 Advisory Group, there are some
10 faculty who are the campus -- the
11 college representatives but not very
12 many of those. Michelle, I don't
13 know how many, since I haven't sat
14 in on those groups.

15 NORDIN: I'm not thinking of anyone on
16 that group that is --

17 NASH: Oh, okay. I thought you had said
18 that one was faculty. Okay. So I
19 have often said that if, indeed, the
20 Senate took a strong exception to
21 anything that was being done in IRIS
22 that I would willingly come and
23 remind the Senators how hard we
24 try -- how hard we worked to get
25 faculty representation. This is

1 your first reminder.

2 CHAIRMAN TAGAVI: Any other questions?

3 GROSSMAN: Bob Grossman, Arts and

4 Sciences. Phyllis, I think what Ken

5 was referring to was -- is the --

6 after it goes live, there will be

7 problems with the system. There

8 always are. And so things that

9 don't work well for the faculty, how

10 can faculty get those problems

11 addressed?

12 NASH: Okay. Well, is that more what

13 you were saying?

14 CALVERT: Yeah.

15 NASH: I'm sorry.

16 CALVERT: That's part of it. That's

17 part of it.

18 NASH: Okay. Maybe I'm just a tid --

19 tad bit defensive.

20 GROSSMAN: And I appreciate it's always

21 heard to get people involved

22 beforehand; then when we they need

23 to go to the screen, like, "darn-it,

24 this doesn't work right."

25 NASH: Exactly. Exactly. What we will

1 do, for example, with the grant
2 system, we've had classes for
3 faculty on that, so Jennifer Miles
4 notes any concern that faculty have
5 about the grant system. When we go
6 live in the classes, as things come
7 up and they're not working well,
8 certainly you will, you know, let us
9 know about those at that point in
10 time. Any time you see something
11 that you -- is not meeting your
12 needs, contact me, and/or if it
13 happens to be the student academic
14 system, Michelle, don't hesitate to
15 just write -- you know, just write
16 those. People seem not to have much
17 trouble letting us know what isn't
18 working. So just, you know -- no,
19 don't hesitate. If you don't know
20 who else to call, call me,
21 absolutely.

22 CHAIRMAN TAGAVI: Yes, Jeannine
23 Blackwell.

24 BLACKWELL: I just -- as a point of
25 information, I just wanted to let

1 you-all know that the staff in the
2 Graduate School has been working
3 very closely with the IRIS team on
4 getting the graduate portion of this
5 working, and we're working on that
6 application, and we'll also be using
7 this -- this portal for the
8 application for Graduate School.
9 And we've been trying to rationalize
10 it to make it all work appropriately
11 with the Legacy system, which is the
12 Graduate School database. That will
13 stay in place, but the front door
14 will be the IRIS system. And,
15 again, if -- if Phyllis isn't
16 answering her phone, she's finally
17 gone off the edge and she's drinking
18 a martini somewhere, you can call
19 the Graduate School if it has to do
20 with Graduate School because we're
21 working so closely with them.

22 NASH: One of the things, Michelle, that
23 maybe we ought to make clear that I
24 don't want this group to forget, the
25 Provost -- the Provost Nietzel made

1 the decision that all the faculty
2 grades would be submitted
3 electronically, and then he left
4 town and left that for our new
5 Provost. But that is going to be a
6 change, that there will be no more
7 paper forms; everything will be
8 electronic, and that will be a huge,
9 huge change. Now, there are going
10 to be opportunities if you have a
11 department that you have a staff
12 person that has historically entered
13 those grades, we'll -- we'll
14 accommodate that. If graduate
15 students, if -- you know, we will
16 accommodate that, and we will, of
17 course, accommodate faculty who want
18 to do it themselves. So we will --
19 we have thought about the various
20 ways that faculty might want to get
21 the grades in the system, but
22 everything will be done
23 electronically, starting with
24 colleges -- the College of Arts and
25 Sciences, who we think are the only

1 ones that do mid-term grades. So
2 the faculty in the College of Arts
3 and Science who actually do enter
4 mid-term grades will do that
5 electronically for the first time
6 next semester. We will be sending a
7 notice out with the grade reports of
8 everybody who's teaching this
9 semester to say goodbye to the
10 paper, welcome electronic, so at
11 least those faculty get the notice.
12 But that doesn't mean that, you
13 know, there are always faculty that
14 teach in the spring that don't teach
15 in the fall, so we'll use other ways
16 of getting the message out, so that
17 the day before the grades are in,
18 people aren't saying, oh, I
19 haven't -- I don't know how to enter
20 them in this new system. So they'd
21 have plenty of warning for taking
22 the trade --

23 GROSSMAN: Well, they'll say that
24 anyway, Phyllis.

25 NASH: Well, at least a paper, you know,

1 you can fill it out, yes.

2 CHAIRMAN TAGAVI: Hopefully one last
3 question.

4 SNOW: Diane Snow from the Medical
5 Center. This is a wonderful, state-
6 of-the-art system, very high tech,
7 and I applaud your effort. It
8 appears that we have an awful lot of
9 the functionality of the university
10 dependent upon electronics. What is
11 the backup system for all of this in
12 so many facets?

13 NASH: Well, absolutely the university
14 has a backup system, 24-hour
15 turnaround, disaster recovery, a
16 system in place. This system, we
17 actually did a test in July to --
18 and were able to recover the very
19 first time that -- testing this
20 system, we were able to recover
21 within 24 hours. We have -- you
22 know, the backup, I mean, your point
23 is absolutely well-taken. Have you
24 ever been in another country when
25 the system -- the electronic flight

1 systems go down and they're trying
2 to put your luggage on with hand
3 tickets and that kind of thing.

4 SNOW: What if it's down at grade times
5 for three days, for instance? What
6 happens then?

7 NASH: Yeah. Well, we should not be
8 down for three days, but certainly
9 there will be -- we have a
10 contingency plan for register --
11 student registration. We will
12 absolutely have a contingency plan
13 to get out the old grade sheets if
14 something were to happen like that.
15 So we certainly can resort to the
16 old system, but once the mainframe
17 goes away, which is next semester,
18 we will not have the capability of
19 backing up to SIS. So we have an
20 elaborate system of ways of dealing
21 with registration to make sure that
22 we've built in some extra time, that
23 the registration period is a little
24 bit longer, that we're not stressing
25 the system. We have -- we have --

1 we have IBM. We have IBM hardware.
2 They will be on standby with
3 consultants. We will have extra
4 hardware on the -- on the floor
5 because we know that with this
6 system, you know, you can -- you can
7 do a lot of things. We have two
8 things we cannot mess up: We cannot
9 mess up people's paychecks, so we
10 have that one, and now we cannot
11 mess up student registration. We
12 cannot blow student registration.
13 So we're putting contingencies in
14 place all over the place and
15 hopefully won't need any of them.

16 CHAIRMAN TAGAVI: Thank you, Phyllis.
17 Thank you, Michelle. I have been
18 called many names, but you notice
19 Phyllis called -- Phyllis called me
20 Ernie?

21 NASH: No, no, no, no. I didn't --

22 CHAIRMAN TAGAVI: No?

23 NASH: No. What I was saying was, was
24 Ernie I worked with about trying to
25 get people involved, and he's my

1 witness that I called him.

2 CHAIRMAN TAGAVI: Okay.

3 NASH: No, no, we didn't have that
4 situation. That was history.

5 CHAIRMAN TAGAVI: Thank you, Phyllis.

6 Okay. Next item -- by the way, we
7 are running late, so I'm going to
8 cut down on introductions, but we
9 could always have a second meeting
10 early December or on the January --
11 okay. Next one. New Graduate
12 Certificate: Applied Statistics.

13 Let me ask Army Stromberg --

14 STROMBERG: Right here.

15 CHAIRMAN TAGAVI: -- please give us
16 anything that you want to add. You
17 have that application, I guess, in
18 the front of your handout.

19 STROMBERG: It's a good idea. The
20 students have been asking about it
21 for five years, and I finally got
22 the paperwork done, so -- but it's
23 taken a long time to get to this
24 point. And, yeah, we want to give
25 students in departments other than

1 Statistics credit for taking
2 graduate courses, something that can
3 go on their transcript and they can
4 show it off and we'll print some
5 fancy certificate, make it look
6 good.

7 CHAIRMAN TAGAVI: Question here.

8 SWANSON: Hollie Swanson, College of
9 Medicine. I was wondering if these
10 are the same courses that are
11 currently being offered or if they
12 are new in developing.

13 STROMBERG: No, they're -- they're all
14 existing courses. There are no new
15 courses.

16 CHAIRMAN TAGAVI: Any other question for
17 Army? Okay. This doesn't require a
18 motion or a second. All those in
19 favor, and I'm going to switch back
20 to raising your arm -- your hands,
21 please. All those in favor, please
22 raise your hand. Opposed?
23 Abstain? It's unanimous, motion
24 carries. Thank you. Next one:
25 University Scholars Program with

1 Kentucky State University for MS in
2 Rehabilitation Medicine. Is Ralph
3 Crystal here? You have been very
4 patient. I know we started, what,
5 two years ago?

6 CRYSTAL: Four years ago.

7 CHAIRMAN TAGAVI: Four years ago and you
8 are here. Please tell us about this
9 so we could finish it today so you
10 don't have to come back.

11 CRYSTAL: Very quickly, that should be
12 Rehabilitation Counseling, not --
13 not Medicine.

14 BROTHERS: Sorry.

15 CRYSTAL: That's fine.

16 CHAIRMAN TAGAVI: Our mistake. In fact,
17 my copy here says Counseling, so --

18 CRYSTAL: Okay. Very, very briefly,
19 this grew out of a cultural
20 diversity initiative from the U.S.
21 Department of Education, and we were
22 approached by our state constituent
23 groups to work with Kentucky State
24 to develop a University Scholars
25 program that would be a

1 collaboration between our
2 Rehabilitation Counseling master's
3 degree and Kentucky State. We've
4 been working very closely with
5 Juanita Fleming at Kentucky State
6 and -- while trying to develop a
7 program through the University
8 Scholars that will enable qualified
9 students from K State to be joint K
10 State undergraduates/UK graduate
11 students. Then when they graduate
12 from Kentucky State, complete their
13 master's degree here at UK in
14 rehabilitation counseling, and then
15 be employed by our state partners,
16 the Kentucky Office of Vocational
17 Rehabilitation and Office for the
18 Blind. So that very briefly is what
19 this project is about. Any
20 questions?

21 CHAIRMAN TAGAVI: You have the proposal
22 in your handout. Are there any
23 questions for Ralph Crystal? Okay.
24 We are ready to vote. All those in
25 favor, if you'd indicate so by

1 raising your hand. Any opposed?

2 Abstain? It's unanimous; motion

3 carries. Thank you, Ralph.

4 CRYSTAL: Thank you.

5 CHAIRMAN TAGAVI: Next item, New

6 Institute -- it's for Work

7 Innovation. You have the proposal

8 in your handout. Jennifer Swanberg.

9 SWANBERG: Right here.

10 CHAIRMAN TAGAVI: Please tell us

11 anything that you want to add

12 briefly, please.

13 SWANBERG: Sure. In the spirit of time,

14 I just want to reiterate, as is in

15 your packet here, that the Institute

16 for Workplace Innovation is -- came

17 about as a result of recommendations

18 that came out of the Work-Life Task

19 Force, which started way back in

20 2002, one was which -- to create the

21 Office of Work-Life and the other

22 was to create an institute that

23 would take information that we're

24 learning through research and

25 national data to apply to Kentucky

1 businesses. And this is what we're
2 calling now the Institute for
3 Workplace Invocation, and it has
4 three primary agendas: One is to
5 engage employers in the adoption --
6 employers in the adoption and
7 implementation of innovative
8 workplace solutions. The second is
9 to develop regionally-based research
10 (inaudible) focusing on local
11 industries and businesses, and then
12 the third is to engage public
13 discussion around the issues. We've
14 gotten some seed money from the
15 president's office and that we hope
16 to be self-sustaining in -- after
17 year three. Questions?

18 CHAIRMAN TAGAVI: Are there any
19 questions for Jennifer? This
20 proposal comes to us from Academic
21 Orientation Structures through the
22 Senate Council with positive
23 recommendation. We are ready to
24 vote. All those in favor, please
25 indicate so by raising your hands.

1 Any opposed? Abstain? It's, again,
2 unanimous and the motion carries.
3 Next item is a bit complicated. If
4 I could help to set this up just a
5 little bit; then I'm going to go to
6 my -- my associate dean, G.T.
7 Lineberry. Just for full
8 disclosure, this program or this
9 item is in my college; and in fact,
10 it relates also to my department
11 portion. G.T, please tell us: Tell
12 us -- in fact, let me just tell you
13 there is a proposal to major
14 exception, but not as a waiver but
15 as a new rule, to treat certain
16 students differently. This proposal
17 is going to take about a year or so,
18 perhaps shorter. Meanwhile, there's
19 a gap, and some students are going
20 to suffer. And in anticipation of
21 this proposal, if it passes
22 eventually, in a few months, we are
23 asking you, through the Senate
24 Council with positive
25 recommendation, that we waive the

1 rule now. This is the waiver of the
2 rule, and it requires your
3 approval. So, G.T., please tell us
4 what you're asking us to waive,
5 which is based on a proposal that
6 will be coming.

7 LINEBERRY: Okay. Well, I'd say ten
8 years ago, two hair shades ago and
9 ten pounds ago, the College of
10 Engineering got approval through the
11 CPE and through this body to start
12 new cooperative degree programs in
13 chemical and mechanical engineering
14 in Paducah, Kentucky. And since
15 that time, we've graduated about 90
16 students in engineering at our
17 extended campus and in Paducah, and
18 those programs are, by CPE
19 definition, cooperative in nature.
20 And you might recall about ten years
21 ago, the council came up with
22 definitions ranging from joint
23 degree to cooperative to
24 collaborative to other multi-
25 institutional arrangements. And so

1 what we have constructed in Paducah
2 is a very unique system whereby
3 students are admitted to UK as
4 freshmen, but they are
5 simultaneously enrolled in courses
6 that are taught by faculty, some
7 with joint appointment, some with
8 not. But it's a blended curriculum,
9 with students taking courses from
10 UK, Paducah, formerly Paducah
11 Community College, now West Kentucky
12 Community Technical College, and
13 Murray State University. UK is the
14 home institution in regard to
15 students' financial aid matters.
16 They're the ones that handle such
17 things as suspension, probation,
18 reinstatement, handle the
19 (inaudible) money and those types of
20 things. And so in short, what we're
21 requesting today is a one-year
22 temporary waiver to the recent
23 senate ruling to provide us an
24 opportunity in the college to put
25 together, which we've already

1 written, a four-page rationale for
2 what we are requesting in the hopes
3 that this will come to the body with
4 the full rationale and with all the
5 approvals, beginning at the
6 undergraduate team and my college,
7 for this body's consideration.

8 CHAIRMAN TAGAVI: Is there any question
9 for G.T.? I feel obligated to make
10 sure -- this is an important ruling
11 or important waiver, and the
12 proposal is an important proposal.
13 When a course is, let's say from
14 Ohio State University, transferred
15 to UK, the credit is given, but the
16 grade does not go and get calculated
17 in the UK GPA. Well, of course for
18 many, many years, community
19 colleges' grade and credit was
20 included in UK transcript. At the
21 time that this proposal and this
22 program was approved, students
23 understood that their GPA will be
24 integrated. CPE understood that.
25 UK Senate, when approved it,

1 the new criteria and are in the
2 Paducah engineering programs, that
3 their UK GPA will reflect the course
4 work taught by UK faculty or by West
5 Kentucky faculty for those students
6 in that set of -- very narrow set
7 of -- program. If those students
8 would transfer and come to the main
9 campus, they would go back to a GPA
10 of zero. Their credits would
11 transfer, not their grades. It
12 would just be for those students
13 that remain in the Paducah program.

14 CHAIRMAN TAGAVI: G.T., I understood
15 that question a little differently.
16 If those students take courses that
17 are not required by the CPE, let's
18 say some supporting elective, in
19 addition to what is required, would
20 those also count in their GPA?

21 LINEBERRY: That's the way my
22 understanding of -- for the rare
23 case that students do that. With
24 139 credits or whatever in their
25 curriculum, most of them won't do

1 that. But credits that they might
2 bring from another community college
3 would not, so if a student has a
4 previous record at Madisonville or a
5 previous record at Paducah but had
6 not yet been admitted to UK, those
7 courses will -- those credits will
8 not transfer. Those quality points
9 would not transfer. It would only
10 begin at the time that the student
11 gained admission to the College of
12 Engineering, typically as a freshman
13 but not necessarily. Sometimes we
14 get students transferring from --
15 you know, had attended Paducah a
16 number of years ago and then started
17 at UK.

18 CHAIRMAN TAGAVI: But technically
19 speaking, those could be included.

20 LINEBERRY: Yes, they could be, but that
21 would be something I hadn't
22 anticipated.

23 CHAIRMAN TAGAVI: Of course, this is the
24 proposal that could be amended,
25 could be approved, could be

1 rejected. Raphael Finkel.

2 FINKEL: Raphael Finkel, College of
3 Engineering.

4 CHAIRMAN TAGAVI: Raphael.

5 FINKEL: Could you please give us a
6 carefully formulated statement of
7 what it is you are asking us to
8 approve?

9 LINEBERRY: Temporary waiver of the
10 nontransfer of grades to UK GPA for
11 the College of Engineering, Paducah
12 campus students only. So students
13 that are enrolled at West Kentucky
14 Tech as College of Engineering
15 students, that those quality points
16 that are -- are earned at West
17 Kentucky would be treated as part of
18 the UK GPA, provided those students
19 remain in Paducah and remain in
20 engineering.

21 FINKEL: That's a fairly long statement.

22 CHAIRMAN TAGAVI: Can I try?

23 FINKEL: Yeah, please.

24 CHAIRMAN TAGAVI: A few months ago,
25 Senate Council and the Rules

1 Committee made a ruling that the
2 grades of community colleges and
3 later on LCC, which now has a
4 different name, will no longer be
5 calculated in UK GPA. G.T. is
6 asking to continue treating this
7 very small section of students the
8 same way they were being treated for
9 the past several years for one more
10 year. Is that a little bit more
11 concise? So that when they take the
12 courses, not only the course is
13 transferred, but also the GPA is
14 transferred and calculated into UK
15 GPA.

16 FINKEL: okay. So there's several parts
17 of this. One is: Whom does it
18 affect? It is students enrolled in
19 a particular program, in the College
20 of Engineering's BS program in
21 Paducah.

22 LINEBERRY: Correct, yes.

23 FINKEL: Secondly, it's for those
24 courses that they take over what
25 time period? Starting now, for the

1 next year?

2 LINEBERRY: Starting when they are
3 admitted to the University of
4 Kentucky into the College of
5 Engineering.

6 FINKEL: That could have been in 1970?

7 LINEBERRY: If --

8 FINKEL: You're asking for a waiver.
9 What is the period of this that
10 we're talking about?

11 LINEBERRY: It's a one-year waiver.

12 FINKEL: One year. Starting now?

13 LINEBERRY: Starting now.

14 FINKEL: So students who are in that
15 program --

16 LINEBERRY: Who will be admitted -- who
17 are admitted now or will be admitted
18 between today and a year from now.

19 FINKEL: Okay. That the courses that
20 they take during what period?

21 CHAIRMAN TAGAVI: The next year.

22 LINEBERRY: The next year.

23 FINKEL: The courses that they take in
24 the spring, summer and the fall of
25 the coming year, 2007.

1 LINEBERRY: Yes.

2 FINKEL: All right. That the grades
3 they get in those courses be
4 transferred, along with the
5 credits.

6 LINEBERRY: Correct.

7 FINKEL: Okay. Now I know what you're
8 proposing.

9 CHAIRMAN TAGAVI: Thank you, Raphael.
10 Yes. Name, please?

11 SHANKS: Mike Shanks, College of Arts
12 and Sciences. I guess my question
13 is what is the real difference than
14 any other student coming from the
15 KCTCS institution who might be at a
16 hardship of their grades not coming
17 with them for the next year?

18 LINEBERRY: Well, these programs were
19 reviewed thoroughly, of course, by
20 the (inaudible due to coughing)
21 College of Engineering, by the
22 Accreditation Board for Engineering
23 Technology and by University
24 Senate. And the programs were
25 designed with the thought in mind

1 that those quality points would
2 carry forward with the students. In
3 addition, UK is the -- collects the
4 tuition, disburses it to the other
5 institutions. UK is the home
6 institution for financial aid
7 matters, and if we can't carry them
8 in our system, then there'll be no
9 one to verify their status when it
10 comes to state and federal grant
11 programs. It affects suspension,
12 probation, reinstatement, those
13 kinds of matters that really were
14 not anticipated when the original
15 proposal went through the senate
16 back in, what, January/March time
17 frame?

18 CHAIRMAN TAGAVI: Yes.

19 LINEBERRY: Something like that. So
20 it's --

21 SHANKS: One other: What happens if a
22 student gets into your program,
23 though, and then comes to UK and
24 transfers to a different college?

25 LINEBERRY: They would go back. I've

1 already met with the Registrar's
2 Office, and that student would go
3 back to -- those credits would
4 (inaudible). It would only be for
5 those students that remain in
6 engineering.

7 CHAIRMAN TAGAVI: Are there any other
8 questions regarding (inaudible)?
9 Raphael.

10 FINKEL: Raphael Finkel, College of
11 Engineering. Could you repeat what
12 you said just now, because that
13 seems to change the meaning the
14 motion. If a student has come and
15 then is a Paducah student --

16 LINEBERRY: Uh-huh (affirmative).

17 FINKEL: -- in that BS program, comes
18 here and then transfers out of
19 engineering, then you retroactively
20 change back and no longer count the
21 credits? Is that what you're
22 saying?

23 LINEBERRY: That's correct.

24 (SENATORS SPEAKING OVER ONE ANOTHER.)

25 FINKEL: (Inaudible) grades either?

1 It's as if they didn't happen?

2 (SENATORS SPEAKING OVER ONE ANOTHER.)

3 LINEBERRY: If the student's major
4 changes --

5 FINKEL: Yes.

6 LINEBERRY: Okay? If they're admitted
7 to the university and they're
8 admitted to the college and they're
9 a resident in Paducah and those
10 students either remain in Paducah in
11 the two programs or transfer to the
12 Lexington campus and remain in
13 engineering, those -- under this
14 proposal, their grades would carry
15 forward with them. If they leave
16 engineering and transfer into
17 communications or chemistry, then
18 they would be treated as any other
19 student from any other KCTCS
20 institution would be treated.

21 CHAIRMAN TAGAVI: Basically this
22 exception applies to students who
23 are in this program. If they leave
24 the program, they lose the
25 exception. It's the exception that,

1 to add, we talked to Don Witt, and
2 he was comfortable with this. And
3 this is what he agreed to and he
4 recommended, also. Ken Calvert.

5 CALVERT: Ken Calvert, College of
6 Engineering. I thought I heard you
7 say two different things now.
8 Earlier I thought you said that if
9 they transferred here, they would go
10 back to zero on the GPA, but you
11 just said that the grades would come
12 also.

13 LINEBERRY: It's likely that, under the
14 program, that we will -- that the
15 proposal that we will ask -- that we
16 will send through the college, that
17 we will make it so that the
18 students, as long as they stay in
19 engineering, regardless of where
20 they are, that we would ask that
21 those grades follow with them.
22 Okay? So that the students would
23 not be disadvantaged if, for some
24 personal reason or what have you,
25 that they would want to leave

1 Paducah and come to the main campus
2 to pursue their studies. It would
3 only be within the college, not
4 across college boundaries.

5 CHAIRMAN TAGAVI: David Randall.

6 RANDALL: I'm just asking for
7 clarification because it doesn't
8 jibe with what I think I recall from
9 our Senate Council deliberation. So
10 this waiver would not be in effect
11 for grades received for fall, this
12 current semester. It begins only in
13 the spring semester; is that
14 correct?

15 LINEBERRY: No, the new policy doesn't
16 take effect until spring. And so
17 what we're asking for is a year's
18 grace period until we can bring
19 forward a more detailed proposal for
20 this body's consideration

21 RANDALL: That's what I remember. So
22 when does this year grace period
23 begin?

24 LINEBERRY: It would begin -- it would
25 begin in January of '07 and extended

1 through December.

2 CHAIRMAN TAGAVI: Two semester,
3 correct?

4 LINEBERRY: Two semester, yes.

5 CHAIRMAN TAGAVI: Right now, still UK
6 teaches these courses, according to
7 our ruling, is included in the GPA.

8 LINEBERRY: In this semester.

9 CHAIRMAN TAGAVI: So we don't need --
10 that's right, for this semester. We
11 don't need to have a waiver for
12 that. Are there any other
13 comments?

14 MOLITERNO: David Moliterno, College of
15 Medicine. I know you said the
16 divorce, as you called it, was
17 relatively recent, but I'm wondering
18 the precedent here. Do you or
19 anybody else have knowledge of
20 another undergraduate or graduate
21 program that may also wish to then
22 use this exemption to the rule that
23 was recently created?

24 LINEBERRY: To my knowledge, there's not
25 another cooperative program, and

1 certainly this program is unique in
2 the Commonwealth. I'm less
3 concerned about that, to be honest,
4 than I am about our own program.

5 MOLITERNO: Just my naivete as a new
6 senator, I don't want to have to
7 come back in three months and
8 somebody else says: But this
9 cooperative was given, you know,
10 this waiver, and therefore we want
11 one. But if there's no others, then
12 my next question is: What's going
13 to happen in 13 months? You're
14 going to assume that you're going to
15 be successful to lobby to have
16 things changed for this particular
17 group?

18 LINEBERRY: We would hope.

19 MOLITERNO: Okay.

20 LINEBERRY: If not, we live with the
21 consequences.

22 BLACKWELL: There are no graduate
23 programs that would be affected.

24 CHAIRMAN TAGAVI: Okay. Any other
25 question?

1 MOLITERNO: How many people is this
2 affecting, again, potentially?

3 LINEBERRY: We have approximately 90
4 undergraduate students enrolled
5 since the program's inception in
6 '97. We started graduating students
7 in about 2001. We graduated, again,
8 about 90. So we have 90 students in
9 the cohort in Paducah, 70
10 mechanicals and 20 chemicals.

11 CHAIRMAN TAGAVI: Okay. Are we ready to
12 vote?

13 UNIDENTIFIED SPEAKER: Yes.

14 CHAIRMAN TAGAVI: All those in favor of
15 approving. Are you-all satisfied
16 with the things that were added?

17 UNIDENTIFIED SPEAKERS: Yes.

18 CHAIRMAN TAGAVI: Okay. Just raise your
19 hands, then. Those opposed?
20 Abstain? It's unanimous, and the
21 motion carries. Thank you, G.T.
22 Item number 9. This is a dual BS
23 for Electrical and Mechanical
24 Engineering and MS in Manufacturing
25 Systems Engineering. Director

1 Holloway, please give us a brief
2 synopsis so that we will be ready to
3 vote.

4 HOLLOWAY: I will be very brief. This
5 basically is a proposal for students
6 who are in a bachelor of science in
7 electrical engineering or mechanical
8 engineering to also be able to take
9 classes towards a master of science
10 in manufacturing systems
11 engineering. It is like many other
12 dual degree programs on campus; it
13 does not reduce any course load that
14 the students will have. It will
15 only allow the students that, once
16 they are admitted into the Graduate
17 School, to start taking courses
18 while they are still completing
19 their undergraduate degree program.

20 CHAIRMAN TAGAVI: Dean Blackwell, do
21 you -- would you like to say
22 anything about this? This partly is
23 a graduate degree. Do you have a
24 comment on that?

25 BLACKWELL: It's approved by the

1 Graduate Council.

2 CHAIRMAN TAGAVI: Approved by Graduate
3 Council. Okay. Are there any
4 comments or questions for Larry
5 Holloway? All right. This does not
6 require a second or a motion. All
7 those in favor of this proposal,
8 please indicate so by raising your
9 hand. Any opposed? Abstain? It's
10 also unanimous, and the motion
11 carries. Thank you for being so
12 quick, Larry, and brief. Policy
13 change: We have two policy change
14 coming from Graduate School, and I
15 am going to ask Jeannine Blackwell
16 to please say a few words about
17 this, too.

18 BLACKWELL: Okay. I'm going to try not
19 to goof this up. I get confused and
20 so I brought my crack Senior
21 Associate Dean Brian Jackson with me
22 to make sure I get it straight the
23 first time. We propose to change
24 the -- there are two policy changes
25 that are related. The first one

1 chronologically here is to change
2 minimum licensing requirements for
3 international TA's. The reason that
4 we're proposing this is that we will
5 put forward in the next proposal
6 that the university officially begin
7 accepting the IELTS test, I-E-L-T-S
8 test, which is -- you'll know it as
9 the Cambridge Test for English as a
10 second language. It's the British
11 equivalent of our TOEFL, the Test of
12 English as a Foreign Language, that
13 comes out of ETS in Princeton, New
14 Jersey. We're proposing that we
15 accept this because it is sort of a
16 dual international standard. It is
17 now the official test that is going
18 to be accepted by the -- the
19 universities of the European Union.
20 And in order for us to stay
21 competitive internationally, we
22 think that having this officially
23 acknowledged as a test that we will
24 accept at the university is a good
25 thing for us to do. Our benchmarks

1 do it; our aspiration universities
2 do it as well. But for this part of
3 the -- for this first proposal, what
4 we would like to see is that we use
5 the segment of that test that is an
6 oral interview score, where there's
7 a one-to-one oral interview, that we
8 use that score in lieu of what we
9 currently do, which is on-campus
10 language screening in the week
11 before classes begin in August. We
12 wait until our international TA's
13 arrive on campus, and then we have
14 an on-campus screening where we get
15 them to perform in a teaching-like
16 setting. We are proposing that we
17 accept that portion of IELTS and
18 that we also accept the new spoken
19 component in the new TOEFL that
20 began to roll out last March. This
21 is a revision of the TOEFL. It's
22 called the TOEFL IBT, and this test
23 has a speaking component. And we
24 are recommending two specific scores
25 that -- to be used for that

1 requirement. We hope to use this as
2 an early screening so that directors
3 of graduate studies and chairs and
4 deans can plan ahead just a little
5 bit on placing international TA's in
6 the classrooms, because this has
7 been a real challenge. If they get
8 bad news about a language screening
9 a couple of days before classes, it
10 can be a disaster for that program.
11 And I see some nods here from some
12 of the walking wounded of this
13 policy. We have to have a language
14 screening that has a speaking
15 component because it is a state
16 statute. And -- and this -- our new
17 proposal would meet the requirements
18 of that state statute, but this in
19 turn creates the need to change the
20 administrative regulations because
21 this is embedded in administrative
22 regulation. And so we are asking to
23 have this change accepted. If the
24 DGS, the chair, or anyone else
25 associated with that international

1 TA, once they get here, feels that
2 there's a discrepancy between an
3 official test score and classroom
4 performance, we will pull them back
5 in and give them the traditional
6 language screening, so we will have
7 that backup available. We will also
8 have that backup available for
9 any -- any student who took the old
10 TOEFL and did not have a speaking
11 component. Or if their scores were
12 not high enough on the speaking
13 component and the DGS program,
14 decide that they want us -- want to
15 have that student as a TA anyway, to
16 try their luck at it, then we will
17 do that. We will also do the
18 on-campus language screening for any
19 TA who comes up -- for any graduate
20 student who proposes a TA after
21 being on campus for a while or
22 taking the English -- taking their
23 (inaudible) portions in the center
24 for English as a second language, so
25 that's the proposal.

1 CHAIRMAN TAGAVI: Okay. Bob Grossman.

2 GROSSMAN: When will this be effective?

3 BLACKWELL: Okay. The wild and crazy

4 Senate Council said make it

5 effective for fall 2007.

6 DEBSKI: I would have a comment on that

7 because --

8 CHAIRMAN TAGAVI: Liz Debski.

9 DEBSKI: Oh, Liz Debski, Biology. I

10 would have a comment on that because

11 already there are -- we're going

12 through applications for the

13 graduate program. And so these kids

14 haven't been informed that they have

15 to take this spoken component.

16 BLACKWELL: It's -- it's a required

17 component of that new test. Now,

18 they may have the old test scores,

19 in which case we will proceed as

20 usual with on-campus language

21 screening. That's what we were

22 counting on doing anyway.

23 DEBSKI: But I didn't actually read that

24 in this proposal. It said if you

25 took the old test, then you still

1 had to take a spoken component of --
2 of that -- of that test as opposed
3 to -- is that not --

4 BLACKWELL: No, no. We will always have
5 the on-campus language screening
6 available for programs or for
7 students, for those students that
8 have already fulfilled the TOEFL
9 requirement with other means. Three
10 years -- isn't that the -- that
11 scores are current for three years?
12 So after three years, we would be
13 expecting the new language scores
14 anyway.

15 CHAIRMAN TAGAVI: Ken Calvert.

16 CALVERT: Ken Calvert, College of
17 Engineering. Is the TOEFL IBT a
18 face-to-face oral examination?

19 BLACKWELL: No, it is not. It's a tape-
20 recorded version. And I'll tell
21 you, I just talked with David Paine
22 (phonetic), who is the head of the
23 TOEFL testing for ETS. And what
24 they've done with the new TOEFL is
25 they have basically cloned the

1 security measures that IELTS has
2 used, the Cambridge test has used,
3 with a dual -- is it dual, Brian? I
4 think it's a dual security
5 identification method that they
6 have. And they're making copies of
7 the -- of the oral presentation,
8 taping it, and sending it to two
9 different evaluators in two
10 different locations out of the
11 country. So -- and, yes, there will
12 always be fraud. I'm sure that
13 there will be. This is high-stakes
14 testing. As most of you-all are
15 aware, this is very, very important,
16 and there's always the possibility
17 of fraudulence and ringers and all
18 kinds of stuff like that. And
19 that's where I hope that we can
20 catch this -- first, I hope that
21 TOEFL is actually going to be doing
22 this much more rigorous scrutiny for
23 security measures in their testing
24 environment, and second, that we
25 will always have the backup of

1 onsite screening if we find
2 discrepancies.

3 CALVERT: So --

4 CHAIRMAN TAGAVI: Question over there.

5 BOLLINGER: Chris Bollinger, Business
6 and Economics. Have you done any
7 benchmarking compared to your usual
8 screen to see how these oral
9 components -- I mean, are the
10 numbers that you've arrived at
11 comparable to what we've been doing
12 to date?

13 BLACKWELL: Yes. Actually what we --
14 what we've done is we've looked at
15 the people who have already
16 introduced this that are our
17 benchmarks to see what language
18 scores that they've accepted.

19 BOLLINGER: Okay.

20 BLACKWELL: And actually they've got
21 equivalencies already set up for
22 both TOEFL and IELTS. And I just
23 talked with our representative at
24 IELTS just this week, and she said,
25 yes, you should make it a

1 (inaudible), Jeannine. So we're
2 very much in key with our benchmarks
3 on those -- those specific scores.
4 However, this is still a pilot for
5 two years, and we will be bringing
6 this back to you with a report on
7 the success of doing it this way to
8 make it permanent.

9 CHAIRMAN TAGAVI: Over there.

10 CALVERT: Me?

11 CHAIRMAN TAGAVI: Yeah.

12 CALVERT: I just wanted to --

13 BROTHERS: Name, please?

14 CALVERT: Ken Calvert and I'm the Chair
15 of the Admissions -- or the acting
16 Chair of the Admissions and Academic
17 Standards Committee. I wanted to
18 mention in some of our discussion --
19 because there was some concern about
20 putting all the security eggs in
21 this one basket, so to speak, and
22 there is a strong incentive for
23 fraud. And there's already -- some
24 of us already see evidence of fraud
25 pretty much every day on the TOEFL

1 results. But we're -- we were also
2 very sympathetic with the compressed
3 time window problem of people
4 arriving and DGS's getting bad news
5 two days before the semester
6 starts. So we felt like that was an
7 overriding consideration that
8 motivated trying this at least as a
9 pilot, but we also want it to be
10 watched very closely as far
11 as (inaudible).

12 CHAIRMAN TAGAVI: Okay. Liz Debski.

13 DEBSKI: Yeah. I still -- I'm just
14 still confused because it says
15 scores of 550 on the TOEFL and at
16 least 250 of the Test of Spoken
17 English and -- are required. So --
18 so they then have to take this --
19 this spoken English part of this
20 test that they presently don't have
21 to take.

22 BLACKWELL: The 550 is the current test.

23 DEBSKI: Right.

24 BLACKWELL: So they have to take either
25 this one or that one.

1 DEBSKI: Now, that's not what it says.
2 It says "and." That's the part that
3 I --
4 BLACKWELL: Can you tell me which page?
5 DEBSKI: It's page 80, so -- because it
6 seems like they're requiring, again,
7 the test that they're taking now and
8 now another spoken component to it.
9 Oh, it's -- I'm sorry. It's in the
10 second paragraph, and if you just
11 skip down, you can see "scores of
12 550," starting at the line.
13 BOLLINGER: Or an equivalent
14 examination.
15 DEBSKI: Well, but first I'm concerned
16 about adding an exam that they don't
17 currently have to take.
18 BLACKWELL: Okay. This says "or," and
19 the equivalent examination would be
20 the on-campus language screening.
21 DEBSKI: Well, but it says scores of 550
22 on the TOEFL and at least of 250 on
23 the Test of Spoken English. Then we
24 get an "or." So -- so as I read
25 that, that's -- that's two

1 components of a test here.

2 BLACKWELL: Right. They can do it that
3 way, or they can do it the other way
4 with the on-campus language
5 screening if they have an old
6 score. And that old score will be
7 in -- valid for another two years.

8 GROSSMAN: May I make an editorial
9 suggestion? After the word "and,"
10 insert the word "either."

11 BLACKWELL: Okay.

12 GROSSMAN: So they have to get -- they
13 have to get a 550 on the TOEFL and
14 either they get a 250 on the Test of
15 Spoken English or they take an
16 equivalent examination. Is that
17 what you mean?

18 BOLLINGER: But I don't think --

19 GROSSMAN: Is that what you mean --

20 BOLLINGER: No.

21 GROSSMAN: -- or not?

22 DEBSKI: But that would make it
23 equivalent to the situation that now
24 exists.

25 GROSSMAN: Right. No, is that not what

1 you mean?

2 BLACKWELL: Brian, do you remember?

3 This is -- the Test of Spoken
4 English, let me just clarify that,
5 that that is given here locally by
6 our Center for --

7 DEBSKI: I've participated in it many
8 times, but that's not -- that's not
9 the thing. I want to know whether
10 or not they must take this, you
11 know, this spoken English test
12 somewhere else. Because where are
13 they getting a 250 on spoken
14 English?

15 GROSSMAN: This is the old text that
16 you're looking at here. Turn the
17 page over.

18 DEBSKI: Ah, that would be it.

19 GROSSMAN: Clean text with proposed
20 changes. The wording's quite
21 different.

22 DEBSKI: (Reading sotto voce.)

23 CHAIRMAN TAGAVI: While (inaudible)
24 thinking about that, are there any
25 other questions? Raphael.

1 FINKEL: Raphael Finkel, College of
2 Engineering. The proposed clean
3 text mentions conditional and
4 unconditional approval. Can you
5 define these terms?

6 BLACKWELL: Yes. They're already
7 defined in the provost policy on TA
8 language screening, and it's a
9 specific score on that. On the
10 mandatory language screening
11 testing, we have a range of scores.
12 And if they are conditional, that
13 means that they can go into the
14 classroom in support roles but not
15 in independent teaching roles for
16 one semester and can be retested.

17 FINKEL: So under the new proposal, then
18 a score of 7 on the IELTS --

19 BLACKWELL: Uh-huh (affirmative).

20 FINKEL: -- would lead to unconditional
21 approval; is that correct?

22 BLACKWELL: Right.

23 FINKEL: And likewise a score of 26 on
24 the TOEFL IBT would be unconditional
25 approval.

1 BLACKWELL: With the stipulation that if
2 the program needs to have screening,
3 language screening onsite, that we
4 will do it with that TA, if we feel
5 that there's a discrepancy in those
6 scores and the actual student
7 performance.

8 FINKEL: Okay.

9 CHAIRMAN TAGAVI: Back to Liz Debski.

10 DEBSKI: Yeah. I'm still -- I'm going
11 to -- I hate to keep, you know,
12 hitting the same point, but it says
13 exactly this. The student have
14 taken -- except now, in fact, it
15 seems like they also have to take a
16 test by a committee of faculty and
17 students, so this is on page 81.
18 You go down to the --

19 BLACKWELL: Yeah.

20 DEBSKI: -- third thing: "For students
21 who have taken older ESL
22 examinations within the last two
23 years, scores of 550 on the TOEFL
24 and at least 250 on the Test of
25 Spoken English are required, and

1 these students must be
2 interviewed." So -- so it seems
3 very different from --

4 BLACKWELL: I don't remember. Do you
5 remember?

6 JACKSON: I think I should simply
7 clarify something, that those are
8 minimum entry requirements of the
9 Graduate School and that those that
10 do not have Internet-based tests
11 would still have to undergo some
12 form of language screening.

13 DEBSKI: So my only point of concern is,
14 you know, I see the TOEFL scores
15 coming in and those are on the
16 written part, and I never see the
17 TOEFL scores coming in on an oral
18 part. And this says now that there
19 has to be an oral score for -- for
20 that, for those older exams. And
21 I'm wondering, because these things
22 are not now posted as requirements
23 for applying to the Graduate School,
24 whether or not those students have
25 in fact taken this test or whether

1 we have a bunch of applications in
2 our office that just have the
3 written part of the TOEFL and not
4 the oral part. That's -- that's the
5 basic question.

6 JACKSON: Let me be sure --

7 BLACKWELL: Okay. Let me -- let me
8 accept as a frequently amendment
9 that we strike "and at least 250 on
10 the Test of Spoken English."

11 DEBSKI: That would do it.

12 BLACKWELL: And that we have mandatory
13 language screening for anybody who
14 got a 550 on the TOEFL but not the
15 new TOEFL or the IELTS.

16 BROTHERS: I'm sorry; can you repeat
17 that?

18 BLACKWELL: No, I can't. Someone else
19 repeat it. Scratch "at least 250 on
20 the Test of Spoken English," just
21 delete.

22 BROTHERS: But keep "are required"?

23 JACKSON: Yes.

24 BLACKWELL: Is, "is required."

25 CHAIRMAN TAGAVI: Okay. Now we have a

1 modified proposal which doesn't
2 require an amendment or anything.

3 One last --

4 WILLIAMS: Dave Williams, College of
5 Agricultural. Does the revised
6 proposal still meet the minimum
7 requirements of the statute --

8 BLACKWELL: Yes.

9 WILLIAMS: -- that you're trying to --

10 BLACKWELL: Yes, uh-huh (affirmative).

11 CHAIRMAN TAGAVI: Okay. Are we ready to
12 vote on this? No, there is no
13 amendment.

14 BLACKWELL: It's a friendly --

15 CHAIRMAN TAGAVI: It was accepted by
16 your proposal, so we consider that
17 as a friendly amendment. Ken.

18 CALVERT: Yeah, sorry, one more
19 question: So this says for those
20 who have taken older ESL
21 examinations within the last two
22 years. So the regs are going to say
23 within the last two years, in
24 perpetuity. Is there intent to have
25 some cutoff date for that after

1 which you will not accept the older
2 exam?

3 BLACKWELL: When we come back in two
4 years, we will have cleaned up
5 language --

6 CALVERT: Okay.

7 BLACKWELL: -- for how it should
8 actually be.

9 CHAIRMAN TAGAVI: Yes, Shelly Steiner.

10 STEINER: Shelly Steiner, Biology. Is
11 there any change in the -- what does
12 it cost students to do this versus
13 what it had cost students? Is there
14 any substantive increase in cost to
15 the student?

16 BLACKWELL: There -- there is always,
17 you know, all of these tests, the
18 price keeps going up. However, they
19 will still just be taking the TOEFL
20 or the IELTS, and those tests now
21 automatically include the spoken
22 component. They are part of the
23 test. So it's not an add-on; it's
24 part of the test.

25 CHAIRMAN TAGAVI: Okay. Are we ready to

1 vote? All those in favor of this
2 proposal, please indicate so by
3 raising your hand. All those
4 opposed? Abstain? It's unanimous;
5 motion carries. My deepest apology
6 to Jake Karnes and, of course, to
7 the previous ombud.

8 BROTHERS: Kaveh, can Jeannine do the
9 next one so she doesn't have to
10 return?

11 CHAIRMAN TAGAVI: Okay.

12 BLACKWELL: This is just --

13 CHAIRMAN TAGAVI: We're going to
14 continue for one more. Of course,
15 Jeannine, please tell us the next
16 one.

17 BLACKWELL: The next one is real
18 simply. It's accepting the
19 Cambridge test officially as one of
20 our foreign language international
21 student application admissions
22 requirements. And the standard at
23 6.5 for the total test is reflective
24 of our benchmarks, as you'll see in
25 the proposal. And this would also

1 go into effect -- we have actually
2 been doing this defacto on a case-
3 by-case basis where we accept, you
4 know, and approve one of these
5 scores from IELTS, but this would
6 allow us to put it into our
7 literature. Brian --

8 CHAIRMAN TAGAVI: Comment.

9 JACKSON: (Inaudible) we're also asking
10 for the approval of the IBT minimum
11 score.

12 BLACKWELL: Oh, yeah, and the IBT, it's
13 the new TOEFL scoring system.

14 CHAIRMAN TAGAVI: Are there any
15 questions on that right there? Does
16 it require a motion or second? All
17 those in favor of item number 11,
18 please indicate so by raising your
19 hand. Opposed? Abstain? It's
20 unanimous and carries. May I --
21 this might not take more than two
22 minutes, and I feel bad for Jake
23 Karnes, who's a visitor, not a
24 regular member of the Senate. Let
25 me just put this -- give the

1 background. From time to time,
2 you're all familiar -- I am, as a
3 faculty member -- with students who
4 come with a letter and ask for
5 accommodation because they have
6 disability. From time to time
7 faculty members or instructors ask
8 the authority of that, and of course
9 this is a federal law and university
10 policy. But Jake Karnes, who is the
11 Director of Disability Resource
12 Center would like to have a minute
13 of the Senate -- this is not in the
14 rule, per se; it's a minute of the
15 Senate that we are asking you to --
16 we have already, at the Senate
17 Council, endorsed this. And Jake is
18 here to ask you to endorse this so
19 that when instructors ask the
20 authority of these requests, Jake
21 could say it is your own faculty,
22 your own Senate, who have
23 enthusiastically endorsed this.
24 Jake, do you want to add anything to
25 that.

1 KARNES: You all are in a hurry, I'm
2 sure. That pretty much says it
3 all. I would say that there are
4 probably 1200 (inaudible due to
5 coughing) students and faculty
6 members this semester, so it's a
7 significant number of students
8 reaching out to a significant number
9 of faculty members who in turn are
10 working together to provide the
11 accommodations.

12 CHAIRMAN TAGAVI: Does anybody have a
13 comment on this or a question for
14 Ken -- for Jake? Yes, name?

15 SMITH: Richard Smith, Psychology. I
16 don't want to hold things up, but is
17 there any reason why there should be
18 a timing of when the letter should
19 be given to an instructor? Is that
20 ever --

21 CHAIRMAN TAGAVI: Is that part of the
22 resolution we are asking you?

23 SMITH: Well, I don't know. I'm just
24 raising this issue. If it's not
25 appropriate --

1 CHAIRMAN TAGAVI: But that's not
2 necessarily relevant to what we're
3 asking you. It's a very important
4 question, and we can discuss it some
5 other time, but just to --

6 SMITH: Well, I'll just raise that for
7 another time, then.

8 CHAIRMAN TAGAVI: Okay. Are there any
9 questions regarding what we are
10 asking -- Jake is asking the Senate
11 to support and endorse? Okay. All
12 those in favor of supporting this
13 resolution, endorsing it, please
14 indicate so by raising your hand.
15 All those who are opposed, same
16 signs. Abstain? It's unanimous;
17 motion carries. Thank you for your
18 patience. See you next time.

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1 STATE OF KENTUCKY)

2 COUNTY OF FAYETTE)

3

4 I, ROBYN BARRETT, CSR, the undersigned Notary
5 Public in and for the State of Kentucky at Large,
6 certify that the foregoing transcript of the
7 captioned meeting of the University of Kentucky
8 Senate is a true, complete, and accurate transcript
9 of said proceedings as taken down in stenotype by
10 me and later reduced to computer-aided
11 transcription under my direction, and the foregoing
12 is a true record of these proceedings.

13 I further certify that I am not employed by nor
14 related to any member of the University of Kentucky
15 Senate and I have no personal interest in any
16 matter before this Council.

17 My Commission Expires: November 24, 2007.

18 IN TESTIMONY WHEREOF, I have hereunto set my
19 hand and seal of office on this the 21st day of
20 January, 2007.

ROBYN BARRETT, CERTIFIED SHORTHAND
REPORTER, NOTARY PUBLIC, STATE AT
LARGE, KENTUCKY

