
SENATE EXECUTIVE COMMITTEE MEETING

July 10, 2014

11:00 A.M. in SKH 369

Present: Wai Mok, Phillip Bitzer, Charles Hickman, Deborah Heikes, Debra Moriarity, James Blackmon, Carolyn Sanders

Guests: President Altenkirch, Provost Curtis

- President-Elect Mok called meeting to order at 11:00 am
- Report from President Altenkirch
 - ❖ Policy on Policies

One thing we've been working on is pulling together all University-wide policies, to catalogue them, and build a website of policies. They would be by division; division meaning Provost, VP of Research, etc. We've drafted a Policy on Policies, which also provides a template for policies and explains how a policy is developed.

 - Debra Moriarity: There was one of those a long time ago but it was not too detailed.
 - Provost Curtis: We started with that and reviewed it but it wasn't detailed enough to give us the guidance.
 - President Altenkirch: I was about to send it out to the Faculty Senate, Staff Senate, Student Development, etc., but the counsel's office had a few suggestion, so I incorporated those. I will be at the London Air Show next week with the Alabama Delegation so I will send it out when I get back. It basically says policy is to follow up through a chain and groups that are affected will review it, with an approval process including the chief counsel and all of the other chiefs.
 - Debra Moriarity: That's everything from academic policies to...?
 - President Altenkirch: Handbooks become a policy in and of themselves, such as the student handbook (which falls under the VP of Student Affairs), and the faculty handbook and staff handbook.
 - Wai Mok: You mentioned in your emails a SACS implication.

Yes. It's a good thing we are doing this because when we (Christine, others, and I) went to the SACS workshop, it was pretty clear they want to look at policies and also ask what we do with them.

- Provost Curtis: If we have a policy we have to follow it and show how we follow it.
- Debra Moriarity: They were moving towards that a lot the last time.
- Wai Mok: So how is that different from the current practice?
- President Altenkirch: I've never seen an accrediting group go to this extent. Usually they ask if there's a policy on XYZ. Now they want to know if Policy XYZ is applied and how many time it's been applied, and what was the outcome of it. It's good we are doing this all at the same time. The various divisions are taking the policies that they believe are under them and putting in template format. So nothing is being created other than everything in a template form.

- Provost Curtis: I have all the deans reviewing the Academic Affairs policies, and all of the directors reviewing the policies on the Library, OIT, Student Life, etc. Research is reviewing theirs; Business and Finance theirs. It's a massive undertaking. Everyone is reviewing it so we can say they've reviewed it. We are really making sure our practice and policies are meshing.

We will probably send out the Policy on Policies the week after next for you to give us some suggestions.

❖ RISE School

There's a group in town called the RISE School (Refer to Attachment A). There's one at the University of Alabama. The concept of the RISE School is at birth, if the child is diagnosed as being special needs, developmentally disabled, etc., then they're eligible to enter one of these RISE Schools. It's 18 months to 5/6 years. They're paired with a typical child. The idea is that by doing that, these special needs children, by the time they get out of the RISE School and go to a public school, they are not considered "special needs" and are in a mainstream classroom. It cuts down on costs to the school district. The school district has a pre-K program, but it starts at 3 years, not at 18 months. All children do not go 5 days a week to the pre-K program; whereas all children at RISE School go 5 days/week. The school district also provides some early intervention, but it's very sporadic. For example, a special needs child might be at home, and they send a counselor maybe once per week. So the RISE School is very systematic and prepares a special needs child to enter the school district as a typical child. Because of that, in Tuscaloosa, the school district pays the University of Alabama about \$200,000 per year to run the that RISE School because it cuts down on their costs by absorbing some of the special needs kids, and later one when they come out of the RISE School they aren't special needs.

Rural Infant Stimulating Environment. The RISE School started in 1974. Alabama got a grant from the Office of Health, Education, and Welfare as a pilot project. It was successful. In 1977 UA funded a program "Integrative Therapy" that paired a typical child and a special needs child together. In 1986 the program changed to blend the best practices from a number of areas. In 1994 the Stallings Center opened to house the RISE School, which houses 6 classrooms. They have about 100 kid0—50 typical, 50 special needs. It was first in the College of Education, but now it's in the College of Human and Environmental Sciences.

There is a RISE School in Huntsville. It started in 2013 in the Trinity Methodist Church on Airport Road. They approached us prior to that about housing, but at the time we couldn't find the appropriate space so they opened at Trinity. Trinity had to recapture the space so RISE had to move out. They came back to us in late spring of 2013 asking for space, but we still didn't have appropriate space. They agreed, and it's okay with the Department of Human Resources, for them to be in the temporary portable buildings that are behind Tech Hall. They have portable 3 buildings: one is an administrative office and two are classrooms. They are adding a third classroom.

The RISE Schools in the US are located in AL (Tuscaloosa; Huntsville), CO (Denver), TX (Houston; Dallas; Austin; Corpus Christie) and OK. There are two in Alabama so one is affiliated with the University of Alabama; it is a part of the college. The one is Denver,

Colorado is a standalone. The one in Houston, TX is somehow affiliated with the University of Houston. The one in Oklahoma is at Oklahoma State University as a unit of the university.

The plan is to assimilate the RISE School into Education here, just like it is in Tuscaloosa. What does that mean? The RISE School is a non-profit corporation. So that corporation would dissolve. Their assets, less liabilities, would pass to UAH. Then we would operate it as a model school within the Department of Education. What does that do for us? Tuscaloosa is a very successful model. It is a community service. It would be a magnet for drawing more education students because none of our competition has anything like it. It will benefit the RISE School because it gives them stability. It benefits us because it gives us recruiting leverage with education students.

- Provost Curtis: At Alabama it serves as a lab school for the Education majors, Early Childhood and Family Development majors, and even Psychology students. There is a wide variety of students that participate in working with the students or observing them.

There's a direct link to the Education, Nursing, Early Childhood, and also to the Engineering students because some students have physical disabilities that can be assisted by technology. Engineering design projects can be developed from these. They do that at Tuscaloosa.

- Provost Curtis: They also use music therapy; 4 days a week. That's a possibility if we are interested.

We think the visibility of the school will help us recruit, mostly in Education, but also in the others.

- Wai Mok: Tuscaloosa has about 100 students? How many do we have?
- President Altenkirch: This fall the RISE School will have about 20. They have a waiting list of 12 special needs students but they need 12 typical students to match up.

As we assimilate them, we don't want to continue to add portable buildings. The short term plan is to move them to University Place School. We (3 representatives from RISE and I) met with the superintendent yesterday and he reiterated that they will be out in 2016. That means the portable buildings will be operational for 14-15 and 15-16 and then RISE students would move into University Place School.

- Debra Moriarity: Do they use Tech Hall as their tornado shelter?
- President Altenkirch: I think so.
- Wai Mok: Do we need to renovate University Place?
- President Altenkirch: We will have to do some minor things, but not extensive.
- Wai Mok: So it has been relatively well maintained?
- President Altenkirch: Yes. We have gone through it and our facilities people say it's serviceable for the RISE School and the daycare center.

In Tuscaloosa, the RISE School is 7:00/8:00am until 2:30pm. If a RISE student can't be picked up by 2:30pm, they move next door to the daycare center.

- Provost Curtis: For the typical children in the RISE School, they also give preference to the staff (not the faculty, though, because the Children's Center gives preference

to faculty and students). So they provide an opportunity for the children of the faculty, staff, and students of the university to participate.

The long term vision is to build a facility like the Stallings Center. An operation like the RISE School draws an emotional response from potential donors, so we wouldn't build it unless someone donated the money specifically for the building, which is what happened in Tuscaloosa. The semi-long term is to use University Place school. We want to protect the property. We think the RISE School will give us some leverage in recruiting, which we need.

❖ Education

Enrollment (Refer to Attachment B). These are "4 close-by institutions". Athens State doesn't have graduate programs, yet. Jacksonville State: I couldn't figure out from the enrollment data what was graduate and what was undergraduate, so it's combined. We don't have a graduate program yet, but we have the degree in place. The bar includes Elementary Education majors, which is the Bachelor's degree in Elementary Education, and the disciplinary majors who get a certificate to teach.

- Debra Moriarity: Does it include the 5th year students?
- President Altenkirch: Yes. They're included.

What you have is a very small enrollment in comparison to the market. There are 106 of these students in Elementary Education, so the secondary side is very small.

Degree Programs/Hours (Refer to Attachment C). Compilation of all of the Education programs. One of the problems with the secondary side. Elementary education is at the top, and depending on what you wanted to do it is between 134 and 128 hours. When you get to the disciplinary degrees with the teaching certificate, some of them have a lot of hours in them, which pushes it to a 5-year degree. None of these other institutions' secondary degrees are like that; they're all 4 years. So we are putting in place that next panel (which says "BS in Education"). Those are Education degrees within those concentrations of disciplines to be able to teach high school. They're down to the number of hours to make it a 4-year program. Financially, the way we have things set up right now, it's tough for a student to come here who wants to teach Chemistry, take 150 hours, because the competition is going for 4 years, and they're working that 5th year. You're paying for 5 years, and not receiving income that 5th year. So, for some cases, when we do the arithmetic, the swing to buy that degree is \$60,000. The purpose of those secondary education degrees was to alleviate that issue, but we still have those other degrees in place if that's the path you want to take—the disciplinary degree, because maybe down the road you don't want to be a high school teacher.

If you take one of our degrees, you'll know what you need to know to teach and get a good job. It's a bit more expensive than Athens, but not much.

- Wai Mok: Why don't Physics majors or Chemistry majors go out and teach?
- Debra Moriarity: The state requires that they have certification.
- President Altenkirch: They need the teaching certification.

Marketing visibility problem (Refer to Attachment D). There are 14 state institutions in this state. We are the only one that doesn't have the word "Education" in a school or a college. I think everything at Auburn Montgomery is called a school; all of their units/colleges. So we have a problem with the degree structure, which we are addressing. Bringing in the RISE

School is very different from the surrounding competition. We are going to have conversations with the Department of Education about conversion to a College of Education to raise the visibility to allow us to raise the bars and be equivalent with the competition. If you do an analysis of dollars per credit hour, our most expensive unit, just on a strict dollars per credit hour, is Atmospheric Science, but they bring in a lot of research money. The next 2 are Chemical Engineering and Civil Engineering (forget which order). 4th is Education, but that should not be. The reason is that the enrollment is too small. We don't need more faculty to raise this bar; we need more students. Don't need faculty to fix dollars per credit hour; we need more students.

- Wai Mok: How many Education faculty do we have right now?
- Provost Curtis: 8 to 10.
- Wai Mok: So to become a college, do we need to recruit more?
- President Altenkirch: It's the chicken and egg problem. The reason for making it a college is for more students. It's too small right now to be a college, but this will help make it grow to become one.
- Provost Curtis: We are currently recruiting a science educator. We have to have someone in that discipline because we have Physics, Chemistry, and Biology that are possible majors. We are starting a Kinesiology degree so we will need someone in the Physical Education arena as well. So we are building it slowly.
- Wai Mok: So there will be a transition period?
- President Altenkirch: Yes. When you look at these bars, we ought to have at least 600 education students. I would like to have 1000. With the Kinesiology, we have Physical Education in Continuing and Professional Studies, credit bearing. I think it used to be in Liberal Arts.
- Debra Moriarity: it's been moved around a lot.
- President Altenkirch: If you study the enrollment at these places, Kinesiology is a popular program. The names are changing from Physical Education to Kinesiology.
- Provost Curtis: It has 2 options: The Physical Ed educator and Exercise Science, which allows students to go into athletic training and that sort of thing.
- Debra Moriarity: It will likely have some impact on our Biology majors and the exercise physiology concentration that we have, but we just aren't sure how much of an impact. Because right now that's where a lot of the athletes are and the people who want to go into athletic training and personal training and things like that. Based on current enrollment, that's about 30 students that we would potentially lose out of Biology. I would like to work with kinesiology on this
- Sanders: re: MA in teaching.
- President Altenkirch: I can't say anything on that, but if you look at A&M's enrollment, it's pushing about 300 Physical Education majors.
- Provost Curtis: And about 3-5 each year get licensure, so they do a lot of other things as well.
- Debra Moriarity: One of the things I want to do is as this Kinesiology comes on board is work with them and figure out how to morph ours so that it becomes more attractive to a different kind of student; those who want to go on to do graduate work in exercise physiology, physical therapy, or other types of things.
- Carolyn Sanders: Regarding the Master of Arts in Teaching ("MAT"), it looks to be implemented in 2015. In Music, we've looked at the Master of Arts degree. Is it possible that the disciplinaries will be greatly expanded with that? If someone wants

to come back and get a Master's degree who is teaching band somewhere, has there been discussion about allowing for various disciplines?

- President Altenkirch: I haven't had any conversations about it. This was put together by Beth Quick.
- Provost Curtis: I thought the MATs were when you get a disciplinary Bachelor's degree and then you get a Master's degree to be certified to teach. I'm not sure exactly what this one is because I haven't seen it, but that's my understanding of what a typical MAT is.
- Debra Moriarity: So now instead of getting their Master's in Biology for the 5th year program, they'll be an Education student?
- Provost Curtis: If they want to teach and get that licensure.
- Debra Moriarity: But right now they come to our program and do that. So it's another hit we would take; and Chemistry, and Math.
- President Altenkirch: What program are you talking about?
- Debra Moriarity: Right now, the students who don't have an undergraduate education degree, but they have a Biology degree and they want to teach. They come back and they get a Master's in Biology and take the Education courses to get Class A certification.
- President Altenkirch: I don't think that's what this is.
- Debra Moriarity: Okay, because this says, "Alternate 5th year initial licensure options" so I'm not sure which one it's referring to since that's often the alternate.
- Provost Curtis: I've seen people do what you're saying and I've seen people take the 5th year Education degree, which would be the MAT.
- President Altenkirch: I think this says we currently have this 5th year licensure. And it's saying that that would become a Master's degree. I had Beth put this together mostly for looking at the hours. I would read this as, right now when you take the 5th year, you don't get a Master's degree.
- Debra Moriarity: They do in their discipline.
- President Altenkirch: How about for Teaching?
- Debra Moriarity: That they get through the Praxis. So they take a set of Education graduate courses, graduate with a Master's in their discipline and get Class A certification in secondary education. Biology, Chemistry, Math, and Physics have that.
- Provost Curtis: That's not for Elementary Education. Only for secondary education.
- Carolyn Sanders: Would it be wise to look at those teachers already out in the field who are certified who have to get those additional hours. Is it a large enough population that it would be worth our while? Look at those who already have a Bachelor's and need certification?
- Provost Curtis: One of the things that I've heard people talk about, and I have not verified it, is that the State Departments of Education and the school districts have changed a lot of what they do in terms of giving raises for additional degrees or supporting summer course work, etc. Beth would know that, but I don't. Before we venture into this, we would need to figure out what a teacher would do on their own dime.
- President Altenkirch: The steps we are taking with the RISE School and getting through the implementation of these secondary teaching and kinesiology degrees will help. When they open up the replacement for the University Place School at the Terry Heights School location, that would be a model school for UAH. We've had

starts and stops on this before. It takes someone pushing it. They are building the schools even though they don't have the zone lines drawn.

- Wai Mok: The credit hours there are high. Do we have a plan in place to review them?
- Debra Moriarity: Which ones?
- Wai Mok: The highlighted ones.
- Debra Moriarity: No, that's the current situation. All of the departments have cut down what they could, but that's what it is.
- President Altenkirch: We've looked at it and it is what it is. For example, Foreign Language could do that in 4 years. English—probably so, but some of the others just can't. That's already been looked at.

❖ Parking

(Refer to Attachment E) This is a parking summary. The top box shows the current Madison Hall/Shelby Center Lot has 339 spaces with 14 handicap and 2 service, which is 355 total. The building that will replace Madison Hall is essentially going in the Shelby Center parking lot pushed up against the Greenway. That frees up the space in front to build a parking lot. That lot has been designed and the Board has approved it. So if you come in from the circle, it splits into 2 lots and there will be a loop-around/horseshoe to drop people off. Then there's another side-lot that shoots out on the end of the building that starts to go towards the credit union. The purpose of that is so that you can come in off that street that runs by Engineering. So if you go from the Sparkman side towards the baseball field, that gives you entrance to the lot that shoots off to the side, and it also lets fire trucks in.

- Debra Moriarity: So the steps for Shelby Center will be on the side of that horseshoe?
- President Altenkirch: Yes. Actually, I don't have a rendering of the building, but the Shelby Center and this new building are connected on the outside via a patio.

The lot in front of the new building is about 200 spots. Then we will build a new lot with 209 spots.

In 2008 there was a parking survey done [second and third boxes].

6195 parking spots. Then the Intermodal Facility was built, which added 500 spots. Then Charger Park, which is the baseball/softball/soccer complex was put in and added 100 spots. So we currently have 6,795 parking spots. In the North part of the campus, during peak demand, over 98% of the spots were taken. That's not all day long, just at some point during the day; Central-40%, and South-68%. 92% is considered being on capacity. So there has been a shifting of parking opportunity from the North to the Central, because of the building of that intermodal facility, so that brought down the peak demand in the North part of campus.

[Last box] So Madison Hall / Shelby lot is scheduled to go out of commission on November 15 due to the demolition of Madison Hall. The construction of this new lot starts 2 weeks from now, and that's the 209 spot lot.

- Debra Moriarity: So it will close right before finals?
- President Altenkirch: Yes but it needs to in order to keep the construction on schedule. When I get back from the airshow, we will set up a discussion session over in Shelby Center for anyone who wants to come and hear about the parking plan.

It seems to me that people in the Shelby Center should park in the modal facility and walk across the Greenway.

- Debra Moriarity: A lot of students park there, plus the Fitness Center overflow, plus the it's parking for the events, so it fills up pretty good from time to time.
- President Altenkirch: There are also 200 spots to the side of the Madison Hall replacement.
- Debra Moriarity: I assume a number of those will be blocked off for visitors, right?
- President Altenkirch: There will be some, yes. I haven't figured out the number yet.
- Deborah Heikes: Given the distances involved with these parking lots, are there going to be sufficient number of handicap spots, because we've had an issue with that? We don't have sufficient handicap parking anywhere.
- President Altenkirch: There are codes we have to go by.
- Deborah Heikes: Even if we meet the codes, it sometimes isn't sufficient. It's difficult in some places.
- President Altenkirch: I'm pretty sure they do it by code. There are both sides to the issue. One is if you're handicap and you need a handicap spot and there isn't one, then you're not happy. But if there are handicap spots that go unused all of the time, then you have other unhappy people.
- Deborah Heikes: The ones at Morton are always full. And I know Nursing has had problems, too.
- President Altenkirch: We can do a survey.
- Provost Curtis: I've seen some universities that have a large concentration of handicap students or faculty who need handicap parking spots for a particular building, a few temporary spots can be added for certain times.

- Debra Moriarity: What is the opening estimate for that building?
- President Altenkirch: The construction should be done late January of 2016. The move-in March of 2016.

There really isn't any place else to put a new lot. The modal isn't built to hold any more weight. I asked. So we can't add to it.

- James Blackmon: Any discussions about security/health issues (older person walking so far in summer)? Maybe have a wait station or something?
- President Altenkirch: Shuttle service for our population is way too expensive. Either through the police or disability services, they can call for a van.
- James Blackmon: Have there been any issues of assault while walking?
- President Altenkirch: Not that I know of.
- Debra Moriarity: There have been a few break-ins into cars in the parking lots, but I'm not aware of any physical assaults.

❖ Property

We are looking to buy the park off Jordan Lane, behind the softball field. Trinity Church is on our radar screen. We've talked with 2 churches, Trinity Presbyterian and Church of the Nazareen. Along Austin we own maybe half of the houses. Over time, we will accumulate all of the houses, eventually buy the 2 churches, and, with the park, form the Eastern boundary.

➤ *Meeting adjourned at 2:30 pm*

Rise School at the University of Alabama

October 1, 1974, U.S. Office of Health, Education and Welfare funded a project at the University of Alabama to serve young children with physical disabilities from birth to five years (Rural Infant Stimulating Environment-RISE).

1977 the University of Alabama funded the program, which began using integrated therapy as an underlying curriculum consideration.

1986 the program changed to reflect a blending of recommended practices of early childhood special education, early childhood education and child development. The program expanded to become a complete university unit of teaching, research, and service.

November 1994 the Stallings Center opened to house the Rise School.

Originally housed in the College of Education at the University of Alabama, the Rise School is currently a department of the College of Human Environmental Sciences. It services approximately 100 students, evenly divided among special needs and typical children.

Rise School serves as a practicum and internship site for University of Alabama students as well as other colleges and universities.

Rise School of Huntsville

January 2013 Rise School of Huntsville opened at Trinity Methodist Church as a 501(c)(3) organization.

August 2013 Rise School of Huntsville relocates to UAH at 5050 Technology Dr. NW (behind Olin B. King Technology Hall) in three portable buildings, two classrooms and an administrative office, and an outdoor playground.

August 2013 the UAH Department of Education and College of Nursing begin building interactions with the Rise School.

July 2014 a fourth portable classroom is added.

Rise Schools in the U.S.

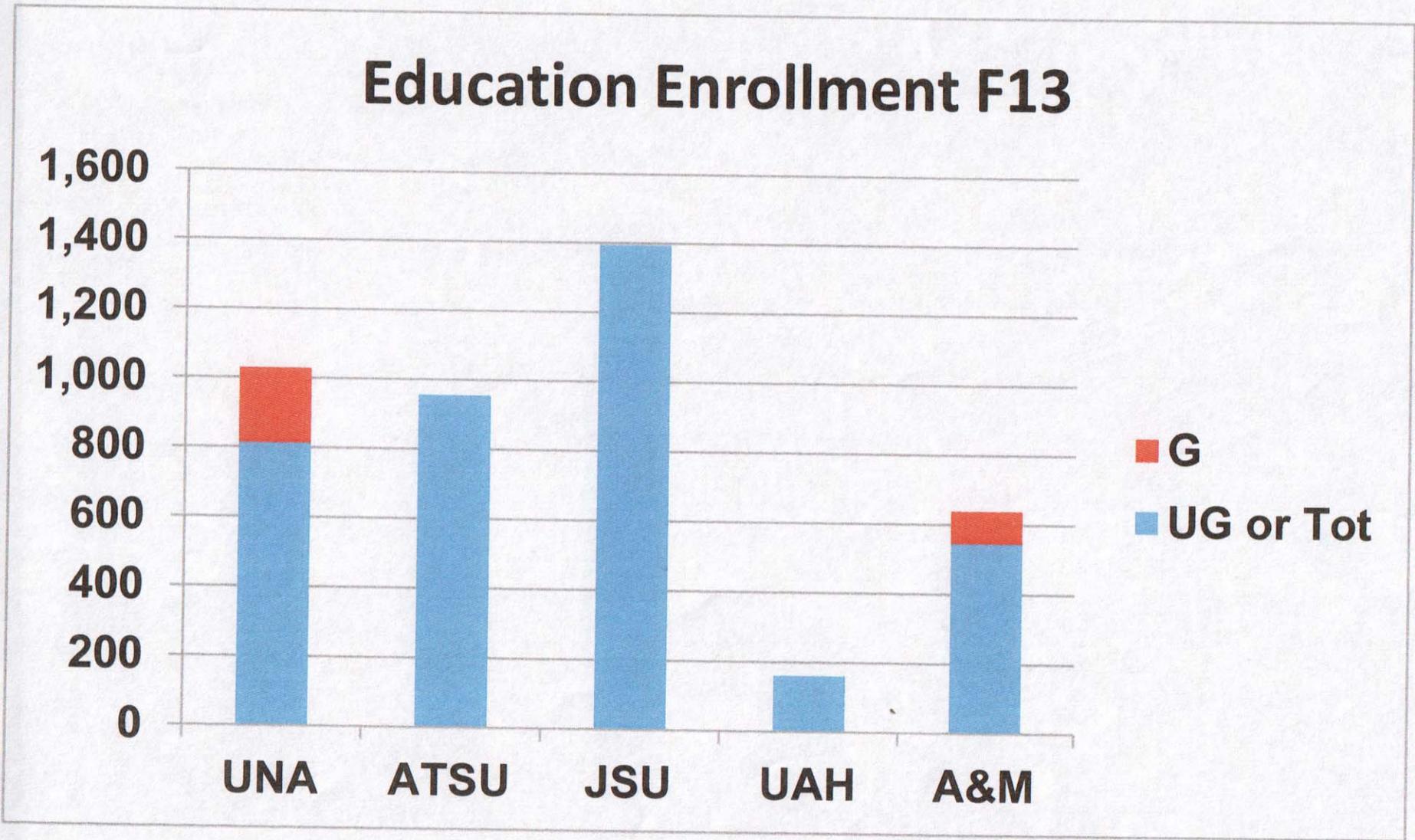
Alabama: University of Alabama; Huntsville (affiliated with UAH)

Colorado: Denver

Texas: Houston (affiliated with the University of Houston); Dallas; Austin; Corpus Christi

Oklahoma: Oklahoma State University

Education Enrollment F13



Attachment C

Degree/Certification/ Endorsement	Title	Hours	AL Teaching Certificate
BA	Elementary Education	128	Class B License: K-6 Elementary
BA	Elementary Education	134	Class B Licenses: K-6 Elementary and K-6 Collaborative (Special Ed)
MEd	Differentiated Instruction	33	4 options for Class A License: English Speakers of Other Languages (ESOL), Collaborative Education, Elementary, Reading Specialist
Biology (6-12)	BA or BS	139-158	Class B: Secondary Biology
Biology/General Science (6-12)	BA or BS	155-174	Class B: Secondary General Science
Chemistry (6-12)	BA or BS	143-150	Class B: Secondary Chemistry
English Language Arts (6-12)	BA	126-132	Class B: Secondary English Language Arts
Foreign Language (6-12)	BA	120-126	Class B License in French, German or Spanish
History (6-12)	BA	126	Class B: Secondary History
History/Social Studies (6-12)	BA	150	Class B: Secondary History and General Social Sciences
Mathematics (6-12)	BA or BS	131-137	Class B: Secondary Mathematics
Physics (6-12)	BA or BS	135-142	Class B: Secondary Physics
Music-Instrumental (P-12)	BA	133	Class B: P-12 Instrumental Music License
Music-Choral (P-12)	BA	133	Class B: P-12 Choral Music License
Secondary Collaborative Special Education	add-on endorsement	9 additional credits	
Collaborative Special Education (K-6; 6-12)	not offered as a degree but as an add-on endorsement		
Middle School (4-8)	add-on endorsement	3 additional credits to a secondary program	
BS Education	Biology	124	Class B: Secondary Biology
	Chemistry	127	Class B: Secondary Chemistry
	Mathematics	123	Class B: Secondary Mathematics
	Physics	131	Class B: Secondary Physics
	English Language Arts	126	Class B: Secondary English Language Arts
	Foreign Language	123	Class B: Secondary French, German or Spanish
	History	126	Class B: Secondary History
BS Kinesiology	Phys. Educ. Concentration	124	Class B: Physical Education (P-12)

UAH also offers Alternative (5th year) licensure options as master's degrees in the following areas. These options would constitute an MAT (Master of Arts in Teaching) degree that we could propose for implementation in Fall 2015.

MEd	ESOL	40	Class A Alternative License (ESOL)
Masters of Science (COS)		52	Class A Alternative License in Biology, Chemistry, Math, or Physics
Masters of Arts (CLA)		52	Class A Alternative License in English Language Arts or History

Additional options to consider adding here include Physical Education (P-12), Elementary Education (K-6), Collaborative Education (K-6 or 6-12).

The department is interested in proposing a BS and 5th year option in Education that would lead to a blended license in Early Childhood Education (0-8 yrs) and Collaborative Education(P-3).

Attachment D

Alabama Colleges of Education	
University	College of Education
A&M	College of Education, Humanities, and Behavioral Sciences
ASU	✓
ATSU	✓
AUB	✓
AUM	School of Education
JSU	College of Education and Professional Studies
Troy	✓
UA	✓
UAB	✓
UAH	X
UM	✓
UNA	College of Education and Human Sciences
USA	✓
UWA	✓
✓ = College of Education	
X = No College of Education	

Attachment E

Spaces	Current		
	Madison Hall/Shelby Center Lot	New Madison Hall/Shelby Center Lot	New Lot
Standard	339		
Handicap	14		
Service	2		
Total	355	200	209

Parking Inventory	
2008	6195
Intermodal Facility	500
Charger Park	100
Total	6795

2008 Parking Study Peak Demand	
North	98%
Central	40%
South	68%
> 92% is above capacity	

Schedule
July 28 begin construction of new lot
Nov 15 Madison Hall/Shelby Center lot closed