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UNIVERSITY OF KENTUCKY

SENATE MEETING

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FEBRUARY 13, 2017

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KATHERINE MCCORMICK, CHAIR

ERNIE BAILEY, VICE-CHAIR

KATE SEAGO, PARLIAMENTARIAN

SHEILA BROTHERS, ADMINISTRATIVE COORDINATOR

LISA GRANT CRUMP, COURT REPORTER

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MCCORMICK: Good afternoon; we're ready to start. I appreciate you signing in. We're old school today. We have no administrative support, except that we have Ms. Begley, who is from -- on loan from the Staff Senate and, of course, our transcriptionist, and somewhere is our parliamentarian. So it's not -- no, we just don't have our usuals. And so again, welcome. We have a full day for you today and hopefully some interesting things to talk about. And so, let's see -- so no clickers; sign in please.

So, again, remember we try to follow Robert's Rules of Order. We have a parliamentarian here to help us manage that. As always, be civil, be a good citizen, and participate. One of the things that I enjoy about this Monday afternoon is having the chance to listen to you guys and -- and hear from multiple perspectives across campus. So if you've signed in; we'll get started.

We begin the day with a discussion from -- with the Chair of the University Senate, President Eli

Capi louto.  
CAPI LOUTO: Thank you, Katherine. It's great to be here today and a belated welcome back for this semester. While I haven't seen the Broadway play, Hamilton, I was immediately drawn to its lyrics and then got interested in Ron Chernow's book, which I read, and then I read Lin-Manuel Miranda's and McCarter's book on -- on how they put that play together. Fascinating. Hip hop, rhythm, rhythm and blues and traditional theatre.

But one of my favorite lyrics in that song is a -- in that play is how lucky we are to be alive like that. Made me think of today. And if you -- if you read Chernow's book, when Eliza sings after her husband Alexander, it's not so clear that's it's lucky to be alive.

I mean, we barely defeat the British. Our alliances with France are shaky because they are about to go through a revolution. We're broke. In fact, we owe tens of millions of dollars. We have no central government, no central bank, no way to pay it and we're, in many ways, lost and staggering, but we make it as a country.

And in the midst of all that, our founding fathers weren't shy about writing under pseudonyms in the newspapers and personally assaulting one another and sharing personal indiscretions. So it was a turbulent time.

And even with all our challenges today that many of you send me e-mails about and so forth, I still think it's a lucky time to be alive, and a fortunate time, when we confront all the things that seems to be on our front burner from immigration, justice and civil rights, equalities, speech, free speech, trade.

And I think back on a lunch I had last week with a group of students. They represent the different Greek organizations we have on campus. We have a traditional group. We have a traditional African American group. They all had different perspectives.

One of them shared with me at the table, you know what, I thought all the hard work was done. I thought the problems were solved. I didn't think we needed to have the hard conversations, but we were all wrong. Not all the work is done. Not all the problems are solved and we need to have the hard conversations. And that is the case.

And I am fortunate that I know they're having those conversations with you. Because one of the things they did say to me, the most productive and

constructive space to have those conversations is in the classroom. So I salute you and I have great faith in how you will guide our students forward.

That conversation also made me think back to when I was their age. I went to college in 1967. I grew up in Montgomery, Alabama. I remember the day Rosa Parks sat on the bus and wouldn't get up. I was just six or seven years old.

It would be ten years later before Dr. King would lead the march upon my high school in Selma. I remember that day.

And I never fully understood it all until I got to college and took a very enriching course in African American history. It brought together a new context, a new perspective that affects me to this day.

So all these issues that swirl around us, that we seem to wrestle with again as a country, I think it's healthy, and I think it's most fortunate that these students, who are under our (inaudible), will have all those conversations and learn from you.

Now, I'm going to open it up for questions. I know some of you have asked me about legislation in front of the General Assembly, but before I do, I want to just mention immigration with gratitude to Sue Roberts in the International Office.

We now communicate with the campus, and we have 1700 students, and 800 scholars, from abroad, who are on this campus. And Sue's office has been tremendous in supporting them. Our Provost, our counseling center, the support services, the advice we're giving on travel and, of course, yes, we will obey the law, but I want to make clear, if you didn't know already, I respect privacy when it comes to student records, and we will adhere to those laws, as well.

I closed in my e-mail to the campus with a quote that we shouldn't let these times drive us apart. It's a time that we should turn to one another and be mutually supportive. And I was so pleased with some of the responses I got. In particular, a staff member in the hospital said, my house is open. Anybody who needs a place to stay, a haven, please, I'd be honored to be of support. And I've heard those comments as well from others.

So thank you all very much for making this a welcoming community where I think our students and visiting scholars

have a sense of belonging. Now, with that, I'm going to open it up for any questions you may have and -- yes.

JONES: Davy Jones, Toxicology.  
Without going into any specific cases, can you elaborate a little bit on what kinds of issues our staff and students, who are from overseas, are encountering right now that we're assisting them with?

CAPILOUTO: Yeah, I believe Sue is here and Sue is going to make a presentation and elaborate on all of those things, Davy, so I'm going to yield to her. Yes.

FARRELL: Well, first of all, I want to thank you for quoting Hamilton, as a theater professor, and especially for mentioning those two texts. I've actually used those texts in my --

SEAGO: For our reporter today, can you give your name, please?

FARRELL: Sorry. My name is Herman Farrell, College of Fine Arts.

SEAGO: Thank you.

FARRELL: Thanks you, sorry. So thank you for that.

Thank for being here and being willing to share with us your thoughts during this time of potential turmoil.

Yesterday, in the New York Sunday Times, there was a quote from a Kentucky legislator, who had contacted, I think, somebody in another state to ask about what advice they would have with regard to making the changes that they feel that are necessary. This was an article about Republican Party officials taking over a majority of state houses in the last couple of years.

And so the question was asked, what -- what should we do. And the response was -- I think it was from Wisconsin -- move quickly. And so, I guess my question to you is, is there anything coming -- coming up in the next couple of months, especially while the session is still going on this month, that we need to be concerned about with regard to the controls over the university?

I know that we've got issues with regard to what's occurred down at the University of Louisville, but is there anything else coming in terms of legislation that we need to be concerned about and need to prepare to respond to this (inaudible)?

CAPILOUTO: Well, we closely track legislation at the state level and at the federal level, and on particular items where we need to turn to experts, we do, across our campus. For instance, there are questions about the charter school

bill, and we turn to people in our College of Education to get advice and input.

I am -- I do recognize that, you know, the people have spoken, and people are expecting change and people are responding. We have good relationships with leadership in the house and senate, and we have good staff that work, answer questions, are supportive, make clarifications when needed to.

I also appreciate the opportunities we've had to provide input on various pieces of legislation. The one about (inaudible), in particular. Senator Stivers has asked for input. He's been very genuine about receiving that input. And I see that across other pieces of legislation.

And I know some of the more controversial ones that I would hope we would have time to digest, to understand what it really means for our college campus, I'm encouraged by what I'm hearing about not considering those during this session. And the gun bills are -- are some of those, you know. Let's figure out exactly the implications of all of this. So that's where I think we are. Yes.

MCGILLIS: Yeah, Joe McGillis, College of Medicine.

And you'd brought up the -- the gun bills, Senate Bill 7 and House Bill 249. Do you have an official stand on that and can we expect those to see any movement, do you think, in this legislative session?

CAPILOUTO: Yeah. I mean, I'm just pleased that I think I have good assurances from people who monitor this closely that these bills aren't going to be considered during this session, and we have time to talk about them, because they are manifest in different ways.

I think it's an important opportunity as I've talked to our student leaders. There are different groups on campus that have different perspectives about this. I think it's a healthy opportunity for you to listen.

I do favor what we have in place now, which is this is a responsibility that is held by the universities within the law, which means, you know, somebody can't have a gun on campus; it has to be kept in their car. That was proven in -- determined in a court case, I think the first year I was here, and I think safety and security on our campus is best served by that.

FARRELL: Thank you.  
CAPILOUTO: Yes, Lee.

BLONDER: Lee Blonder, Medicine.  
I have a question about the implicit bias training. How would faculty that want to give feedback on that program go about doing so?

CAPILOUTO: I could give you a couple of answers, but let me get back to Katherine and I'll let you know, so we can channel it the right way.

BLONDER: Okay. And the other question I have is will you be measuring outcomes from that training?

CAPILOUTO: I -- I think we use a variety of ways to get feedback and we certainly welcome it, yes. Yes.

DEBSKI: Liz Debski, A and S.  
I'm just wondering if you could give us sort of a outcome of -- on the university budget for the next year. You know, as you did say, (inaudible), and I didn't know how far to take that analogy. So, you know, about the merit pool and everything like that.

CAPILOUTO: Sure, the performance funding?

DEBSKI: Yeah.

CAPILOUTO: So unless somebody wants me to go into detail on the performance funding, I won't. But, you know, just to say that there are a variety of outcome metrics that focus on -- on degrees and credit hours, and they're weighted for whether somebody receives degrees in the stem field or is from an under-represented minority group, and the credit hours are weighted according to whether they are baccalaureate degrees, master's, professional and so forth.

Then there are some across the board pools of monies that address your operations and maintenance and how much you spend on student services and so forth.

So the -- in working through these -- these various models, on the University of Kentucky, and this isn't final, because all the data is not in, comes out slightly ahead \$80,000, \$100,000. Not a lot of money.

And then over the next four years, there are different sort of (inaudible) clauses, and how those click in at a one percent level, two percent level.

And so the reason I share all of that with you is I don't think there's going to be a lot of movement within the state fund. And I think, given some of the challenges we have, with pensions and Medicaid costs increases, there is still going to be a lot of focus on those. The Governor was pretty bold about tax reform and taking that on, and I don't doubt that guy when he says he's going to do

something. So I think he will wrestle with that. What it's going to look like, I don't know. What opportunity it may have for funding for our education, it's uncertain. But I don't see a lot of volatility in our state fund in the next couple of years.

So we've already started the processes we go through, and when we look at what's essential to run the -- the university and we factor in things we'd like to do, like compensation plans and so forth, we start looking for all the efficiencies we can find through our operations to reduce costs, and we're at the beginning of that process.

DEBSKI: Are we going to be increasing the student enrollment next year?

CAPILOUTO: I hope we are increasing the student enrollment, because more students are staying with us and we're not losing 20 percent in the first year. So I do hope the enrollment goes up because of greater retention. But we're not planning on dramatic increase in the freshman class. Thank you.

CROSS: Al Cross, Communication and Information.

The university has been a great beneficiary of the expansion of the Medicaid program. That's another thing the Governor says he wants to scale back and there's also big questions in Congress about that. Does the university have a lobbying position on that issue in Frankfort and Washington, and if so, what is it?

CAPILOUTO: I don't know if you could call it a lobbying position. We certainly will comment on whatever plans surface on Washington. I've only seen speculation thus far, and mainly, I talk about block grants, you know, that would set a (inaudible). It wouldn't be an open-ended plan, so you'd start controlling costs. What would be the implications in the state, across all the states that have adopted Medicaid? We do, when we plan our budgets, try with the best information we can garner, to anticipate what the implications will be for our revenues and with patient care. Okay. Thank you very much.

MCCORMICK: So Sue Roberts is going to share with us more information about the issues of immigration. Thank you.

ROBERTS: Thank you very much for having me, and I do appreciate the interest of all senate members in this issue.

At the University of Kentucky's International Center, the last couple of weeks have been a little bit of a roller coaster, I guess, is one way to put it,

as we've been dealing with the out -- outcomes of this Executive Order that was filed.

So I'm going to take you through a brief summary of what's been going on, and I know probably very many people here are very well informed about the Executive Order, but just I wanted to kind of give a big picture overview of what are the basics of this order and how it effects universities and then who is impacted at the University of Kentucky. Why are we concerned about it, in particular, and what has been UK's response to the Executive Order so far?

Then I'll go into a little bit more detail on the effects on our students and scholars and some of the plans we have to support those students and scholars in the future -- now and in the future. And then maybe at the end, I'll just address briefly what faculty and staff can do to help this -- in this situation.

So the basics, as you will recall, are that in -- on -- late on Friday afternoon, January 27th, President Trump signed an Executive Order called Protecting the Nation From Foreign Terrorist Entry into the United States. In brief, what that Executive Order did was put a halt on the refugee resettlement program, especially from Syria, but it affected other refugee resettlement programs, and it suspended entry into the U.S. for visa holders from seven named countries, and these countries are listed up here.

So it's this last bit that's of particular interest to universities. While we may care about refugees and refugee policy, it's this last restriction on re-entry or on entry to the U.S. for visa holders from these seven countries that has affected us most directly.

You may recall at the beginning that came on a Friday afternoon, it was a very chaotic and disturbing weekend. There was lots of confusing information in the news media. There were lots of confusing and conflicting reports of experiences at various border crossings and airports and such. And in the International Center, we did our best, and in the Main building, people were paying close attention to what was going on. There had been some leaks of the draft of the Executive Order before that time, so we knew something was going to happen. We just didn't -- weren't quite expecting it that Friday.

Since then, there have been



ongoing interventions and rulings by judges in various districts. I'm not going to go through them all. The one that's been -- kind of had the most traction was the July -- sorry, February 4th ruling by a Washington State judge in the 9th Circuit, which was appealed immediately by the Whitehouse and then upheld.

So right now we're in this situation where nothing is really finally settled, but right now there's kind of a timeout on the enforcement of the Executive Order. It hasn't gone away, but there's sort of a timeout, is one way to think of it. So it's not in force exactly. It's not fully in force right now, but we have an uncertain future to deal with on this issue.

And then, of course, this Executive Order itself came after the campaign rhetoric and political discourse more widely that has revolved around these two terms, extreme vetting and Muslim ban. I just mention that because these are the terms that have caused the most, or a good deal, of concern on the part of students at UK.

So who is impacted? Well, most every university in the U.S. has been impacted by this Executive Order, and, of course, we're not no exception. We neither have very high numbers of international students, nor very low. We're kind of in the middle of our benchmarks. We're in the middle of SEC on this. So it's no surprise that we have also felt the affects of this Executive Order.

As of fall, and I'll just use fall data for now, we have about 1700 international students and about 800 scholars, as President Capilouto said, on our campus. Of those, only 118 are directly impacted, in that they are citizens or hold citizenship of one of the seven impacted countries. We have some residents in our medical programs and health programs from the seven countries. We have eight residents in that category.

In terms of where they're from, the majority are from Iran. So this is where the 118 students and scholars are from. So the majority, 64 percent, are from Iran, who are here on campus; 30 percent are from Iraq. So just those two countries alone contain the bulk of our affected students. We have some from Syria and Libya. We don't have any from Sudan or Yemen either.

The impact across programs is also a little bit uneven. So I don't

know if you can read this in the back, but these are the academic programs which are -- have -- in which the 118 students and scholars are enrolled. So the majority are in the sciences and in engineering. So this is spread across Colleges of Engineering, Agriculture and A and S. Can I take questions at the end?

JONES:  
ROBERTS:

What do you mean by scholar?

So these are like post-docs, for example. It could be a post-doc or it could be a visiting scholar, somebody who got a full ride who has come here to work with a faculty member personnel. This is just those programs which have two or more. We have lots of programs that just have one.

So what -- what was UK's response? Well, on Friday afternoon, the staff in Bradley Hall, which is where the International Center is, sort of knew that something was coming. There was a lot of chatter on the internet and students were telling us they were getting worried about a draft that had been leaked of the Executive Order. So we sent a precautionary message out via e-mail late on the afternoon.

It turned out it was almost exactly at that moment when President Trump was signing the Executive Order, but we didn't -- we weren't aware that he was signing it. We were aware that it might be coming.

So we sent out a message that was basically a reassurance and that we were on it and that, you know, that we would have -- have some resources for students.

Then on Sunday when it -- when it became apparent not only was the Executive Order signed, but that it was being enforced somewhat unevenly across -- for the border crossings, I sent a message to the deans just telling them that, hey, we've contacted these students. We know who they are. We're, you know, we're kind on this -- on this issue.

And then, of course, the Provost and the President sent out a joint e-mail to the whole campus on Monday which was, I think, very -- very reassuring and a very carefully considered message, and I think meant a great deal to those 118 students and their families who are here with us.

On that Monday also, international students and some student leaders from student government, for example, requested a meeting with UK IC staff, so we met with them and just kind

of talked them through some of their concerns and listened to them. That was probably the most important thing we did on that Monday morning. And then the students, as you probably know, organized their own march on Thursday with full permission of campus authorities and in compliance with campus (inaudible).

So what have been some of the effects? Well, it -- it's kind of a simple one, the first one is disruption of studies. But, as you know, when you're dealing with young people far away from home, in many cases very far away from home, anything like this can kind of derail them from their reports and their projects and their studies. So we've noticed that. A lot of people are very concerned, tracking all -- all the news they can find on the media and just kind of becoming very concerned about following what's going on. So I think that did cause some disruption of studies. Hopefully, not too much.

In terms of concerns that students have voiced, this is anything from students who have, let's say an elderly parent who is perhaps hospitalized (inaudible) and back home in Iraq, should they go visit this person? Well, when the Executive Order was in effect, the answer was no, you really shouldn't because you -- if you want to get back into the United States.

So there are other students who bought tickets home for the summer and they're non-refundable, so they're worried like will I, you know, not only will I not get my money back, but will I be stuck in Lexington and how am I going to make it through the summer, for example. And then we did have one scholar whose wife was outside of the country and was unable to get back in. She is now back.

So the fears are in part about that. It's apart -- in part about how will it be? Will I have to stay in the U.S. until I finish my degree no matter what happens at home that I might want to get home to take care of, but there are also fears, in general, about climate. And this is something where I think faculty and staff really can help and where the messages from the President and Provost have also helped. And this is just students whose -- who feel now slightly afraid on campus. We have had reports of students being harassed on campus and verbally kind of intimidated.

So I think there are -- there's -- there's -- there's a background and a reason for some of these fears. And, of

course, some of them have become a bit more about (inaudible) about who I -- am I really welcome here given the current politics.

We do have an impact already on international student retention. Some DGS's have reported students are applying to Canadian programs to switch out of their UK program and change to a Canadian university, for example. I'm not sure how -- how much of a concern this is right now.

And I can tell you definitely -- I just got back last night from India where I was, in part, doing some student recruitment work, and there has definitely been a chilling effect from the Executive Order, but also, in general, from the change of administration on international student recruitment. But of course, that's not just a Kentucky problem. That's felt by many, many universities across the -- across the nation.

The students' worries are -- and some of them are around what might happen in the future, and some of these are kind of well-founded and others are not. They're founded on rumor and innuendo. So it's up to us to kind of help students sort that out. But they are very worried that if the Executive Order does somehow get reformulated or reinstated that it will be expanded to other countries. And it particularly affects students from Pakistan. Many of -- we have many students from Pakistan and they are genuinely concerned that while they are here and fine right now, this may not be the case in the future.

And even though -- and even students from Indonesia, Malaysia, other countries, are also worried about this because they hear the talk about Muslim ban, and they're from a majority of Muslim countries, and so they are worried, even though there is nothing to indicate that those countries would be included even in an expanded executive order.

The second thing that concerns -- probably concerns us at UK, I see more than anything, is the discussion that's been swirling around H-1B Visas and J-1 Visas. So just in case you don't know; J Visas are usually held by people like post-docs or people who come in to do rotations in medicine, things like that. Those are typically J Visas. Fulbright Scholars are typically J Visas. H-1B Visas are held by that -- let's say you hire an assistant professor from -- who isn't a U.S. citizen. They would come in

on an H1-B Visa and they would remain on the visa as a skilled worker from outside of the U.S., entitled to be here.

So we're worried about what's going to go on with those categories, and we're watching the legislation and the discussion very carefully on both of those. And nothing has happened yet, so no need to panic and no need to spread any kind of fear among students or scholars or colleagues, but we're just watching very closely to see what might happen.

And I should note, that even Green Card Holders, these are permanent residents of the United States with a legal status, full legal status, have been worried. In part, because there was some confusion at the very beginning in the implementation of the Executive Order, and they were kind of caught in the net at the very beginning of that. So there's ongoing concerns on -- on the part (inaudible), even though there's really no need for that right now.

I'll just mention there are two other kind of ongoing immigration things about which the UK International Center does not have full information and about which we are not -- we don't have jurisdiction over these, but people sometimes kind of bring them all into the same basket, so I'm going to just mention them.

The first is about DACA, which you may or may not know is -- is the name given to the dreamers or the DREAM Act, so called, passed by President Obama, that gave -- kind of gave certain -- certain rights to students -- I'm sorry, to people who were brought to the United States as children, but brought here illegally.

So we are -- we have some students in that category so, of course, we're very concerned about it, but it's not in the jurisdiction of the International Center and it's not something that we're actively working on right now.

And the other thing is just the raids that went on, but have been going on for a very long time actually, by ICE. But these are just upping the -- the fear about immigration, I think.

So what are we doing to support students, because that's the number one thing for our office, is to think how can we support students, how can we keep them on track to be students, to be scholars, to be learning here at the University of Kentucky? Well, the first thing is we've got a Q & A set up for

international students that will include some immigration attorneys from the community, and we're doing this in collaboration with BCTC because they're facing many of the same issues. That's coming up later this month.

The Provost office is organizing an immigration forum, a discussion that will be kind of student-centered, and I believe will take place in March. Date TBA. The President has organized a luncheon and -- and is inviting some Muslim students and some international students, and I think that will be very meaningful for those -- those communities also.

And various offices on campus are reviewing protocols regarding how we release information to federal agencies. And we're working very hard with the various (inaudible) on campus. For example, resident life and housing, to think about if students are, indeed, stuck or stranded in the United States here on campus this summer, how can we provide some affordable housing for them, and what can we do about any kind of on-campus employment opportunities.

These are all very, very early day discussions and, of course, we don't even know if they're going to be necessary or needed.

What can UK faculty, itself, do during this kind of problematic time? I think the first thing is just be a little bit informed. There's no need to become suddenly some pseudo immigration attorney; that's a bad idea, but you can just be informed of the general kind of lay of the land here. And pay attention to vulnerable students and scholars and colleagues. I think that's very important. Just -- just a how are you doing means a lot. It means a great deal. And it kind of acknowledges that, you know, somebody's life may be turned upside down and kind of it's a little bit of nice gesture.

You can refer anybody who needs to, to the University of Kentucky International Center for information and advice. Again, we don't offer immigration attorney services, but we offer referrals to immigration attorneys. And if there's somebody who is in distress, the UK Counseling Center is prepared and well-prepared to handle -- handle cases from the international students and scholars. And if somebody has suffered any kind of bias or harassment, they could be encouraged to report it to the bias incident report team, which has been handling these

matters. So that is that for me.  
MCCORMICK: Will you take questions?  
KEARNEY: Yeah, Paul Kearney from the  
College of Medicine.  
I was a little bit -- if you  
back up to the previous slide, if you  
would. This is a question actually for  
you and our President. So I'm looking  
at, bullet point number 4, and what is  
the responsibility. I mean, that, to me,  
looks like sort of we're going to rat  
them out where they're coming --  
ROBERTS: No. No.  
KEARNEY: So the question becomes, like  
for instance, I run surgery on Sunday, we  
don't -- we know people are undocumented  
and we provide care for them. We do not  
ask -- we don't ask where they come from.  
We don't want to know where they come  
from. We take care of them, but we're  
also protected by HIPPA. So if they  
come, we can just say their records are  
private; their personal health  
information.  
I'm wondering here what  
protections we can afford these kids that  
are on UK's --  
ROBERTS: Are you talking about DACA  
issues in particular?  
KEARNEY: Huh?  
ROBERTS: Are you talking about DACA  
students?  
KEARNEY: No. No. I'm talking about the  
kids on Visas, the H1-Bs and J ones. How  
do we protect them against the -- bullet  
number 4, where federal agencies are  
prying in here to ask how many kids we  
have from these particular areas?  
ROBERTS: Actually, I don't think they  
would ask you those questions because if  
you have a visa, you're already known to  
the federal government. Right? You are  
-- immigration knows about you, and we  
are an immigration authority. We have  
(inaudible) authority, so we issue visas.  
So we work very closely with the  
University authority. So there are  
certain legal reporting requirements in  
that relationship that we will uphold.  
I think what you're referring to  
is, you know, some kind of other, some  
side way of asking --  
KEARNEY: Correct.  
ROBERTS: -- and I think that's where  
we're in consultation with legal  
authorities to find out what's -- what  
our response will be. We -- we're in the  
early stages of those discussions. Yes.  
INAUDI BLE: Yes, (inaudible) from Dentistry.  
I was wondering, out of 118  
students there, you know, is your office  
reaching out to them? Because some of  
these individuals may be even scared to

approach individuals at UK. I don't know if there is any basis for that, but I'm just thinking that that may be the response, that they're afraid to even approach the University.

ROBERTS: Yeah, we -- so that e-mail that we sent out when we thought the -- the Executive Order might be signed, that was to those students and those students only. So yes, we are directly reaching out to them and we've been updating. That's not the only communication we've had with them. And we've also been communicating with all international students and scholars because, I mean, I've even had students from Japan be worried about it.

So there -- there's a lot of nervousness amongst international students in general, but yes, we are specifically reaching out to those students.

INAUDIBLE: And the response has been? Have these 118 students reached out to you?

ROBERTS: Yes. Many, many of them have. Yeah. I believe that we have a great deal of trust between our international students and people who work for the University, especially, the international students, yeah.

MITCHELL: Richard Mitchell, Dentistry. This may be the same question, but I just want to make sure I heard it. What is our relationship with international students who may be undocumented? I -- I listened to this fellow, Stephen Miller, yesterday on Meet the Press, and it was really scary, about maybe a different sort of relationship between ICE and undocumented people. And it's hard to tell whether ICE is more active than they've been, but that may be the case.

ROBERTS: Yeah, I don't want to answer a question about the undocumented students because actually they are not in the jurisdiction of the International Center's office. I think that many people share your concerns. I know that it's not something that people haven't been thinking about, but I -- I can't say much more than that.

I can say more about the -- the seven -- the students from the seven affected countries from the Executive Order, but the wider concerns about DACA, I can't really discuss.

VISONA: Monica Blackmun Visona, School of Art and Visual Studies.

Is there an agency or organization on campus that does provide support for students who either are -- are part of the dreamers who (inaudible)



been (inaudible) being undocumented, being having illegally entered the country or students who have family members who are facing deportation? Who do we address -- who do we tell our students to talk to?

ROBERTS: Well, again, that's a question about the undocumented --

VISONA: And I know you don't know that, but do you know who would be at the University that might help us?

ROBERTS: The Provost might help us.

TRACY: So maybe -- maybe I can shed a little bit of light on this. So remember that when students apply to the University of Kentucky, we don't ask them for their documentation status. So we simply say, did you graduate from a recognized high school in the United States. Now, an international student we would know, because they're coming from international high schools, so we know that and that they're on a visa. The DACA students, we don't ask that question. So we don't know who all those students are and we don't try to know who all those students are.

We simply ask, did you graduate from an approved high school in the United States? Do you have a transcript? And that... So some of them will report to us and some don't. We don't know who all those students are.

We will do what the law says we have to do in terms of when they have a subpoena and court order, we'll follow that, but we don't provide that information and so we don't try to go down that path.

VISONA: Maybe just for clarification on that, I'm not sure of the rules in Kentucky, but I do know in some states, students who do not have a Social Security number, who do not have proof of residency, are not able to get in state tuition. If a student graduates from a Kentucky high school, do we offer them new in state tuition even if they're undocumented?

TRACY: Yes.

VISONA: That's -- that's helpful.

CAPILOUTO: Yeah, that's statute.

TRACY: Yeah, we do, and out of state.

I know I've met one or two of these students and told me, but otherwise we don't -- we don't track this. We simply say, did you graduate from a U.S. high school, and if so, do you have that proof of graduation.

CAPILOUTO: But the DACA students had to register, as well, with immigration services.

UNIDENTIFIED: They've already registered.

VI SONA: They -- they have registered. But if they have not registered, the question might be, then, for students who have not registered with DACA, but are undocumented or for students whose families or family members (inaudible) undocumented, is there an organization here on campus that can provide them with assistance?

TRACY: I think we would refer them to -- we have a clearinghouse and refer them to immigration attorneys, but we don't provide those legal services. But we have attorneys that are on staff and that we refer them to (inaudible), but we -- we're not the legal authorities for them. We refer them to people who will do that.

VI SONA: So who would be the -- would it be counseling service? Would it be community of concern? Would it be some (inaudible)?

TRACY: Yeah, that's -- that comes through our office of General Counsel and that -- in working with our other groups like the enrollment management and student academic life, is how. If they go through all those, we'll get them to the right place.

VI SONA: So if a student comes to us for assistance, we should direct them to the Office of General Counsel?

TRACY: You could go to that directly, but you -- Victor Hazard, I saw him back there in the room somewhere, Victor, Interim Provost for Student and Academic Life, you can direct them to them or to our enrollment management with Don Witt. Any of those folks will help you get to the right place.

VI SONA: Thank you.

BLONDER: Lee Blonder, Medicine.

Are there any thoughts from any administration or student groups or other groups on campus to make this a sanctuary campus?

CAPILOUTO: The question is about making this a sanctuary campus. If you follow this in the media, it is unclear what a sanctuary campus is. It's not a clear definition.

What we're operating under are the guidelines and laws that we have shared with you today to provide support for our international students, and -- and we're going to be quite rigorous in providing that support. I hope you can tell from Sue's presentation how seriously we take this (inaudible).

When I was in Washington in December and we visited every congressional office, I brought up the issue of immigration and our students, and every one of those people are

interested. They're receptive. They want to learn more.

I think one of the things that will happen because of all of this swirl, it is -- it'll precipitate some action in some way that people realize that we've got to address these matters and not leave them unanswered.

GROSSMAN: Bob Grossman, A and S.  
A comment and a question. You said permanent residents don't really have a reason to be afraid, but the -- it's hard to tell what -- different people in the administration say different things.

But from what I understand, they are still discerning that the Executive Order continues to cover permanent residents. They're just choosing not to enforce it right now, which, of course, means they could choose to enforce it at any time. So I wouldn't say that permanent residents have nothing to fear.

ROBERTS: Okay. I misspoke in that case. I think one of the things I was trying to stress in this afternoon's presentation is that we do need to take this very seriously. They're not crazy. All right? And I think what I was trying to suggest is that it's not crazy to think permanent residents may have some fear, but right now, they can come and go, right now.

GROSSMAN: Yes. Right now, they can come and go.

The -- I also have a question for President Capilouto. The Association of Public Land Grant Universities wrote a -- a public letter and there is hundreds of universities on that. UK is not one of them. I'd just like to hear your reaction on that.

CAPILOUTO: Yeah, sure. So we get solicited all the time to sign letters, a variety of letters. We work with our federal representatives. We talk to our congressional offices to make clear our position. Our letter -- the Provost letter and my letter is posted on the APLU website. So I think we're clear about where we stand. I'm just cautious about signing every letter that comes (inaudible).

ROBERTS: The patient gentleman in the back.

YEAGER: Kevin Yeager, Arts and Sciences. Dr. Roberts, it's recruitment season. So programs all across the university are getting ready to send letters out to perspective students, including international students.

So given the uncertainty at the national level about the broad

enforcement of this Executive Order, vis-  
...-vis the activities of the judiciary,  
what advice do you have for programs and  
the university that are planning or  
engaged already in trying to recruit  
people from these countries? Should we  
just pretend that nothing is happening  
and do business as usual or should we  
pause and wait and see? What's your  
position?

ROBERTS: Are you talking about graduate  
students who --

YEAGER: Graduate students primarily.

ROBERTS: Yeah, this is a group that is  
- is predominantly graduate students. I  
think that we -- we're trying to convene  
a meeting of the DGSs who are  
particularly impacted by this. It's a  
very difficult decision to know -- to say  
exactly what individual programs should  
do in individual cases.

I know that there's some even  
more difficult cases where students were  
admitted last year, but got their visas  
late, so what -- what happens now? Have  
their visas actually been revoked and  
lost? So I think that I would refer you  
to Elizabeth Leibach, who is the Director  
of International Student Scholar  
Services. I mean, maybe she can work  
with you on particular cases (inaudible).

YEAGER: But there's no broad advice for  
all the programs in the university?

ROBERTS: We do not broad advice, no.

DZIUBLA: Tom Dziubla, College of  
Engineering.

I do have a quick question on  
what your experiences have been. I've  
heard rumors that this Executive Order  
had caused some confusion and perhaps  
some delays in students receiving visas  
outside of the seven targeted countries.  
Is -- is that -- is that something that  
you've been seeing as a slow down in that  
at all or no?

ROBERTS: No, actually we haven't.

DEBSKI: Liz Debski, A and S.

I'm wondering if  
there's anything active that you're  
doing? So basically, this all seems  
passive and reactionary, and I'm  
wondering, is -- is the university taking  
any stance or -- or currently lobbying  
our senators or anybody to -- to try to  
influence what seems to be a new  
Executive Order coming down.

ROBERTS: Well, Liz, I would -- with due  
respect, I would take exception to your  
characterization of this being passive or  
reactionary. Our number one concern in  
the International Center is to take care  
of the students in our charge, so we are  
very concerned --

DEBSKI: You can't promise them that things are going to be okay.

ROBERTS: Well, no, we're not in charge of the --

DEBSKI: That's right. And so -- so what I'm wondering is, is there anything you're trying to do to try to influence what is -- what is going to come down next?

ROBERTS: I think that our President and our Provost and their team, are very closely attuned to the political wind and people in-house. I really am very grateful to them for keeping their eye on this ball and for raising it consistently (inaudible). Do you have anything to add?

CAPILOUTO: As I said earlier, all before all of this started in December, every congressional office we visited, the Provost has (inaudible), I raised this concern. I felt it was coming. I particularly talked about DACA.

And I think the implications of this are going to become more obvious. For instance, we have match day coming up in medicine. There's some 20,000 residents that are going to be placed. Fifteen percent of those residents are foreign nationals. There are 1,000 from these seven countries.

You can go to Emergency Department at UK and be treated by one of these individuals. These individuals come to the United States and practice in an under-served community for three years and stay there, they can stay. If you go to rural communities, especially in the south, you'll find this. There's not an elected official that doesn't understand that. And all of this thing and all of this now I think, Liz, is up in the air and it's a more acute situation.

So my -- my hope is that -- that we're going to be responsive and keep making these (inaudible).

DEBSKI: Yeah, I guess I just feel (inaudible). I know you've done this in December, but -- but what was the university's response (inaudible) before it was signed?

CAPILOUTO: I -- I want to applaud, Sue. What did she do? She knew about it before it was signed and she was already working.

DEBSKI: Yeah, but the students can't -- can't do anything for themselves, and I mean, I -- I just kind of think it might be nice to -- to, I don't know, have signed a letter or -- or had a particular position or something (inaudible).

CAPILOUTO: I hope you will take my letter at its face value.

BI RD-POLLAN: Jennifer Bird-Pollan from Law.  
My question is sort of about --  
this is all from the federal level, and  
I'm just wondering whether there's been  
comments from anyone in Frankfort, either  
in the Governor's office or the  
legislature, that's reached out to you  
about these issues at all or whether  
everything that's come so far has just  
been federal?

CAPILOUTO: Thus far, I'd say no.

MCCORMICK: Thank you, Doctor. Oh, one  
more.

SANDMEYER: Bob Sandmeyer, A and S.  
So now that we've talked about  
the federal and we've talked about the  
local, you made a comment and I'm not  
sure, Sue -- thank you, by the way, I  
think you're doing excellent work --  
that you can answer this question, so I  
-- I put it out broadly. But you made a  
quick comment about campus climate, and  
so I'd just like to get a sense of what  
the -- and the comment had to do with  
incidents of violence. So has there been  
an up tick of incidents of violence since  
the -- since the signing of the Executive  
Order and is this like a noticeable  
spike, I mean? So I'm just getting a  
sense of (inaudible).

ROBERTS: Okay. I think this might  
also help assuage some of Liz's concerns,  
I hope. So every Wednesday morning  
there's a large group of people that meet  
at 8:00 a.m. to discuss what's happening  
on campus, how are students doing and all  
the rest of it. And some of the things  
that are shared are the counseling center  
have -- we can ask. Have they seen an up  
tick in international students who've  
been coming to you about these with  
concerns and fears and anxieties. And  
the same thing with the Bias Incidents  
Report Team.

And there -- there have been  
reported slight up ticks this semester.  
In fact, since the Executive Order, in  
both of those. So both in the Counseling  
Center seeing international students and  
in the Bias Incident Report. So, yeah.  
Not -- not massive up ticks, but slight  
up ticks.

So I think we are -- I think  
there's -- there's a very wide-spread and  
genuine concern to make sure that the  
students are doing okay and to do our  
best, even though we can't waive magic  
wands in this situation. But I think  
there has been pressure applied sometimes  
very quietly and maybe not directed or  
obvious to most of us, but it's  
happening.

MCCORMICK: Thank you.

ROBERTS: Thank you for your time.  
MCCORMICK: We'll move forward with a discussion of some work that's being done or has been planned on the southern -- southeastern side of campus. Is that right? And so, we welcome the Director of Athletics, Mitch Barnhart, and our Vice President for Finance and Operation -- is that --

MONDAY: That's close enough.  
MCCORMICK: All right. Dr. Eric Monday.  
MONDAY: Good afternoon. We're glad to be with you. We've been asked to update you on some of the south campus development plans. So Mitch and I are here to take you through about ten slides and, of course, we'll have some time for questions should you have some, as well.

A couple of things to think about the context of these conversations, and our discussions, and what we're going to share. One is we knew that we were going to build a new baseball stadium, consistent with the master plan. Number two is we've had tremendous growth, as I think we all are aware, and our housing efforts, especially in this area of the campus. This coming fall we'll house about 2500 more students than we have in our history on this area of the campus. And lastly, our transportation master plan, which was updated and came out roughly a year ago or so, that showed that we need somewhere between 1500 and 2000 more parking spots in the next few years on the campus.

So under that context, Mitch and I and others looked at what opportunities we have. We have Mary Vosevich, our Vice President of Facilities with us, as well, and was very involved in this. So let's walk you through a few of these slides.

So when we talk about housing, I hope you know the story. If not, I'll mention it just quickly. This transformation of building nearly 7,000 new beds for our students on our campus, what you see here is 7572. This includes roughly 722 beds we had in 2005 and 2006, and by those colors you see the different phases. Donovan and Lyman T. Johnson starting in 2013, all the way to Lewis Hall and University Flats in orange and pink, which will open this upcoming fall, fall of '17. So 7572 beds within these colors within the infrastructure of the campus, and you see this real mass, if you will, on that southern part of the campus.

One of the challenges, when we look at that southern part, is a lack of recreation. So when we think about these dominoes, the ability to build a new

baseball stadium, looking at also Athletics is looking at the tennis stadium, within that -- all that entire frame. You see the track. Look at the track on that.

If you look to the right, kind of about two-thirds of the way down, then you see the existing baseball and you continue to move down. Where you see the green box of existing recreation, those are the Pieratt Fields. Those are really the only fields location that we have for our students. They're not turf. That's natural grass right now, and it's a real challenge, as I think we all know, for our students to have playing surfaces, outdoor recreational space.

So within this look, how can we domino, if you will, to create more recreation, as well as more parking, within -- within this zone, for our faculty, staff and students.

So this is the location of the new baseball stadium. Our board approved this at the end of last year. That's Alumni Drive that's coming in, that's that first roundabout that you see in that picture. Then you see the new baseball stadium, Wildcat Court. There's the soccer complex. Continuing moving left to right, there's the softball stadium. And to the -- to the north, if you will, on -- on this slide, let's look to the top, is the new soccer practice facility. So soccer practice moves. The new baseball stadium goes where that's located, as well as coming all the way down to that roundabout.

If you look to the left of the new baseball stadium, you see a picture of the football training facility. At this time it was under construction, of course, now -- it's now complete. Now, Mitch is going to walk us through a few of the details on the stadiums.

BARNHART: Well, as we -- I've been here and this is 15 years for me, and I've been through three master plans at the University. So we had an opportunity. We waited to get an opportunity to build a new baseball park.

Cliff Hagan Stadium has been around for over a couple of decades, two or three decades now, and our facility would be essentially the worse in the Southeastern Conference as it currently exists.

Our goal for many, many years has been to try and find a permanent spot and move that to create a little bit of an athletic village. The location that was eventually sited on the master plan is where it has landed, and it is about a



2000 - 2500 seat facility with some berms that allows us to get to a regional capacity of about 6,000 seats if we were to qualify for post-season play.

It does have some suites and some club areas and some offices for our coaches, which will bring them away from the old facility and bring them on site. It puts it in line with softball, with soccer, and with now baseball.

You come over the hill, you would have the football training center at Commonwealth Stadium, creating a village, and right there for us to sort of put all of our people in a one-stop shop. It's important athletically.

When I first came here in '02, about 70 percent of all of our student athletes were on the north side of campus by Memorial Coliseum. As time has transpired, you would see most of those athletes moved to the south side of campus. So most of our activity for all of our student athletes, whether that's residential, whether that's training, has moved to that side of campus.

Why is that important? From an opportunity to what I would call one-stop shop, everything they do from nutrition, to their medical care, to their academic needs. We'll now have two academic service support centers. One over Memorial Coliseum and one in the football training center. It gives us an opportunity to service all our student athletes on -- on one side of campus.

So essentially 70 percent of our student athletes now reside and do most of their -- their competition, their work, with the exception of what -- their time in the classroom on that side of campus.

MONDAY: Mention the new soccer practice.  
BARNHART: Soccer practice field, that is where the old -- there was an old recreational field up there. Rugby, a lot of people played soccer up there, and we will move the soccer -- our soccer practice, which currently exists just above our competitive field, up to that site and giving back the land that would be over by baseball. The old football practice fields now become recreational spaces or given back to the University for their use.

The turf area behind the old Nutter Football Center is where we will move and allow the band to practice and let them do their work as they prepare for their seasons in football and whatever they would want to do in terms of marching band preparation, which is currently going on where the -- the new

student center is being built over there. That turns into a little bit of a mud pit over there for them as they try and practice and prepare, especially in the fall. So this would become a permanent place where they would be able to practice on astro turf or field turf.

MONDAY:

So you make those transitions, so baseball vacates where it is. We see in the slide right now where the existing baseball is. There's the track to the top of baseball.

Moving down to the southern part, if you will, of this slide, you see what Mitch was talking about. There's the Kentucky Wildcats Field. This field right here is where -- is turf and it remains, and this field will also be used for practicing.

And then we move over to these fields and these are the two fields that are now been turned over to university recreation. So an expansion of field opportunities for our students.

And then it led to a discussion about tennis and where tennis is now. These are the Pieratt Fields, and then you have the tennis facility. Mitch, it's undersized and not at the level that we want our indoor tennis especially to be. So that led to a conversation of the ability to move tennis -- down the road, this is a master plan, so this will take some time -- to where the current baseball stadium is, and this is the design that Mitch will talk about.

BARNHART:

Essentially, when you play competitive intercollegiate tennis, indoor matches are six individual matches. You have three doubles matches, six individual matches. Currently, we have four courts, so a match will take anywhere from depending what the opponent is like or what the competition is like, it can take two and a half hours. It can take up to five hours, depending on if it goes to all six matches. So in terms of student athlete welfare, it keeps our kids out there way too long and we don't want that to happen.

So what we've done is we've created a venue where both men and women would have six outdoor courts to prepare on if they wish to do so. There would be a middle part that would create stands for both sides, viewing areas for both sides. On the left, as you look up to the left, there would be indoor courts for six indoor courts, which would allow us to complete a match in essentially two and a half to three hours, giving back the student athletes time for them to -- for their academics, their personal use,

their social use. Those pieces which currently they don't have. So that would create that facility for them about probably -- looking at probably 2018 - '19, somewhere in that range, to be able to hopefully continue that.

And keep in mind, all the facilities are privately funded through our donor base and our sustaining funds.

MONDAY:

So what happens? We have some final slides. So when you have the opportunity to move tennis, and you see tennis here. You see the track. You create this collegiate and club sports zone. So we have the existing field. Band practice on this. Some two new fields here that are now on university recreational use. This is the old Nutter facility, if you will. We're moving to the left. This is the Pieratt Fields. Those could stay grass rec fields.

The opportunity for a new parking structure, the opportunity to expand PS7, which it was built for expansion opportunities. You see some numbers of possible numbers of parking, and the opportunity to expand over time, consistent with the master plan, our recreation facility, as well. So recreation and parking zone, if you will, and a collegiate and club sports zone.

So where do we take this as we think down plus five, plus ten, plus fifteen, you see the track. You see the new tennis. You see that new recreation here, as well, and you see those expansions that I've spoken about on that earlier slide. So that is our presentation. We're happy to take any questions, should there be any.

VI SONA:

Monica Blackmun Visona, College of Fine Arts.

I have a question about the band practice area. Most of the band -- well, the music program at the moment is located adjacent to the field where they used to practice. Is there any place in this diagram for students to store musical equipment or for them to hang out in inclement weather?

MONDAY:

There's some storage opportunities in this zone, that we've worked with the band program to look at, that's currently being used by the existing baseball stadium, but there's some facilities for storage within that zone. We've had good conversations with band leadership.

VI SONA:

Thank you.

SANDMEYER:

Bob Sandmeyer, A and S.

My old house is actually on this map, and I don't live there anymore because I moved out because I couldn't

the closing of my neighborhood during games and the like.

So I'm just curious about what you anticipate for new traffic patterns and the impact in the neighborhood, and possible communication with the town committees and things like that?

MONDAY:

When we look at changes like this, the new soccer practice field comes to mind. Mary Vosevich, Tom Harris in University Relations, Jake Gibbs, our local (inaudible) person, a lot of conversations. So we share those plans, share what we're looking to do. Get some information and some suggestions from them.

In fact, if we go back and look at this new soccer practice, this is where we were in October. But based on some conversations with the -- the members of the community that live in this area, we've been able to shift this field, remove this, bring it down here and shift that field over to create a better barrier between the subdivision, if you will, in that.

So we're -- we're going to share that with them, get their feedback. Try to accommodate all the interests to the best of our ability. But it is a vigorous conversation, yes, sir.

MCCORMICK:

Okay. In the back.

CHENG:

Yang-Tse Cheng, Chemical Materials, Engineering.

It seems like this plan, the emphasis is on student athletes. However, places like Johnson Center, will serve every student, and a few faculty members, we go there every morning. Shouldn't the emphasis be on the places like the Johnson Center that will serve most of the people, in addition to the student athletes?

MONDAY:

Yes, sir. The thrust of this plan, I think is more about our faculty, staff, and our students that are not student athletes, because we're creating an athletic zone that's bringing it tighter together, but we're creating a lot more recreation space that's for our students, who are not our student athletes, than we have today. And I think this addition of these two fields, that are now been turned over from Athletics to the University, is going to lead to a lot more opportunities.

Right now in our intramural program, it's not uncommon for our students to have to compete well into the evening. So one of our next steps, our next goals is to look for some funding to turf a few more of those fields, to give us the ability to use them year round and

not lose them for a couple of months.

Also within this, we protected the expansion opportunities of the Johnson Center, as well as -- I would have to say that I think the parking opportunities that now exist, when we move tennis across the street, are much better than we even anticipated before this process.

VERNON: Mitzi Vernon, College of Design.  
So Eric, I know that this doesn't have anything to do with the other (inaudible) projects on campus, but I'm just wondering what the schedule is for other (inaudible) project work on campus?

MONDAY: Outside of these projects?

VERNON: Yeah.

MONDAY: Well, so -- let me answer that in two ways. One is, you know, Athletics have a history of self-funding all of their projects. So that baseball stadium is going to be between 45 and \$50 million, 100 percent funded, so it doesn't count towards the University's debt capacity. It doesn't look towards agency bond. It looks at philanthropy. So that helps us.

As relates to the University, what we're working on now, of course, in this phase, is \$60 million in the modernization pool. Those are agency bonds that we can sell by June 30th of 2018. So the Provost and I are in the final stages of looking at some suggestions and plans on that, and once those recommendations are finalized, then we'll share those with the President and get his review of those.

And then, we'll look to that next step on the modernization being that first project. And then what we hope, because we did ask for 250 for modernization, is that is the first phase of many phases.

Additionally, we have a law school project, which will be moving forward in the next few months, and that project has the ability to borrow up to \$30 million for it. So that's 90, and then \$150 million in UK Healthcare.

So we have looked to sell bonds, by June 30th, of somewhere in the neighborhood of 200 to \$240 million. Looking though, to the future phases for modernization as we think about the future and after that 60.

MCCORMICK: Melody?

NOLAND: Melody Noland, Kinesiology and Health Promotion.

I'm sure you remember that when we lost parking structure 7, for faculty and staff, that was real

controversial. And maybe you don't remember. But it was real controversial --

MONDAY: I remember. Yes, ma'am.  
NOLAN: And so, I just want to say that we appreciate that you're looking at parking on south campus for faculty and staff, because it didn't just affect people in Seton, Lancaster, and the Johnson Building. It affected Med Center. Just a ton of Med Center people parked in structure 7 and were very upset when that got taken away and given to the students. So we really do appreciate the attention to parking. Thank you.

DONOHUE: Kevin Donohue, Engineering.  
I have a question about the new tennis facility. A piggy back on (inaudible) question. Are we going to lose the courts that were open access to the non-student athletes? Maybe the picture would show?

MONDAY: Yeah. These are -- these are courts right here that are part of the rec sports program, so we'll look at some multi-use options. But we -- we'll have some tennis options for the recreational program, non-student athlete, as well.

DONOHUE: All right. But they're not in the current plan?

MONDAY: Well, what we will hope to do on most these things, similar to our (inaudible) is look for the ability to have multiple use when we look at the athletic facility. So those are more -- more progress and more discussions to come. But we want to maximize the utilization of our facilities the best we can. Thank you.

MCCORMICK: Thank you, sir. So there were no changes to the minutes and so unless we hear any objections now, the minutes from December 12th will stand approved as distributed unanimously.

So I have some announcements. I'll try to move through these quickly. Because of Spring Break occurring during the second week of March, our meeting will be the third Monday, which will be March the 20th.

UK CORE, if Eric Sanday is here, is moving closer to making a recommendation regarding a diversity inclusivity graduation requirement. Stay tuned. That has been a very difficult -- well, let's not say difficult, a challenging opportunity in terms of balancing CPE requirements around shortening many of our programs, as well as trying to meet the obligation of addressing these issues more fully. And so, the CORE committee has done a great job, I think, in putting together a plan,

and it will be ready for your review fairly soon. So stay tuned.

We have about 65 courses left in eCATS, if you are one of those folks who has a course in eCATS, move on it, because soon you'll be asked to move that to the new program, which is called Curriculog. And we're really pleased with the efficiency of that program and people seem to find it fairly intuitive. And so hopefully the courses are moving through it and soon we'll have programs moving through it as well, hopefully soon, by next year.

If you remember last year, we approved an Honors College, that is coming back to us with Ernie Bailey's committee. They're beginning to do some of the -- of the more granular work in that area. And again, that will probably come back to you with a first reading and then a second reading, so that it can move forward to the Board of Trustees by their June meeting.

We're also working, Jennifer Bird-Pollan who is in the senate, midway back, is chairing a committee for us. Jennifer is in the College of Law, and we'll really carefully looking at the AR 6.2 in terms of how we manage those student, as well as faculty concerns through that -- through that process. And again, the Senate Council has been very diligent, I suspect, in their interactions with that committee, and that committee is very strong. Davy Jones sits on that committee, Jennifer, a large number of folks who have expertise around the issues that are Title IX.

So as soon as they move forward just a little bit more, then what we hope is to bring those to your college faculty councils, so for some broader conversations around those issues.

So we're having our -- the first meeting of an ad hoc committee on the Title Series. As many of you know, or most of you know, there are seven Title Series at the University the Provost is interested in. We are collaborating with him in a review of how -- how those are differentiated and whether they act as challenges or barriers or incentives of our faculty as we move through PNT. So Sharon Lock is chairing that committee and we have G.T., is in the -- in the audience, as well, our associate provost for faculty advancement, and Marcie Deaton who works out of Legal, and Dave Watt, a former senate council member, are all ex-officio members. And so the people who will discuss this issue are those members of the faculty who are

chairs of our area committees, and so we're interested in what they have to say about the Title Series.

So last week a senator from Arts and Science brought forward some questions regarding these issues of the Executive Order. And so I bring these to you so that, perhaps in follow up to Liz's comments, that we might think about whether you want to move these comments or questions back to Senate Council so that perhaps there might be a formal senate action regarding the Executive Order. And so I just share this with you in terms of an announcement and ask that you think a little bit about this and then we'll have a conversation.

All right. So -- and some of these I think have already begun -- have been addressed, but it might be the case that the Senate, itself, can make some statements regarding the kinds of ways in which we feel or how we -- we want to address the Executive Order. A number of our colleagues across the country have done this already. So it's not outside the realm of work or scope of a Senate to make a statement regarding this. So I'm -- we -- we'll discuss this at Senate Council and bring it back to you. Just ponder these questions.

So we do, as your chair, I do have some -- some official reports, and the first is regarding the work of the graduate review. If you remember, the Provost, Senate Council, and the Graduate School collaboratively formed a group of blue ribbon faculty. I shared with you the membership, and we were lucky that many of the people that we nominated are on that committee. And so I've asked Carl Mattacola and Brett Spears to tell you just a little bit about that work, and if they'd be willing to do that now, I'd appreciate it. This work is also in tandem with Mark Lauersdorf who is our -- the Senate's Committee Chair on Research and Graduate Education.

UNIDENTIFIED: Okay, so -- yeah, so our committee, we had our first meeting. As you see up here, our charge is to really take a broad view of graduate education across the whole university, find out what seems to be working well and maybe identify other areas where maybe we can make improvements. And our focus really is on the graduate student experience.

We really want to look at our doing -- are we doing the best we can to provide an experience, a meaningful experience, for the students while they are here at UK, and at the same time, preparing them for the world that they're



going to be entering when they leave UK.

And I think for a lot of us here, probably, that the world we entered after finishing graduate school is a lot different than the world that the students are entering right now. So we're thinking -- we're talking about, you know, core skills. Some of the different types of skills they're going to have to have to be prepared for that world. So those are some of the charges that we have.

We have a committee that is comprised of 21 people, so we've got a rather large committee. That includes four deans, two students who are members of the Graduate Student Congress, and then that leaves us, I guess, what, 15 faculty. And these 15 faculty come from 14 different colleges, so I think we're very well represented across the board here.

As Katherine mentioned, Mark Lauersdorf is also -- he's on our committee. He also chairs the -- the Senate Committee on Research and Graduate Education. So I think he's going to serve a really important role as a conduit between the -- the workings of our committee, as well as his committee, as well. So we appreciate that. Have anything else?

UNIDENTIFIED: Yeah. No, I'll just echo. We look forward to working with the faculty at UK, and getting as broad representation and feedback as we can as we move forward.

Right now the charge is for our committee to gather (inaudible) to formulate questions specific to the charge from the Provost, work as a subcommittee to develop those questions.

In the meantime, there was a -- a survey, we have a draft of the survey that we would like to get out to the graduate faculty. We're going to vet it as a committee. We (inaudible) graduate education. Also hope to look at that for a second.

Research in graduate education subcommittee is going to provide some feedback. We'll then send that to the faculty, and that'll be the premise of probably where we start as we move forward.

UNIDENTIFIED: And we -- we've got a lot to do, but our -- our timetable, we're going to -- we really -- our first official meeting, we had a meeting with the Provost, but our first official meeting is this Thursday.

UNIDENTIFIED:

Right.

UNIDENTIFIED: And our goal is to have this

report finalized by the end of the fall semester of 2017. So a lot to do, but I think we have sufficient time to get -- get some important work done.

UNIDENTIFIED: Can I add just one thing to that? The report in the fall will technically be a draft report that we would bring back to the faculty and have forums to receive feedback so that we could then come back at least and provide some additions or revise as necessary.

MCCORMICK: Any questions?

VAILLANCOURT: Lisa Vaillancourt, College of Agriculture.

Are you going to address or would you address graduate program assessment in your committee?

UNIDENTIFIED: Yes. Yeah, it -- it was a part of the charge from the Provost. And of the themes, as we've reviewed some of the reports, and the themes from our initial meeting with the committee, that was definitely one that -- there's probably eight or nine themes that were very apparent from conversations between and among us.

GROSSMAN: Bob Grossman, A and S.

I would just like to know, are all of you getting blue ribbons or just the first section?

UNIDENTIFIED: I haven't got mine yet.

UNIDENTIFIED: Don't -- we might have T shirts and hats and all kinds of good things.

MCCORMICK: Well, thank you. Just to remind you, there are four important searches going on, or at least three, excuse me. And so we -- I know that many of you have already participated in the -- a Search Committee for the Associate Provost for Student and Academic Life. The second candidate, I think for that, is going to be here next week. The Search Committee for the Executive Vice President for Health Affairs is also moving forward. Again, we nominated Tim Kelly -- Tom Kelly, and he's working on that committee. And then the Search Committee for the VP for Institutional Diversity, I think that that one is moving forward as well.

The University Joint Committee on Honorary Degrees met in January and determined that they are going to look at a different schedule for bringing to us honorary degrees for us then to move forward to the Board of Trustees. And so, just stayed tuned. I think that we will not -- or I know that we will not have honorary degree recipients in the May commencement this spring, but we will move that to a more systematic rotation. So it may be that there will be a pool of nominees, and then some of those would be

chosen based on their availability either in the December or the May graduation.

One of you mentioned that your office was in Patterson Office Tower and you noticed and had been able to watch the construction of the Student Center and were saddened to learn of the death of a construction worker who -- on January the 13th and so we inquired about that. We're sending a letter of condolence to his family, but just FYI, the University will place a time capsule, as I understand this, in the Student Center somewhere when it's finished construction. Is that correct, Brittany? And that gentleman's name will be a part of that and so that will be a memorial for him in that way.

Ernie, do you have anything you'd like to share? No. Katherine?

SEAGO:

No.

MCCORMICK:

Trustee Report.

GROSSMAN:

There's -- there's a Board meeting this week so there hasn't been a Board meeting since the last time we saw you. I haven't had a chance to look at the agenda yet.

But I do want to briefly comment about the letter that Lee and I sent out to all the faculty. We did -- we got a little bit of push back from some people, and I just wanted to reassure you we are not going to start sending you letters on every political issue that comes along. Okay. We're not going to send any about the repeal of Obamacare or -- or the modification of Obamacare or whatever, or any of those issues.

But we did feel that this particular issue was a human rights issue, not a political issue, and that it affected our colleagues, our students, our co-workers, and I just felt like we had to say something.

Of course, no one was obliged to do any of the actions that we suggested in our letter, so I apologize if I forced you to read a left (inaudible). But again, we're not going to make a -- make a habit of this, and we're hoping that the -- that the administration will not make a habit of making us feel like we have to say something.

BLONDER:

You mean the federal government?

GROSSMAN:

The federal government administration, yes. Not -- not the UK administration.

VICKERY:

Kelly Vickery, Libraries.

I just want to say I'm glad you sent it out. So if you got push back from it, thank you very much for having done so. Appreciate it.

BLONDER:

We probably got two dozen

faculty who wrote back, and of those, there were three. Two said they supported the President's Order and one faculty felt like it was out of bounds that we sent that, that we were promoting a political agenda. And we accept those comments. I'm sure there are other faculty that feel similarly, out of 2200 faculty on this campus, so...

GROSSMAN: It's 2700, isn't it?

UNIDENTIFIED: With everybody together, it's about 2700 -- 2800.

GROSSMAN: So out of 2800, there are going to be some people who disagree with what we did. But I just -- we -- we thought it was important enough to take the criticism.

BLONDER: We have, as Bob mentioned, a Board meeting Thursday and Friday. The agenda should be posted on the Board website in the next day or two, so if you want to take a look at those and if you have any comments, questions, or concerns that you want us to address or us to consider, please e-mail us. Anything else?

GROSSMAN: That's it. Yeah. Thank you.

MCCORMICK: Well, am I missing Cleo Price? Is he in the room? (Inaudible) and one person I need. So this is a late addition to the degree list. It comes to you from the Senate Council. I can share the motion with you, but that's -- pretty much limits my ability to respond to questions.

As I understand it, this was an administrative error and this -- but the motion is that the elected faculty Senators amend the 2014 December Degree List by recommending through the President to the Board of Trustees that Graduate School Student SM-60 be conferred the MA in Anthropology and we also recommend that the second August 2016 Degree List be amended to rescind the Master's Degree in Anthropology for that same student.

This comes to you from Senate Council. Do we need...

SEAGO: Motion on the floor for debate?

MCCORMICK: Any debate? So we don't have any clickers and so I'm going to ask that you raise your hand if you are in favor of making this change. All right. All opposed? All in abstention? One. Thanks. All right. Motion passes.

All right, Margaret. Thank you for being patient.

SCHROEDER: Okay. This is a recommendation that the University Senate approve the establishment of a new Graduate Certificate in Engineering in Healthcare, in the F. Joseph Halcomb, III, M.D.

Department of Biomedical Engineering  
within the College of Engineering.

The rationale was included on  
the proposal that was posted on the  
agenda. The only thing that I failed to  
mention was that the program expects to  
admit five students each year. Are there  
any questions?

VISONA: Monica Blackmun Visona, School  
of Art and Visual Studies.

I had a question about one of  
the descriptions of the responsibility of  
the director of the program. As I  
recall, the responsibilities referred to  
the director using a masculine pronoun.  
I wasn't sure if that meant that the  
director will always be a man or if that  
was referring just to the current  
director. Would you check that language,  
please?

SCHROEDER: Is David here? David  
Pienkowski. No. Can anybody speak to  
that from that department? It was a --  
David Pienkowski is the one who proposed  
the program and he is the one who is  
going to assume directorship of the  
program when or if it gets approved. So  
I would assume that that's just an  
oversight on their part.

VISONA: I wonder if maybe they --

SCHROEDER: I hope that is. How about that?

VISONA: If you could look at that, thank  
you.

SHROEDER: I will mention that to him,  
though. Yes. I didn't see you  
sitting there. Sorry.

UNIDENTIFIED: So along those lines, if it --  
if it helps you, we can change the  
pronoun and we would take that as a  
friendly amendment and --

VISONA: Thank you.

SCHROEDER: Any other discussion?

MCCORMICK: All in favor? All opposed? Any  
abstention?

SCHROEDER: Okay. This is a recommendation  
that the University Senate approve the  
establishment of a New Graduate  
Certificate in Manufacturing Systems in  
the Department of Mechanical Engineering  
within the College of Engineering.

Again, the rationale is included  
on the proposal, and the only thing that  
I failed to include was the expected  
number of students, which is also five  
each year. Is there any discussion on  
that?

MCCORMICK: All in favor, raise your hand,  
please. All opposed? All abstaining?  
Thanks.

All right. Well, we have a few  
minutes. We have the opportunity to talk  
with -- about some -- anything that's not  
on the agenda. Remember this is

discussion only. We can't take an action item on something that comes from the floor without advanced notice. But it's your pleasure. We can chat for a few minutes or we can adjourn. I just would need a motion from the floor.

GROSSMAN: Bob Grossman, A and S.  
Move to adjourn unless there's -- unless someone --

UNIDENTIFIED: Second.  
MCCORMICK: Second. All right. All in favor, raise their hand.

\* \* \* \* \*

The meeting adjourned at 4:40 p.m.

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C E R T I F I C A T E O F S E R V I C E

COMMONWEALTH OF KENTUCKY )  
COUNTY OF FAYETTE )

I, LISA GRANT CRUMP, the undersigned Notary Public in and for the State of Kentucky at Large, certify that the facts stated in the caption hereto are true; that I was not present at said proceedings; that said proceedings were transcribed from the digital file(s) in this matter by me or under my direction; and that the foregoing is a true record of the proceedings to the best of our ability to hear and transcribe same from the digital file(s).

My commission expires: April 6, 2019.

IN TESTIMONY WHEREOF, I have hereunto set my hand and seal of office on this the 4th day of March, 2016.

\_\_\_\_\_  
LISA GRANT CRUMP  
NOTARY PUBLIC,  
STATE-AT-LARGE  
K E N T U C K Y