

UNIVERSITY OF KENTUCKY

SENATE COUNCIL MEETING

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March 18, 2013

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LEE X. BLONDER, CHAIR

ROBERT GROSSMAN, VICE-CHAIR

J.S. BUTLER, PARLIAMENTARIAN

SHEILA BROTHERS, ADMINISTRATIVE COORDINATOR

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BLONDER: President Capilouto would like to give us a brief update.

CAPILOUTO: Thank you. Excuse me. I do think spring is in the air because I detect my Kentucky allergies today. So excuse me for drinking during the presentation.

I wanted to come and share with you an update on some matters and I think some of the news is exciting. I also want to make myself available to answer any question you have.

First of all an update on some items. You know our Board of Trustees

meeting commences this afternoon with investment and healthcare committees and then continues in the morning and concludes tomorrow afternoon.

I wanted to talk to you about some of the things that we will be presenting to the Board of Trustees. Our House Bill 7 projects, which I think you've heard about, our Gatton College of Business, most exciting when we announced \$34 million of commitment from donors towards our \$65 million campaign. I'm very confident that we'll build upon that now that we're at our public side of the campaign.

We'll go to the Board tomorrow to formally accept a good number of these gifts, we'll do some more later.

The design phase is well on the way and an estimated completion is in fall 2015, spring 2016.

Next the Academic Science building, the Provost has identified a community, a committee of faculty and staff that will comprise of what we'll call a planning committee to decide what the new Academic Science Building will encompass.

On the committee list we can share with you, there are two representatives from the Senate and from the various disciplines and we will keep you informed there.

Lastly, the third project is improvement of our Nutter Training Facility which largely serves our athletes who participate in football and the remodeling of Commonwealth Stadium.

All of these projects do not use any state revenue and two thirds of them are funded by Athletics. We reviewed with the Board the business plans associated with those so that they'll feel very comfortable.

Last year when we went through our discussions on the budget you recall that we carved out several million dollars to be used to invest in restoring, revitalizing, building a new core of our campus.

Right now we're planning to spend \$2.1 million of that in these three projects. And that will be really to do part of Business and Academic Science should we not fully cover those through philanthropy. So we still have some capacity there. We'll look for other ways to leverage those dollars through philanthropy and other creative means

to continue our progress on revitalizing the core of campus.

Next I want to talk to you about tuition and fees. You also know we will present to the Board tomorrow our proposal for tuition and fee increase of 3 percent for in-state students and 6 percent for nonresidents.

This is in accord with what we have been talking about through our discussions over the past year in our total budget. This is a direct commitment to fulfil our promise to students and families that we would address access and affordability.

Of course final approval of these tuition and fees is required by the Council on Postsecondary Education in Kentucky and that won't occur until this summer. We will go forward with our recommendation.

We will have a nonresident rate increase for Pharmacy, Dentistry and Medicine at 3 percent, not at the typical 6 percent because the competitive marketplace in which they operate is such that these three colleges are priced way beyond the market for in and out-of-state students. If you look at what we charge for nonresidents and compare to other colleges across the country, we far exceed the market, so we cut that down a little bit.

There will be a 3 percent increase in fees for students, that's \$16 a semester, to cover Johnson Center, Student Center and Student (Unintelligible) office operations and all. Again, I think our student fees are some of the lowest in the country.

Housing rates: the proposed housing rates reflect a 3 percent increase for our traditional residence halls for a graduate family apartment. The proposed housing rates for premium residence halls, remember a couple years ago we only had 600 beds out of 6000 that are premium and modern, they will go up at 4 percent.

We maintain four small Greek housing projects on campus. They are not in need of an increase. They have very few beds.

The housing rates for Central 1 and 2. Central 1 will be coming up across the way here, those too will go up; will enter the market at the same rate as the premium housing, the 600 premium beds that I just described.

The graduate housing: I recognize that we still have concerns voiced by faculty and graduate students regarding this housing. I'm grateful for the dialogue and feedback and I understand the need to further address these matters.

We will always strive to reach a mutually beneficial arrangement for everybody that's involved. We can't turn back on our priority to build new housing. With that being said, we've got to go back and look at the process in terms of what we're doing with graduate housing and I'm committed to doing so.

Going forward, also as planned in our budget planning, is our commitment to a 5 percent merit pool increase which we will do on this campus for faculty and staff. We're entertaining proposals now. I've had recommendations from a variety of folks about how to implement the increase that we'll take to the Board in June as part of our overall budget plan.

We are committed to making sure that these are true raises. What do I mean by that? There are not going to be any increases in parking permit fees, and for 88 percent of our employees, those who participate in UK-HMO and UK-PPO, while the cost of those programs are going up, the entire cost will be absorbed by the University.

There are 12 percent who participate in other plans. Retirement plan or our EPO plan, there will be a slight increase there, but again the University is managing the majority of the cost.

Finally, I want to close with what I think we have to address together and some of the forces that are occurring nationally and that I hear about when I walk the halls in Frankfort and other places.

One is performance based funding. Performance based or outcome based funding is becoming a very popular policy proposal at state legislatures around the country. There have been 7 of -- 7 to 33 states that in some way have linked funding to student success.

In our region, Ohio, Illinois, and Louisiana are implementing performance based models. Tennessee for their undergraduate and graduate programs has moved to nearly a 100 percent performance based funding model. (Unintelligible).

They've done that. It was implemented first I believe by a governor who was a Democrat. A Republican governor that has come in has made a four year commitment to this so they're going to see six years of performance based funding, putting 100 percent of the funds for these particular areas in play.

Models are under development in Illinois, Missouri, Virginia, Mississippi and Georgia. This past legislative session, there was a Bill introduced by House Education Chair, Carl Rollins, to establish a task force examining all higher education finance, including but not limited to, the setting of tuition, state appropriation, and institutional state financial aid.

Now the legislature didn't work this out because they're going to have a little family feud; they do that in Frankfort sometimes. And the Senate didn't want to accept the recommendation of the task force because the House didn't accept their recommendation to the pension task force and so forth. What they don't resolve though, I have a feeling they're going to come to these issues and we need to be aware.

I know many of you recall the President's State of the Union Address where he highlighted a national scorecard for higher education. If you go to the President's website, you can see benchmarks for all universities across the country that you can click on and view. So just giving more information to consumers and students and families is a (unintelligible) I think we'll see continue. And I think we're going to see heightened interest in this performance based funding. And I'll stay in touch with you on all of these topics.

In a moment you're going to have a presentation by Vince Kellen as we further look at this evolution in learning, typically categorized under MOOC, Massive Open Online Courses.

I think the development of the past week that I noticed will catch attention across the country, is what we saw in California.

Here's a place that has really slashed state budgets over the past several years. I'm sure it's compromised the ability to deliver the educational program.

One of the manifestations of that

is they have waiting lines for some of the core courses. So there's been a Bill introduced that if you're in that waiting line and you're there too long and you're not served quickly, there is going to be another mechanism by which you can access a MOOC and that university is going to accept that in lieu of your taking a course on that campus.

I share that with you not to alarm you but just to tell you that, you know, elected bodies as they attempt to address concerns of their constituents are reaching for mechanisms like this from which we're going to have to be responsive in all kinds of different ways.

And I think what Vince will share with you this afternoon is we have to become more knowledgeable in what these mean for us, and we, that's the most important word, have to figure out how we best address and use these new forms of pedagogy, so I look forward to that conversation. We'll start this afternoon and continue.

Next I want to talk about sequestration for a moment. All of you know that the Congress and the President failed to enact a balanced budget by March 1st and that triggered an \$85.3 billion automatic permanent across the board decrease in discretionary spending reduction.

We are adjusting in our hospital in terms of what that means for reimbursement for Medicare and Medicaid. We also have to take account for what it will mean in terms of the funding we receive from our traditional federal support from NIH, Department of Energy and Defense and the National Science Foundation.

It's estimated that we could see up to \$6 million increase in F and A support. The Vice President of Research, Dr. Tim Tracy will be here in April to discuss that with you. Until we figure all this out we're certainly making our commitment to honor all of the formalized commitments we've made thus far.

We'll suspend making any new commitments until we better understand the federal budget and we have a meeting with our UK Board of Directors and we'll freeze any nonessential expenditures in research, administration and operation.

I want to close on a good note, a good challenge that I think we have at the

University of Kentucky. We know that students in today's world greatly desire participation in an Honors Program.

Last week I happened to be with fellow SEC presidents. Mike Adams, President of University of Georgia, told me that in their entering class of about 5,000 students, 25 percent will participate in the Honors Program. I think that is a benchmark you'll see across the country.

We took it upon ourselves to increase this from around 200 and so last year. We'll have 450 this year; certainly fall below a 25 percent level, but a respectable increase.

They are sterling students. We had 2400 applicants for these 450 spots. Tough choices to make. Outstanding students. We had 40 national merit finalists within them. 379 of those students had a perfect 4.0, that's an unweighted GPA. So a sterling group that want to come to the University of Kentucky.

On that front and several others, I am confident that we are the first choice for the best and brightest of Kentucky. And I know working with you we're going to make sure that everybody that comes here leaves as the best and brightest.

In closing, I want to thank you for your dazzling work. I get to receive emails and visit alumni and graduates in all corners of the state and nation. And everyday I am blessed with another touching, moving story about what we do not only at the national level but what we do at an individual level.

And I want to thank you for your efforts, your successes, knowing that we have much more to do, but I'm confident we can do it as we work together.

Now Lee, I'm happy to answer any questions that anybody has for a few minutes. I know you're going to have a presentation by Vince and you have a long agenda, but I'm happy to do so.

BLONDER: Questions for the President?

BUTLER: J.S. Butler, Graduate School.

I do hope that you remember that graduate education is expensive, it always will be expensive. And while you worry about the buildings and the undergraduates and the honors, that the status of major research university in the University of Kentucky, requires that graduate education be funded

and that will cost a lot.

So I'm not saying anything about any particular cuts or anything in particular, but graduate education matters.

CAPILOUTO: Thank you.

BLONDER: Do other people have questions?
Hollie?

SWANSON: Could you explain what you meant by the changes in the F and A?

CAPILOUTO: Yeah. The F and A, excuse me, for those who don't understand, is the indirect or overhead dollars that you receive from grants, largely those funded by the federal government.

So since we expect a decrease in the overall funding, the F and A, which typically follows that. You know, we have an F and A of 48 percent, something like that. So on a fully funded grant federal level, you spend a dollar on direct expenses, minus some other things, you get 48 cents.

So we think that there's going to be a decrease because there's a decrease nationwide. We're sort of looking at what would our share of that decrease be.

SWANSON: All right. So you're not saying how much the F and A comes back to the colleges, you're saying how much F and A we get as an institution.

CAPILOUTO: As an institution.

SWANSON: As an Institution.

OSBOURNE: Jeff Osbourne, Arts and Sciences.

Does that mean the F and A rate is going to go down or just as a function the total dollars?

CAPILOUTO: Function of the total dollars. And in fact, watching this across the country, I tip my hat to again the folks here at the University of Kentucky because we're going to have an increase in the rate. And that is a negotiation with the federal government that is usually very difficult. And I think we had a quite respectable increase. People worked on it before I got here. So that -- the rate is going to increase.

BLONDER: Other questions?

GROSSMAN: Bob Grossman, A and S.

Can you talk a little bit more about the graduate housing? What the -- especially in terms of the decision to go ahead and demolish some additional housing which is going to displace quite a few students.

CAPILOUTO: Yeah. We -- we do our best in

taking -- undertaking something of this scale to forewarn as best possible individuals who are going to be impacted.

So we did that. We had an appeals process. We had many people subscribe to that, probably over subscribe to it. It causes us to pause and go back and look and see how we can further deal with this problem.

So we need to find better ways to address it. I'm committed to trying to do that.

GROSSMAN: So have any decisions about how to handle the demolishing, the rebuilding these grad, new graduate apartments, have any decisions been changed about what's going to happen?

CAPILOUTO: We are going to listen to every case, look at every situation, look for alternatives to housing. I understand from a briefing I got how case is a little different.

Listening to the people who are working on those things, there are ways to possibly address those. That's what I'd like to do.

Will we be able to please any and everybody in every situation, I'm not sure. I'd like to see us move forward because as you pointed out, graduate education is quite expensive.

One of the reasons we enjoy the financial position that we are in today despite a \$20 million recurring state budget cut, is the growth in our enrollment and hopefully the growth in our retention.

When we allocate monies to school, it supports all kinds of things. When we build a new science building, and you talk about research floors in there, there's going to be substantial square footage, we're talking about graduate education.

We've got to look for all the ways we can to earn our way forward.

BLONDER: Thank you very much, President Capiluto.

CAPILOUTO: Thank you.

BLONDER: Okay. I'd just like to remind everyone to sign in when you arrive, give your name and affiliation when you speak, attend meetings, respond to emails and web postings as appropriate, acknowledge and respect others, please silence your electronic devices, and communicate with your

constituency.

We didn't receive any changes for the minutes of February 11 that were distributed so because there are no corrections, I'd like to approve the minutes from February 11th as distributed by unanimous consent.

Next we have a new Sergeant at Arms, and her name is Laura Anshel. Laura? Laura is back there. Laura worked for ten years at the Lexington Public Library as Children's Reference Librarian Assistant.

She began at UK in 2010 in the UK International Center and she is working towards a Masters in Educational Policy Studies and Evaluation.

So welcome, Laura.

Next President Capilouto had mentioned that faculty on the Science Building Advisory Committee and two of our Senators are on that committee and they are Kim Anderson from Engineering and David Atwood, Arts and Sciences.

There was a clerical error in the graduate school calendar change announced last month. The change was the last day for candidates for a May degree to sit for a final examination was April 18 to April 19th, it should have been 2012-2013, not 2013-2014.

Next the Senate Council approved a minor calendar change on behalf of the Senate to remove the May 20 four week midterm date from the 2012-2013 calendar. There is no such date in the four week term.

We -- Trustee Wilson and I, formed a work group in discussions with Seniors Vice Provost for Academic Planning, Analytics and Technologies, Vince Kellen and Interim Provost Tim Tracy to discuss Coursera and opportunities that might present themselves and you'll be hearing more about that later.

The work group members are Justin Bathon, Education, Bob Grossman, A and S, Andrew Hippisley, A and S, and Sharon Locke, from Nursing.

The Senate Council also formed an Ad Hoc Committee to examine graduate education funding. That committee just began meeting last week. The members of the committee are Dave Berry, Chair, Senator, Mark Coyne, from Ag, Brad Fox is Graduate Student Congress Representative, Abhijit Patwardhan from Engineering, Joe Springer, Medicine and Connie Wood, Arts and Sciences.

And at a future date they will give a report on their findings.

The Senate Council will hold a summer retreat on Thursday June the 13th.

There were two Senate Council members placed on the Appeals Committee for Graduate and Family Apartment Housing, that President Capilouto referred to, following Senate Council discussions with Interim Provost Tim Tracy and Associate Vice President for Auxiliary Services, Ben Crutcher. They are, Liz Debski, from A and S, and Dave Watt, Medicine. They are continuing to work on this and we'll hear additional updates at a later date.

There will be a faculty trustee election this spring with voting in April. John Wilson, as you know, is completing Joe Peek's term which ends June 30th, 2013. The term for the newly elected faculty trustee will run from July 1st, 2013 to June 30th, 2016.

After the eligibility list is determined there will be a petition round followed by one or two election rounds depending on the number of candidates. So be on the lookout for that.

I don't have a Chair's report today so I would like to move on to the Parliamentary Report, J.S. Butler.

BUTLER: Parliamentary. You may wish not to vote on something, that's fine. That is typically called abstaining.

Now, technically abstaining has no official relevance in such a body as this any more than it does in, say, a public election, where you do not, in fact, go to the polls and abstain.

But nevertheless it is common to count down. I will remind you that it has no parliamentary existence per se. It does not alter whether those for exceed those against. It counts as merely as those who voted. It does not alter whether those voted for were two thirds of those who voted. That's only those who vote.

However, it is customary to count that for all those who wish to say that they didn't vote, to say that they didn't vote, so everyone can see that they didn't vote, but it is not official.

Second, when you are dealing with a motion, it's about the same as when you're dealing with something in your office.

You're working on something and you have several possibilities you can vote on to deal with it right now. You can postpone it if you don't want to work on it right now. You can table it which means putting it on the table.

The parliamentary term refers to what you do in your office when you're working on something and something (unintelligible) you wish to deal with, you put it on the table.

Well, you put it on the electronic table now with your computer. But you put it on the table, you're not working on it or you can refer it. That means give it to your grad student or to someone else to work on right now.

Now, these are the things you can do. So tabling means you stop working on it, you drop it on the table. You can postpone it to a particular time, I'll get to this after class. Or you can refer it to a committee, another person or someone else.

The words mean pretty much what they usually do. It would be better if the words were used a little more precisely. To refer, you send it to a committee. To postpone, we're not going to deal with it right now, but we will deal with it on March 18th. This is March 18th, so the item that was postponed to March 18 -- half of you say tabled, but that's okay, postponed, is back again or you can just table it, and that says, we're stopping work again and it won't come back unless we decide to take it back again.

So if what you mean is stop talking say table. If what you mean is you want to talk about it next month say postpone. And if what you want is for the committee to go think about it, refer it. Thank you.

BLONDER: Next item on the agenda is the proposed change to Governing Regulations II, Committee Structure.

Let me just describe this briefly to review. It's in your packet.

This revision was requested by the President and the Chair of the Board and has been endorsed by the Executive Committee of the Board. It will go back to the Board for a second reading tomorrow.

The revision is intended to streamline the Board's operations by

consolidating Academic Affairs and Student Affairs Committees, consolidating University Relations and Human Resources Committees, changing the name of the audit subcommittee to Audit and Compliance. And committee reports are to be posted online within 72 hours of conclusion of the meeting and the Athletics and Healthcare Committees will provide an update if they have met.

There are also, in addition to these substantive changes, a variety of reformatting changes.

As I mentioned, the GR was accepted by the Board of Trustees at the January 29, 2013 meeting for the first reading and the second reading is scheduled for tomorrow.

The Senate has an endorse/not endorse role in this. So we have a recommendation from the Senate Council that the Senate endorse the proposed changes to Governing Regulations II, Committee Structure.

And now I'd like to -- we don't require a second, I'd like to open this up for discussion and we have a couple of people, T. Lynn Williamson, from legal counsel, Richard Greissman, from the Provost Office, who might be able to answer questions in the event that I can't.

Are there discussion items? Would anyone like to discuss this?

Okay. So we have a motion on the floor and I'd like to hear all in favor of this motion? Opposed? Abstain? Motion carries. Thank you.

Next item on the agenda is response from the Senate's Admissions and Academic Standards Committee on the SACS Residency Language pertaining to Senate Rule 5.4.1.

We had discussed this at the last meeting and decided to revisit it today and Raphael Finkel is going to discuss this right now. Raphael?

FINKEL: Good afternoon. So if you remember from last time that we began this discussion, SACS has a problem with one of our Senate Rules with respect to how much of the credit hours that a student -- an undergraduate student needs in order to graduate must be taken from the University.

And so what the committee has done then is tried to find the minimum change which should satisfy SACS.

There is actually a change and you have it, most likely, in your packet here. The primary change is that there is no longer any exception for rule 1.

There are three rules under 5.4.1, Residence Requirements. And rule 1 says that at least 25 percent of the credits must be taken from the University and we've added clarification of what that means, from the University.

That means not including courses taken elsewhere with credit transfer, not including courses taken through the UK International Center except as taught by the UK faculty, not including course -- credits achieved by examination or via college level without examination programs, like the SATs or the AP, and not including courses taken through the National Student Exchange.

So these are not to be included then in that 25 percent minimum which must be taken from the University.

The other parts of this we've more or less left the same, but added clarification so it's absolutely clear what we're saying. We're not changing the other two parts.

Part two is a strange one. It says not less than 30 credit hours must be taken from University plus. I'll say taken from the University plus and define that in a second.

If a degree requires 120 credits and if at least 25 percent of that must be from the University then it's kind of redundant to talk about not less than 30 credit hours. Nonetheless, that is the current wording and we decided we weren't going to play with the wordings of things. If ever there should be a degree that only takes 100 credits, then this will become important.

And the third part, a minimum of 30 of the last 36 credits must be taken from University plus. Now taken from the University plus is not what the wording is in here. We have just a footnote here. We will allow, for that part 2 and for that part 3, courses that were taken through the National Student Exchange and courses that were taken through the University of Kentucky International Center.

National Student Exchange is a scheme by which students can take courses,

they've got to apply for those, they can take courses for credit at other participating institutions in the United States and Canada.

Typically they do in their junior year but they might do it in their senior year and it's typically for situations where there is a particular concentration that is best served at some other institution, for example, maybe we've got no program in Medieval History. I'm just making that up, I bet we do.

And they want to take this in California because there's a particular school there that it really concentrates on. That would be an example of a National Student Exchange.

And the Study Abroad is only one of several possibilities covered under the umbrella of University of Kentucky International Center. That also includes a few other possibilities besides Study Abroad although Study Abroad is the typical one. But there are other four credit opportunities that one could take through that center.

And we decided that we would allow those to be used even in the last 36 credits. There's no good reason not to. And if you look carefully at the existing language, that's the intent of the existing language so we're not making a change there.

It is the case that most students who study abroad, most students who take National Student Exchange do so in their junior year, but there enough who do it in their senior year that it would really be unfortunate if we were not to allow it.

So that then is the proposal and you have the exact wording in the handout, suggested modifications to the Senate Rules. It tries to clarify things and it tries to be as absolutely specific as possible about UK International Center using that terminology, which is the newest terminology, and National Student Exchange, which is the proper terminology there.

BLONDER: So we have a recommendation that's positive from Senate Council that the Senate approve the proposed changes to Senate Rule 5.4.1 Residency Requirements.

Is there discussion?

NAGEL: Uwe Nagel, Arts and Science.

Why is 2 not covered by part 3?

FINKEL: The question is what's the point of rule 2, is it not completely subsumed by rule

1?

NAGEL: No, 3.

FINKEL: Oh, by rule 3. Rule 3 has to do with the last 36 credits. Rule 2 has to do with total credits.

NAGEL: Yeah. But if the last year you have to have 30 credits, then that takes care of (unintelligible)... Am I missing something?

FINKEL: Well, these rules do overlap. To my mind the worst overlap is that 2 is subsumed entirely in 1.

But what we're saying in 3 is more lenient than what we're saying in 1. Rule 3 is allowing people to use as part of their last 36 credits, credits taken through the National Student Exchange, rule 1 does not.

Now rule 2, since rule 2, I think is irrelevant, we could have decided either that it was or it wasn't lenient and we decided to make it lenient, why not.

I agree that this is a bit confusing and it would be much clearer without rule 2 at all. But we didn't feel, since we're not the Rules Committee that we wanted to deal with that.

BLONDER: Other questions, points of discussion?

Okay, let's take this to a vote then. All in favor of the recommendation raise your hand. Opposed? Abstained? Motion carries. Thank you.

The next item is the Committee Report. Again Senate Admissions and Academics Standards Committee Chaired by Raphael Finkel. This is a proposed change to the University Scholars Program.

FINKEL: The University Scholar's Program is a means by which our best seniors can be attracted to stay and enter a Master's program, a graduate program.

And the idea is that if they have adequate GPA and if we like them a lot, they can apply in their junior year to the University Scholars Program.

And then if they're admitted, they take courses in their last year, their senior year, they can be taking graduate level courses and they can be double dipping. That is they can apply some of those credits both to their undergraduate and to their eventual graduate program and they're essentially admitted already into the graduate program. So that's the idea.

And it has had some success, but in order to encourage more students to do this, which is good for the students and is good for the University, the idea here is to reduce a little bit what the requirements are.

As it stands, all students who apply into our graduate program, including the University Scholars Program, have to submit GRE or perhaps GMAT scores. But here are students who are in their junior year and they're not really ready to do the GRE as well as they would be a year later so they're at a bit of a disadvantage.

These are not inexpensive tests and they don't necessarily help in making the decision should we admit the student or not because we know this student. This student has been taking our courses from our faculty and we've got a pretty good track record of exactly what this student can do.

And so because it's not really useful and because it gets in the way of students who wish to apply to this, the proposal then is to remove that particular requirement.

Now there might be some program that has University Scholars that doesn't want this reduction, it still wants to have the GRE, and the proposal is to still allow that individual scholar's programs may maintain it.

The University Scholars programs are done on an individual basis, that is some departments have them and some programs have it and some do not. But anyone that wishes could then opt out of this leniency if they wish.

There is -- there are a few ramifications. A student who comes in without having taken the GRE is perhaps not eligible for some of the graduate school fellowships which do require the GRE. Nonetheless, those students once accepted could still take the GRE sometime in their senior year and still be eligible then. Or it might be a better idea to rethink what constitutes eligibility for these fellowships, but that's beyond the scope of what we want to look at here.

Another is that there's still going to remain the requirement of a 3.5 grade point average. If you think that is too low, well, it's not the case today the department

must accept everyone who applies. They can still say well, your GPA is 3.6 so you can apply but we don't really think it will survive as a graduate student and so we say no.

We don't have any direct evidence that removing this requirement for the GRE will actually increase the number of applicants. It's a hope, it's not a known quantity. So these are the ramifications that have come up in various discussions.

Those are -- so that's what I wanted to say about it.

BLONDER: So we have a positive recommendation from the Senate Council that the Senate approve the proposed change to University Scholars Program Exempt from Submitting the GRE/GMAT.

Is there discussion?

ANDERSON: Kim Anderson, from Chemical Engineering.

Do you have any idea on how many programs would still want the GRE? I mean would it make -- would it make more sense to say if you don't want the GRE get approval from the Graduate Council instead of if you want to keep the GRE you have to -- do you have any feel for....

FINKEL: I myself don't know how many programs have this. Is there someone from the Graduate School who can answer that?

BLACKWELL: We have about 40 programs that participate in the University -- Jeannine Blackwell, Graduate School. We have about 40 programs total that participate in the University Scholars and I don't know how many of them would opt in or will opt out.

If this passes, Graduate Council would probably do a solicitation of all programs and ask them and do a sort of mass blessing of those that wanted to be -- wanted to have exemption.

ANDERSON: How does this effect our own students who do not have University Scholars, but stay here for Graduate School?

BLACKWELL: They would have the same requirement. They would have --

ANDERSON: Still have to take the GRE?

BLACKWELL: Yes, right. They could also be reconsidered but that's another kind of action, an admissions standards action.

BLONDER: Other questions?

BUTLER: J.S. Butler, Graduate School.
What -- would you review again what problem

is this fixing?

FINKEL: Well, I can tell you my take on that.

BUTLER: Yeah.

FINKEL: It's trying to increase the number of students who will apply for this, for the University Scholars Program.

BUTLER: Is there a perception that it's too small?

FINKEL: Yes.

BLONDER: Jeannine?

BLACKWELL: If I might add to that, one of the -- one of the disadvantages right now is that these are students that are highly competitive and will also be applying to -- will be taking the GRE the next year, you know, with the consideration of going elsewhere.

So that we're essentially requiring them to take it a year early and to take it two times, and so that's a disadvantage for the student because they have to pay a substantial amount and it is more than \$100 now. And some of them say no I'm not going to do that, I'm just going to keep on going. And they don't go into this highly advantageous program.

Now, why do we want or why do some programs want to have their own local students go into their Master's program. This is a discipline by discipline decision. There are some disciplines for whom that is a maximum. You do not encourage your own students to continue at the same University and that's regarding (unintelligible).

In other disciplines that is not a problem at all and if you can keep the very best here, it's an extreme advantage for them because it saves them tuition, up to 12 credit hours of tuition and it combines undergraduate and Master's degree. In some places this is called a 3.2 or a 5 year Master's, Bachelor's/Master's, and it's an incentive for recruitment.

And working with enrollment management, they think this could be a great tool for bringing better students to UK at the get-go. And so we're trying to encourage more high end students and this is one of the ways that we would use that as recruitment tool.

BLONDER: Other questions or comments?

DEBSKI: Liz Debski, A and S.

But at the present time is it true

that if you have a program you can opt out,
that particular program can opt out from --

BLACKWELL: No, not now. No, they cannot.

DEBSKI: -- (unintelligible). No one can
opt out --

BLACKWELL: Right.

BLONDER: Okay. So we have a motion on the
floor, let's take a vote. All in favor?

Opposed? Abstained? Motion carries. Thank
you.

Again, Senate's Admissions and
Academic Standards Committee Chaired by
Raphael Finkel. This is proposed changes to
the RN-BSN Admission requirements and Raphael
Finkel will --

FINKEL: All right. The situation has to do
with admission -- let's see. I need to take
my notes out here. It's essentially making
is making a few bulletin changes for the
Registered Nursing and Bachelor of Science in
Nursing Program.

It's a bit confusing what things
belong in the bulletin and what things belong
in the Senate Rules.

At the moment most things that have
to do with undergraduates appear in both.
Most things that have to do with graduate
programs appear only in the bulletin.

I don't know why this is, but
therefore, since this is an undergraduate
program, it really requires changes both to
the bulletin, which could be done by the
department, and changes to the Senate Rules
which requires this Body to approve it.

There is only two parts to this.
First is that applicants should have at least
a 2.5 GPA, grade point average, before being
able to apply to the program calculated over
the prerequisite which already exists.

Now it turns out that the program
has already been using such a criteria but it
just wasn't official and so this is to make
official this particular requirement that the
GPA be at least 2.5 or the student shouldn't
even try to apply into the particular
program, the Registered Nursing Bachelor of
Science in Nursing Program, RN-BSN Program.

The prerequisite has to do with 60
college credits from specified areas
including English, Natural Science, Social
Sciences, Humanities and Nursing.

The second part has to do with
applicants to this program who are educated
abroad but have already achieved Kentucky

licensure who wish to join the Registered Nursing Bachelor of Science in Nursing Program.

The proposal that is to add specific language for this new category of applicants and it should be parallel to the others, namely that they have to be able to earn -- they have to have earned or be able to transfer at least 60 college credits, that wherever they took them they have at least a 2.5 equivalent GPA, just like ordinary applicants.

Now when someone transfers a course the credits transfer but the grade doesn't, nonetheless, one can look at the grades and see if it was equivalent to at least a 2.5. And this is an admission requirement which is then to be parallel to the admission requirements for students who are already here.

The rationale is to increase the applicant pool to get more students and more qualified students. And there's no academic reason that the committee could see that this wouldn't be a good idea. So the committee recommends approval.

BLONDER: So we have a positive recommendation from Senate Council that the Senate adopt the language proposed by the College of Nursing for the University Bulletin into the Senate Rules.

Is there discussion? All in favor? Opposed? Abstained? Motion carries. Thank you.

The next item on the agenda is Senate Academic Programs Committee Chaired by Andrew Hippisley. This is the proposed New Undergraduate Certificate in Power and Energy. Andrew?

HIPPISLEY: This is a recommendation that the University Senate approve the establishment of a new undergraduate certificate, Power and Energy in the Department of Electrical and Computer Engineering within the College of Engineering.

So this certificate is in response to the 2011 US Department of Energy's Strategic Plan which was to make America a world leader in clean energy. And this is, in fact, echoed in UK's own 2009 to '14 Strategic Plan.

It's a direct consequence of UK winning a \$2.5 million grant to develop educational programs in power and energy

which is administrated by the new Power and Energy Institute of Kentucky.

There are 15 credits with five courses, one is — EGR 240, Global Energy Issues. Students then choose a course, a core course from the list including Electrical Power Economics and Public Policy, Electrical Power Transmission and Distribution, Electric Power Generation Technologies, these are all EGR courses.

Then three elective courses that are post (unintelligible) programs, for example, EE 531 Alternative and Renewable Energy Systems.

There are a set of student learning outcomes, for example, students will demonstrate knowledge of global energy issues. Students will demonstrate knowledge of electric power as it relates to power generation, transmission and distribution or economics and public policy.

Instruction assessment certificate, faculty involved comes from a variety of programs including Biosystems, and Agricultural Engineering, Civil Engineering and Computer Science and Mining Engineering.

The Director will be Dr. Joseph Sottile as appointed by the Dean of the College of Engineering and the certificate will consult with the Advisory Board appointed by the Dean of Engineering in terms of the college, and an external Advisory Board made up representatives of the industry which was consulted as part of the initial grant.

These (unintelligible) in addition to this, there is a declared Faculty of Record with a replacement (unintelligible) procedure in place.

BLONDER: So we have a positive recommendation from the Senate Council that the Senate approve the Proposed New Undergrad Certificate in Power and Energy in the Department of Electrical and Computer Engineering within the College of Engineering.

Is there discussion, questions?

FERRIER: Walter Ferrier, B and E.

I'm wondering to what extent the faculty involved here in formal affiliations with the Center for Applied Energy and Research and corollary to that, does this certificate program have the full support of the CAER?

HIPPISLEY: Larry?
HOLLOWAY: So the --
BROTHERS: Name please?
HOLLOWAY: I'm sorry, Larry Holloway, College
of Engineering.

So CAER, several individuals from
CAER were involved in (unintelligible) also
one of the three core courses which is the
Power Generation course that actually
qualifies CAER. Researcher has a
(unintelligible).

BLONDER: Questions? Other discussion
points?

DEBSKI: Liz Debski, A and S.
I'm wondering how much, if at all,
the three core courses overlap with either --
--

HOLLOWAY: The three core courses that are an
option, send students in considerably
different directions. One had gone to
Generation, one had gone to Transmission and
Distribution Power System and then back into
Generation, and then the other
(unintelligible) Economics which although
Generation and Transmission -----

BLONDER: Other discussion points? All
right, let's take this to a vote then. All
those in favor? Opposed? Abstained? Motion
carries. Thank you.

The next item again Senate Academic
Programs Committee Chaired by Andrew
Hippisley is a proposed new Undergraduate
Certificate in Musical Theatre for voice
majors.

HIPPISLEY: This is a recommendation that the
University Senate approve the establishment
of a new Undergraduate Certificate, Musical
Theatre for Voice Majors in the Department of
Theatre within the College of Fine Arts.

The purpose of this certificate is
to combine components from two disciplines,
theatre and music with a resulting student
experience in acting, dance, voice and
musical theatre techniques.

It will offer both course program
performance opportunities.

Musical theatre in itself
established a popular program in many other
universities conspicuously absent in
Kentucky's flagship institution.

It will also help form
interdisciplinary bridge between the College
of Theatre and Music. It will target
undergraduate voice majors.

It will consist of 16 credits -- 15 credits made up of seven courses including a Theatre Practicum or an Opera Practicum. Other courses include Musical Theatre Technique, Acting, Scene Study and Ballet Stage 2.

There will be a Director, that will be Nancy Jones, Director. And Noemi Lugo, from the College of (unintelligible) will be the co-director. And faculty from both programs will make up the Faculty of Record.

There's an assessment plan in place. Students -- the program will check up on students to see if having taken this certificate, they manage to get into musical careers in productions on and off, that's one example of assessment.

BLONDER: So we have a positive recommendation from Senate Council that the Senate approve the proposed new Undergraduate Certificate in Musical Theatre for Voice Majors in the Department of Theatre within the College of Fine Arts.

Are there comments, questions? All in favor? Opposed? Abstained? Motion carries. Thank you.

Next item is the proposed new Undergraduate Certificate in Musical Theatre for Theatre Majors. Andrew?

HIPPISLEY: This is going to sound a little bit like the other one.

This is a recommendation that the University Senate approve the establishment of a new undergraduate certificate, Musical Theatre for Theatre Majors in the Department of Theatre in the College of Fine Arts.

The purpose is to combine components of the two disciplines, theatre and music, with a resulting student experience in acting, dance, voice, and musical theatre techniques. It will offer both course work and performance opportunities.

Musical Theatre is itself an established and popular program at many other universities but conspicuously absent is Kentucky's flagship institution and it will also help form (Unintelligible) between theatre and music.

The target audience is undergraduate theatre majors. It's made up of 18 credits. Ten courses including a Theatre Practicum or an Opera Practicum. Other courses would include Chorale, Music

Theatre Technique, Advanced Musical Theatre
Dance, Acting, Scene Study and Ballet Stage
2.

As with the other one, the faculty structure is the same. The Director of the program will be Nancy Jones and her Co-director will be Noemi Lugo from the Department of Voice. It's made up of faculty from both departments.

And the same class assessment plan will be there, one of the components of which will be to find out how many students taking the certificate end up in musical theatre productions.

BLONDER: We have a positive recommendation from the Senate Council that the Senate approve the proposed new Undergraduate Certificate in Musical Theatre for theatre majors, in the Department of Theatre within the College of Fine Arts.

Comments, questions?

All in favor? Opposed? Abstained?
Motion carries. Thank you.

Next again Senate Academic Programs Committee Chaired by Andrew Hippisley. This is a proposed new Graduate Certificate in Teaching English as a Second Language.

HIPPISLEY: So this is a recommendation that the University Senate approve the establishment of a new Graduate Certificate, Teaching English as a Second Language (TESL) in the Department of Modern and Classical Languages, Literatures and Cultures, I'll call that MCL from now on, within the College of Arts and Sciences.

The (unintelligible) is to provide an employability credential to UK students who might be thinking of going abroad. And this is the case with many students graduating with a degree from MCL before the Department of Hispanic Studies.

But even back home in Kentucky there's a need to teach English to immigrants and refugees who end up in the state as volunteers.

It will also act as an attractor to the existing MA in World Languages and an emergent MA in TESL, that's currently under development.

As it an interdisciplinary between MCL, Hispanic Studies and Linguistics, the hope is that this will foster greater interdepartmental collaboration between those three units.

The type of audience primarily current UK post (unintelligible) students who are interested in going abroad with credentials for (unintelligible) teaching a kind of job, teaching English or they desire to pursue graduate studies in their related field, Linguistics or World Languages.

There are 12 credits from four courses including a Second Language Practicum. Two courses on (unintelligible) Instruction to Linguistics for Teachers and Second Language Acquisition.

The third course is a choice of three, you'll see defined as Second Language Pedagogy, that is in Theory.

The certificate will be evaluated by surveying (unintelligible) from employment status or level of satisfaction with preparation of the ESL Teaching Profession.

There's a faculty of record with procedures for membership, it includes members from MCL, Hispanic Studies and The College of Education.

BLONDER: So we have a positive recommendation from Senate Council that the Senate approve the proposed new Graduate Certificate in Teaching English as a Second Language in the Department of Modern and Classical Languages, Literature and Cultures within the College of Arts and Sciences.

Are there comments, questions, discussion points?

BAILEY: Ernie Bailey, College of Agriculture.

What is the involvement of the Education Department? I guess the question I have is teaching English, the subject of teaching English, not a foreign language and so it seems like more of an educational activity rather than a foreign language activity.

HIPPISLEY: Well, a member of Education will be involved with the Faculty of Record. But Francis Bailey, I believe is here, (unintelligible) directly answer that question.

BAILEY: Ernie Bailey, MCL.

So the question was should it be in the College of Education. And kind of background, this is more personal, my wife teaches English as a Second Language in elementary school, that's why -- I'm agriculture so what do I know about this. So she does that and initially she was invited

because she's fluent in Japanese.
(Unintelligible) she doesn't know Spanish.
Then she said it doesn't matter who's talking
in Brazil or in China and New Zealand, the
issue is they're going to speak English in
class so that's what she's doing. So she
recently got a Masters in ESL at Asbury
College because there wasn't anything here.

Most of it -- I mean it wasn't --
foreign language.

I guess that's what I'm wondering.
What is the discipline and why is it in this
rather than in education?

FRANCIS: We're developing a TESL Masters
degree in TESL Languages, so this is a step
in that direction. We're hoping to attract
students to our Master's program in this
program. So the history of why it's located
in Modern and Classical Languages is somewhat
moot I think, but the College of Education --
and Classic Languages is a (unintelligible)
program, the language program. So we'll be
researching (unintelligible) TESL and as part
of our Arts and Sciences.

BAILEY: Our public schools have -- in
teaching certificate, are the grads going to
be able to go and teach in the public
schools?

FRANCIS: No. That will be a separate
program that we're developing as part of the
Master's program and we're coordinating with
the College of Ed for that.

BAILEY: So with certificate --

FRANCIS: So they can be appointed overseas.
They recognize the potential in
(unintelligible). A lot of (unintelligible)
go overseas and it's helpful if they have
some training before they go over there to --

--

BAILEY: Thank you.

BLONDER: Jeannine?

BLACKWELL: If I could just add something to
the discussion -- Jeannine Blackwell,
Graduate School -- there is a lot of second
language acquisition that is taught in Modern
and Classical Languages (unintelligible) in
those directions.

And this certificate as Francis
described is the certificate is aimed for
those who are teaching not necessarily in
public school systems but in community
centers and to adult learners and to those
going abroad teaching people that are in
industry and business.

And so it's doesn't necessarily jive -- this certificate doesn't jive exactly with the requirements of the public school system and as Francis also said, as they continue development of a Master's degree in ESL that would indeed probably go through the process for teacher certification component.

BLONDER: Any other comments or questions?

OSBORN: Jeff Osborn, College of Arts and Sciences.

I would like to know a little bit more about the statement the College of Education is involved, did you have lunch together, did you --

BLACKWELL: No, no.

OSBORN: -- administrate in the courses, what's --

HIPPISLEY: The College of Education, I just want to get this right, they are part of the Faculty of Record, (unintelligible) participate. So --

UNIDENTIFIED: What's her name?

HIPPISLEY: (Unintelligible) and they've also, they've really supported memoranda of the reading too. But integral to it is a sum of College of Education.

I should also mention, Francis Bailey, himself, is a Doctrine in Education, so the credentials of education fall within the Faculty of Record.

BLONDER: Any other comments, questions? Okay, let's take this to a vote then. All in favor? Opposed? Abstained? Motion carries. Thank you, Andrew.

Next we an update on Presentation U from Deanna Sellnow who is Co-chair of the Quality Enhancement Plan with (unintelligible).

SELLNOW: Thank you. I'm here without my partner for the (unintelligible) show today, she's here in spirit but she's out of town.

The quality -- we decided to do a little reviewing. I got five full minutes, Sheila reminded (unintelligible) to remind you that we're having an exam review today for the QEP because finally the SACS?? Re-accreditation Team is going to be on campus April 9 through 11th, so we're calling that our QEP exam. And you should have gotten a handout when you were coming in today, that's your review guide for the exam so that you'll be able to speak to the community and (unintelligible) might tap you on the shoulder that day.

So in the spirit of our sense of humor, will this be on the test, the answer is yes.

So first question to me, so we all know they ask you what is the QEP and QEP stands for Quality Enhancement Plan. It's a core requirement for reaffirmation of accreditation and it has to be focused on enhancing student learning or the environment for student learning developed by our campus for the next five years, I guess, until we can see if (unintelligible) into our campus.

So one thing they might ask you is what a QEP, you want to be able to say what a QEP, it's a Quality Enhancement Plan required for reaffirmation of accreditation by the staff.

What is our QEP, our QEP is Presentation U, you are the ultimate presentation and it focuses on the white paper that was developed on Multi-Mode of Communication across the curriculum to try to embed teaching and learning and assessment of communication skills across the campus in the majors.

It's actually going to be -- what is a exactly Presentation U going to be, it's going to be comprised of two major components, one major component is the Faculty Fellows Program and the Faculty Fellows Program is that faculty who choose to participate can participate in this three semester program.

The first semester they'll get complications and training and how to do instruction in communication that's appropriate for practice in their discipline.

In the second semester they'll actually deliver the course instruction and collect assessment material products from the class that are related to multi-mode of communication appropriate for their discipline.

And then the third semester they'll go through an assessment and revising of the syllabus as warranted by assessment based on how it -- based on how the assessment results came out.

It is not an unfunded mandate for faculty. They can volunteer to be in the Faculty Fellows Program, and if they volunteer to be in the Faculty Fellows Program, they will get a stipend for each of the three semesters that they participate in

the Faculty Fellows Program.

The second component is the Presentation Tutoring Center and that's the center that's designed primarily for students who come to get help refining and revising their projects, multi-communication projects. It can also be faculty and staff can also approach and use the services in the center to get help improving their projects as well if they choose to.

So that was my five minute ditty and you have your handout that we are asking you to take back to your constituents so that the review guide gets passed around to everybody on campus.

It's really important that we can use the Senators here to be the vehicle for communicating the QEP Presentation U back to your constituents. So I think I have about one minute for questions.

GROSSMAN: Bob Grossman, A and S.
Is there a link, is that posted online that document that you want us to send to our constituents?

SELLNOW: This handout?

GROSSMAN: Yes.

SELLNOW: Is there a way to have this handout posted?

BLONDER: Yes.

SELLNOW: Sheila has it and she made the copies, had somebody make the copies. So we can have it posted on —

BLONDER: The SACS website, the Senate website or both?

SELLNOW: We'll put it on the SACS website and we'll put it on the Senate website and we'll put it....

GROSSMAN: (Unintelligible) as well, once you do it can you please email the link to the Senators?

SELLNOW: (Unintelligible) --

BLONDER: (Unintelligible).

GROSSMAN: Thank you.

BLONDER: Other questions? Thank you very much.

Next we have a presentation by Senior Vice Provost for Academic Planning Analytic Technology, Vince Kellen and Interim Provost Tracy on MOOCs, eLearning, Disruption and Higher Education. Vince?

KELLEN: Thank you. What I'm going to talk about today obviously many of you have been reading just like I have what's going on in higher education, certainly in the Chronicle

and many other places.

So what I want to do today is basically share some basic information about that.

The first is actually a little more interesting from my standpoint is watching over the last ten years what has happened with online learning across the nation here. And just recently in January of this month, the Babson Survey Research Group have been collecting some of that data and within the last year there's been about 6.7 million students taking at least one online course across all higher education.

That growth rate last year was 9 percent and it's the lowest growth rate increase since 2002, which I also find kind of interesting.

The percentage of students taking at least one online course is at 32 percent.

And probably this bottom part is also kind of interesting as of at least January, probably preceding that sometime in the fourth quarter or the winter of last year, about 2.6 percent of the institutions surveyed had a massive online open course of some type.

Obviously if you go to EdX and Coursera, those are two of the big popular ones out there, you can see those lists of those institutions. And then about just under 10 percent are considering something along those lines.

Now this is kind of a summary of who the players are. Obviously this goes back a few years, but a lot of attention in the last year has been -- has been put on this area. And most importantly you have Udacity and Coursera, which actually was started by Stanford Professors, Sebastian (unintelligible) with Daphne (unintelligible) out of Stanford, two of their models.

But Coursera here has added to their initial 33 universities that they keep up with, and another 29, just in the last month, so they're now up in that 50, range of 50 universities.

Kahn Academy, which you've heard of, not necessarily popular in higher education, is emerging certainly in (unintelligible) world as a popular platform.

There's been a little bit of announcements in the last few months basically from fall and into winter of this

year, some universities experimenting with credit transfers in this area. Colorado State has been piloting a computer class transfer, this is through Udacity, that actually is more like a class for test out.

California State is using Udacity for remedial algebra and statistics, that was announced in January.

And then just recently this week, California is considering legislation to require credit transfer for overcrowded classes.

Parallel to this or just slightly after the starting up of Coursera and Udacity, EdX was announced in the last year. This is joint venture with Harvard, MIT, Berkeley and University of Texas and now probably a few others. They are building a platform as we speak and starting to offer some of their courses.

If you've read a Chronicle article in the last few weeks, the Chronicle had sort of fellow research to figure out what this business model is likely to be.

Industry is not alone in this. We're not alone. Industry has been looking at this. A company called 2U, formally a tutoring type platform announced an association with North Western, Duke, University of North Carolina Chapel Hill, to engage in essentially credit transfer for full tuition courses within that particular system. I've been watching this and we'll see what happens with that particular initiative.

Academic partnerships is a little bit more known. They have approximately 40 institutions that they represent. What they typically do is they bring graduate programs online to national and now global audiences. They announced in January of this past year that their universities are going to be offering some of their courses in a MOOC-like environment.

The idea there for these particular programs is a student entering in one of these professional or graduate programs could try a course before they buy and the university could observe before they admit. And that was (unintelligible).

I would expect based on all this activity and everything you've been reading these sorts of announcements are going to continue throughout 2013 and to an extent

2014. I don't think this is the final wave of this. I think there'll be a few more permutations of these models as we go forward in the next few months and year.

Now I want to talk a little bit about my perspective that certainly up in discussing with several others, in fact I was just at University of Michigan last week with their Center for Research Learning and Teaching and talking about some of their experiences they've had certainly with the MOOCs and online. But clearly there's more nuance here than meets the eye.

I'd like to say that education has a last mile problem, higher education. Our last mile problem is how do we get the education to those students who have some of the more difficult time with that.

If you look at the capability of learners and the environment and put it on a normal distribution from extremely capable to not, one could argue that the 20th Century, the educational system had been able to get a fair number of those who are capable through the system. I think Tyler Cowan had an interesting short book, *The Great Stagnation*, summarizes it very neatly.

I think if you break it down in a personal level, especially if you think about MOOCs, I always asked the question, great MOOCs are wonderful, I get that, what would Abraham Lincoln think of a MOOC?

Abraham Lincoln was an autodidact, he read books on his own and he studied extensively and certainly throughout his career and as he was president.

Now on the other hand I have a nephew who two years ago my sister called me in distress and said he's coming to live with you this summer, you have to whip him into shape, he's struggling in school. Now Matthew's a smart kid, he's a great worker, great kid, but absolutely was struggling.

He lived with me for two summers, I was completely unsuccessful in rehabilitating him. He continued to persist in his inability to get out.

However, we kept working him and in the last year he finally got an Associate's degree after a few low-security universities in the south, but better still he's in an area he likes with an opportunity for a Bachelor's degree and work that actually pays well. And it took us some time.

So I asked the question, if I put a MOOC in front of my nephew what would have happened. Nothing. Same thing. And we had to grab him by the ear and pull him in.

Now will he be able in the future to take (unintelligible) I have no doubt he will. At this point in his life, no, he needs that complete experience.

In thinking about this phase, it's useful to divide it up into a couple of different ways. And this is just one simple crude way to think about. You can think about eLearning or MOOCs or whatever you want to call it. You break it up across four quadrants here.

Adult learner is the top axis of the vertical axis and the traditional learner is at the bottom. On the right-hand side you have what could be potentially some new programs or new markets that we might want to address. Then the other side you can talk about what are our existing programs.

And then if you look at that it kind of falls out a little bit more neatly what potentially you're seeing the market as unfolding. And certainly if you think magnetic partnerships focusing of online for graduate professional programs, they're taking existing programs at the graduate level through a MOOC to new markets online.

So I would put that into perhaps the adult learner and into new market, that upper right-hand quadrant.

If you look at what Coursera is doing for the elite institution version of it in which elite institutions got together and produced a bunch of course work material, they're looking at existing courses essentially marketing material. So I don't know if I would even call that a new program necessarily, it might be a new market.

So then those courses can reach out overseas and other parts of the country that would be otherwise harder for them to reach. So there's a number of things you can think about in this space.

The moral of the story in this really isn't whether this (unintelligible) to you or not. It's just that it's not all one thing. It's many nuances that all the players who are doing this are starting to try to figure out.

Now technology can play a role in some of this and to an extent you're seeing

that kind of be challenged here with the MOOCs. Where the MOOCs are starting to go online with very massive courses that are reaching large audiences.

If you've been paying attention like I have at the completion rates of those, they're hovering at an average of somewhere around 7, 8 percent with sometimes low, 3, 4, 5 percent, but sometimes high 15 percent depending upon the particular instructor.

In fact, today the Chronicle just published the results of a survey in which they got 103 responses out of about 180 faculty who are teaching in these MOOCs to get their sense of it. Very good, interesting survey, if you get a chance you can look at it.

But the notion here is that we have this tension between high volume and high context, high effectiveness. And to an extent in the 20th Century the (unintelligible) was invented to try to deal with the efficiency and volume question. And you can also look at the MOOCs as a further extension of that.

So the key though here in order to make this effective, I believe, is you have to build some form of interactivity via humans and/or via the computer to improve the effectiveness of the online.

And I think as you do that you can begin to deal with some of this tension between high effectiveness and high volume. But again I'm going to point you back to the earlier science.

This is going to vary very much depending upon the segment of the educational product or program, the type of students, and more importantly, the type of teaching that's going on in that particular class and program.

Underneath this, and you probably won't hear too much of it just yet, but I expect it to be coming out in the next bit, is that there's a lot of work in the past at looking at bringing personalization techniques to education in the same way google personalizes those ads that sit on the right hand side as you do your searches.

Some vendors are finding a way of personalizing into educational content based on what learners are mastering or what learners are doing in that environment.

Two of the big -- one of the big

vendors in this venture is Knewton and Arizona State University has had in the last year an initiative to apply that technology in several of their courses.

There are others out there. The Gates Foundation has actually awarded grants to many of its -- to several of its grantees to actually test those particular adaptive learning, personalized learning technologies to measure them and report back over the next couple of years.

One of those grantees is actually BCTCS here in the Commonwealth of Kentucky. They will be doing that this fall and then experimenting and reporting back.

The reason I bring this up, in a recent meeting I had with members of the (unintelligible) on this particular topic, several were in agreement that all this technology down the road is going to have to some form of depth learning of personalized technique in it and we're seeing that happen very quickly.

Udacity announced in the last bit of their recent installment of funding is going to be focused on personalization and the depth of learning technology. So that's going to be coming down the road here.

I think this could have some very interesting implications for how you can deliver content, that could be (unintelligible) lot more effectively (unintelligible) more effectively. Especially if you think about different learner attributes. If we know beforehand learners have certain skills and abilities we can tailor the presentation for that.

As you know in the area of educational technology and multi-media presentation, educational researchers, lots of different ways of thinking about how to personalize based on learner attributes. (Unintelligible) the MOOCs don't do that and those of you who have done a MOOC, you know that. There's very little of that going on.

Down the road though I think this is going to be -- begin to change as this technology surfaces up.

We are definitely very early in this market. No question. The business models are just being assertive. While everybody is pointing out (unintelligible) I'd like to point out that the MOOC startups are also under stress because they just

received money from vendors and now they need to make it pay off in the next two years fairly quickly.

And so the nice thing about that is we're seeing them reveal their business models very quickly and that's happening. In fact, just in the last month or so I think and I think over the next two to three months it will become much more well-known exactly how these particular players are going to be sustainable.

So the market I think was extremely dynamic last year. I had spoken to a couple of universities in one of those, Coursera, to understand their motivations and how they went about it. And by and large, they were -- they wanted to be a first mover, they wanted to be perceived as a leader, and they also wanted to make sure they get a great content out to the world at large.

Now most of these institutions are attracting on average very elite students. And so they have a need to make sure that they're continuing to do that on a global basis. So I can see why they would (unintelligible)

Now I think as you -- think about this: If the University of Kentucky or any university wants to sort of jump in this space, there are some sort of guidelines here that we have to consider.

Obviously as each competitor jumps in here and starts to extend or go beyond what their core competency is they can bring themselves into an area of weakness, the inability to make a difference.

So one of the questions we've got to ask ourselves, can this brand actually work. Can our brand or our awareness of our program actually work against some of the other universities we're competing against.

How can elite institutions and not only institutions in the same market and these MOOCs compete with each other? Right now if you look at Coursera, it's a collection of lead institutions that in a way hasn't really increased the number of institutions participating. So in a way it's designed not to compete with non-lead institutions.

But I think that the nice things about some of the early movers is they're learning things as they do it, they'll be

able to adjust and adapt their approach pretty quickly and I think that's the key.

When the times are uncertain like this being able to move intricately and quickly especially extending core competency out just a bit, is a better way to think about it than merely trying to invent something that isn't there.

This leads to what I would call a general set of guidelines or recommendations or certainly where my thought and Tim ?? Tracy's thoughts have been on this in terms of how to think about this. And first quality is going to continue to be a crucial competitive factor.

The institutions I talked to were well aware that the quality of what they do in that environment is absolutely critical. And while we're not seeing complete even quality in these environments there are some pretty high quality courses in there.

And the focus for these elite institutions in the current model is to continue to push for quality. I think that's important.

I also think that the blending of the technology with the residential experience is also very important. Obviously I want people like my nephew to be successful in these environments so we're going to need both, if not either one or the other.

I think for the University of Kentucky we're kind of at an interesting threshold here of adaption, of the early adapters so we're not quite with the leaders, but we might not even be with the next group. So I think we have to think about which wave of adaption we wish to be in if we want to take advantage of this.

(Unintelligible) obviously is going to matter greatly. And the approach to our Mission, what we're trying to accomplish here at the University of Kentucky is going to be critical. And so for me, we have to advance what we're trying to accomplish here at the University versus trying to go global in some place that makes no sense.

We have to take this with care and we have to validate. And I think rapid and iterative innovation is really what it's about. Between certainly across colleges and within colleges at the University is a critical piece.

For some of the folks who have

entered these, they found great value in the partnering with the other universities and sharing links which now we're hearing about through surveys and other things that the Chronicle and others are doing.

And lastly I think the personalization around the educational experience and ways of doing that automatically are going to be absolutely important in a few years. These are where you're going to really separate out some of the institutions on how well they can craft a very, very high quality experience in this environment taking advantage of data information that they have (unintelligible) learners (unintelligible) that can work.

That sort of concludes this part. I just want to accept the ground for this space and talk about some of the providers and some of the approaches. We can go on for six hours on this topic as many of us have. Certainly at University of Michigan we left the conversation with a vigorous debate about what (unintelligible) role the faculty members in the future.

Now a little bit of, just to be clear, I have taught in an online and a hybrid environment (unintelligible) over a ten year period. So I have a lot of experience with doing this both face-to-face and an online environment, primarily at the upper division, undergraduate and the graduate level at the University of Houston. It's a great advantage. So I've kind of seen the pros and cons from the practicality of this on a daily basis.

And I don't (unintelligible), in 1998 I got notice from my associate dean at the university, Vince, you're going online with your course. At the time I happened to be consulting with companies about how they could go online and I immediately fired off a nasty email back to the associate dean, how dare you, I'm not ready. And then he responded back, Vince, what do you do for a living. And we kind of walked through that process. So even for me this was a very interesting transition to walk through.

And now we're seeing other institutions doing it. I encourage you to especially look at some of the articles in the Chronicle on this, it does really good work in reporting that. I think especially their last survey was very good. They

actually talked to real people who were doing the courses (unintelligible) survey.

BLONDER: Before we open it up for discussion I want to invite Provost Tracy to come up and make a speech (unintelligible). Thank you.

TRACY: Thank you. I apologize for being -- recruiting students and I find that very fun.

So thank you all for taking a moment to hear Vince's presentation. And I look forward to discussion. As I look at this I think we ask ourselves what is the value of a residential university, what's the value there.

I think we have tremendous value. The question is how do we create the ideal learning environment for our students. And as I've gone through this through the years I've figured out that a learning environment can be a classroom, it can be a computer, it can be a technology, or it can be a lot of different things.

What is the learning environment that helps people to learn best. And the other thing that I think about is as I think about my own mortality, not immortality, I think about whether I can transmit enough information to students to last them for the next 40 years and I've pretty much convinced myself that I can't do that so I may try to (unintelligible) in a lecture, I've go to do that myself.

But the question is, you know, they their phones and they have their iPads and they have whatever that they have, what is it, 90-some percent of our students have at least three wireless devices now. It's a pretty high adoption rate on campus.

So I think about what we need to value from my perspective is that we help them learn how to learn. We help them figure out how to assimilate that new knowledge that hasn't even been discovered yet.

And then the really, the face-to-face part is that we help them learn how to apply it. And that's something that's very tough to do by modalities other than face-to-face and practice.

And so to me that's one of the real, real benefits and real value (unintelligible) we have at the residential university is that we help them learn how to apply it.

And so for me it's not all online.

It's how do we use this to improve student learning. Is it the right way and is there a way to improve student learning. To me, that's the real fundamental question because if students don't learn then I got to ask ourselves, did we do our job.

But if we can create the ideal learning environment for them then that's -- that's my philosophy.

I got a wake up call this -- it was about ten years ago when my son was a freshman in high school. And he was sitting there lying in the living on the living room floor with his laptop and his iphone or ipod with his headphones playing and his phone sitting beside him and he was using instant messenger on (unintelligible) . I said, son, how are you getting anything done, you cannot possibly be concentrating on your homework, until I realized that he and students from all over the district were collaborating on their homework and they were doing math together. And when they couldn't get it in an instant message, they were actually calling each other and working the homework collaboratively.

And now I watch our students study here in the Young Library and they study in groups and they work collaboratively. And so, you know, how do we best facilitate that and that's why I said learning environments take multiple forms. How do we best do that and what's the advantage or what's the value add by (unintelligible) a residential university.

I think there's tremendous value. We've got to make sure that the students see that. So with that I'll open it up for questions for Vince and myself.

BLONDER: Yes. Vince? Questions, comments, questions?

BRION: Gail Brion, College of Engineering. How do you see the Senate fitting in to adopt the MOOCs? Is this going to be -- we're sitting here, we're supposed to control the quality of education within our departments and our Faculty of Records. Are we now going to be responsible for looking at adding these MOOCs and deciding what we will accept?

TRACY: You know, first, let me say I don't think it's all MOOCs. I think part of it is just how we use all kinds of learning technologies and other things in our classroom.

But you know, the faculty own the curriculum and they should own the curriculum. What I see my job in this as the Interim Provost is to make sure that we have the resources to support that and the resources to use the most advanced either technologies or capabilities that we have to assure student learning.

And so I would think that the Senate's role, part of it is to say how can we best position ourselves as a University for student learning both now and in the future. And whatever form that takes, if MOOCs are part of that, that's great. If it's flip classrooms, that's great.

I mean I got a faculty member email the other day that said my kid just came home from freshman algebra at Paul Lawrence Dunbar and it's a flip classroom. I think you said that for your kids, the one at Lexington Catholic has the same thing and now I'm hearing it in the middle schools. So they may be coming to us and saying why aren't you in flip classrooms because I'm used to this.

But I think that the Senate's role is to say how can we best create the learning environment for our students and what's the best way that we offer the curriculum to make sure that our students are prepared to be what I believe is a differentiating graduate.

And that's at a research doctoral level one university, that differentiation that comes with adding the research of the faculty, the scholarship of the faculty and the educational abilities of the faculty. That's the difference that we have then say most, if not all, of our competitors in the state and certainly in the region. We need to be that research doctoral level one and that differentiation. And I think that we should consider this as part of that to improve student learning.

KELLEN: And I'll extend that. I think if you look at what's going in California, you have the legislators trying to figure out what the transfer (unintelligible) going to be and I don't think that's necessarily a great idea when the legislators (unintelligible) and in California between the faculty and committee (unintelligible), you know, in terms of that process. So I would argue that universities, themselves, have to control that what comes in as credit for return.

Now on the other hand, in many of these environs we can do both. We can offer and control the same thing we're offering. So we can use it as a platform for doing what we wish to do. As this institution versus what, you know, a particular — may wish to do.

GROSSMAN: Bob Grossman, A and S.

Just a follow-up on Gail's question. Yes, the faculty, we all control our own (unintelligible) we kind of know what to do. Because the Registrar delivers a certain number of students to us each year those are the students we know we're teaching.

And part of what you're talking about here is to teach those students who are coming here on campus, but part of what you're also talking about is moving on to new markets and extending to other parts of the state and other parts of the country and other parts of the world.

And I think maybe what Gail was getting at is, is how do we go about -- how do you envision the University going about expanding into new markets? Are you going to have a administrative committee to choose what this platform is? Are you going to choose a number of platforms and let individual faculty choose which one they want? Are you just going to wait for faculty to come to you and say I want to use this?

TRACY: Well, I would start with the — of the program, what's the program in question, what is it trying to accomplish and then from there reason about what's the best approach to accomplish that.

So, one, I would say keep the --

SWANSON: (unintelligible) so how can we have information flowing as to what's effective, what works and what doesn't and what should I be jumping on, what should I do?

TRACY: Yeah. Which teaching techniques are working in which programs. Good question. And that's part to know why these things are going.

And I think two of the university's value that (unintelligible) most other in the Coursera (unintelligible). I thought that was kind of fascinating because they're querying each other what's working for you, what's working for me.

We should probably do that at the institution level first then start to engage

in some of the others. But absolutely. I think that's part of why you want to do it, you want to start to collect that information to begin to share (inaudible).

BLONDER: Alice?

CHRIST: Alice Christ, College of Fine Arts.

I was involved probably ten years ago now in trying to deliver an online course with the — with the resources UK at that time had and teaching learning, whatever they were called in those days brought in a family consultant who had implemented huge savings in math courses by using technology, and what she said was that you have to have a computer-ready campus. And we didn't have one.

And I think we still don't have one in terms of the kind of staff support and design support that really is required to create any efficiency in delivering large, huge quantity. Especially if you also want to keep the possibility of feedback with face-to-face with faculty, you have to relieve the faculty of signing everybody onto their whichever platform or program.

But is there a plan for a major investment in huge testing centers or like in (unintelligible) centers and (unintelligible).

KELLEN: Yeah. (Unintelligible) there's certainly — there's certainly the testing part is (unintelligible) especially as we look at some of the new improvements in classes. Perhaps even the new dorms and/or future (unintelligible) improvements.

We have to have a testing center on campus. We're one of the very large institutions that don't have a (unintelligible) testing center.

UNIDENTIFIED: And I'll talk about that (unintelligible).

KELLEN: That needs to happen because you need some of that testing here to do that.

There's other support pieces, I would say let's follow demand because right now the — you have actually pretty interesting increase in (unintelligible) by my count the predictions for the end of this year we'll have 7 percent of our credit hours delivered online, about 51 percent or more for the normal definition.

We've got this time next year, seven programs fully online, 100 percent online. And that's been ticking up steadily

each year. In fact, I also looked at what's our percentage of students who have taken at least one online course, (unintelligible) student, and it's about 20, 25 percent in that range right now. So it's a fair number of students here who are already primarily in the Arts and Sciences and some of the other programs doing this.

So we've had what I'll call incremental growth. As the program demand comes up we'll monitor that and then work hard to allocate the resources to support that.

TRACY:?? I see your question. Let me just answer a little about the testing center. (Unintelligible) raises a very good point. There's two parts to testing, one is testing before they get into a class and one is testing after they get in the class.

One of the things we know is that we have to get them into the right math course, they're must more likely to succeed. Some of the math courses tend to be gateway courses and if we don't get them placed in the right math course, they're much less likely to succeed.

So what we are putting in place is a plan to have a testing center for that in Foreign Languages testing and so forth by fall of 2014. And hopefully that can be expanded to a bigger testing center that's testing for courses as well.

So I just wanted to add two piece to that, one is testing pre-class for pre-course and one is testing during the course as well. There are two pieces to that and so we're working on that as well. And we've made — we're not where we need to be in terms of investments in this, but we did allocate about a million dollars for eLearning in the FY14 budget. It's not what we need, but it's at least getting us a start down that direction.

BLONDER: We have time for one more question.

UNIDENTIFIED: I just wanted to reiterate —

BLONDER: Name and college?

UNIDENTIFIED: — from Education and Information.

-- that this is a serious resource issue for us already. We are doing almost 100 percent online and we really need retentive synchronists, outreach for students, and right now, you know, I'm trying to hobble along (unintelligible) that can maybe accommodate five or six students

incoming and I've got 60 currently in a class and it's really — it's a huge drain on my time personally (unintelligible) we need work in small groups — talk to all of them. So we need some more platforms. We need some more options.

UNIDENTIFIED: And the realm you're in at 60, you really should be in a more professionally managed environment. There's a whole lot of back end work for running large environments. And you should get hooked up with (unintelligible) maybe she can hook you up with (inaudible).

So yeah, on the synchronist side, once you get into the 60, 80, 90, 100, you need something a little bit different.

BLONDER: Okay. Well, thank you so much. Thank you.

BLONDER: Okay. Our next presentation is an Update on the Libraries by Dean Birdwhistell.

BIRDWHISTELL: I was happy to hear that Vince and the Interim Provost got around to saying libraries were a learning environment. And we really feel very proud of that in the five to ten minutes we have today I just wanted to give you a quick update of what we've been doing in UK Libraries, and joining me today is Mary Beth Thompson who is our Senior Associate Dean for Collections (unintelligible) digital scholarship and I know that one of your major interests is how we're doing with our collections and Mary Beth will be telling you about that.

And I can remember a conversation with Provost Subbaswammy when he was asking me how we were dealing with all these changes going on and how we dealt with collections.

And he was really concerned that we were doing the right thing and I invited him, we had Mary Beth Thompson here and I can guarantee to you that she is one of the best people in the United States when it comes to making sure that we get the value for the funds that our (unintelligible) spent at this University for our collections. And as you probably know, half of our budget at UK Libraries is for collections. And so we make that a focal point.

And also here today is Steven Sizemore, our Assistant Dean for Financing Administration, and if you have any questions after the meeting today about our budget, Steven will be happy to work with you on that.

And we're like all the other units, in the University looking with some anticipation about going into the new budget model and how that will impact our situation.

I wanted to do a shout-out to the Senate Library Committee, a great group of people, I appreciate your interest and dedication to the UK Libraries.

The Senate Library Committee has been charged by the Senate Council a couple years ago with beginning discussions about open access issues on this campus and so we've been working the committee from our vantage point on open access to sort of get them thinking about it.

At some point, with their leadership, we'll bring those discussions here to the University Senate setting a stage for a campus-wide discussion and I'm sure of you have been following these open access conversations on campuses around the country. And so we appreciate very much their support.

The initiatives that we have underway in UK Libraries are really quite simple. In regard to collections, providing access to the collections that you need and that your students need.

These are still credit materials. They're almost 100 percent electronic journals and our databases.

Over the last three years we've developed UK Knowledge which I hope you have read about and seen which is our Campus Institutional Repository which is now housing our PCs and dissertations and four or five electronic journals that are being run right now at the Universities of Kentucky.

Another important role for us continues to be library instruction information literacy and that is our added value to the library facilities as learning environments and our role in helping you in your individual classes to make sure that your students have the best information, the best skills to access information.

One of the things the 21st Century Research Library is our unique materials. We're very fortunate here at the University of Kentucky to have a tremendous collection of unique research materials and we're putting a tremendous amount of emphasis on creating digital access to those unique collections.

And finally, since last summer the

University Press of Kentucky has been administrating part of UK Libraries. It's been a great partnership and I'm pleased to report that under Steve Graham's leadership, they continue to this past year, to receive awards and recognition for the quality of their publications and also they didn't go broke which — around the country.

In fact, University Press of Kentucky has done quite well in maintaining a good balance in their budget and that's very important as we move forward and something we're going to keep a close eye on.

So at this time I'd like to ask Mary Beth to come up and talk to you about (unintelligible).

THOMPSON: Thank you, Terry.

I was asked to give a very brief overview today so you'll notice I decided to focus very closely on the University's Allocated Fortune of the Collections Budget.

So President Capilouto noted in his November 5th Budget Forum that 500,000 in reoccurring dollars will be allocated to Libraries. These funds will be allocated entirely towards our ongoing purchases of Collections which would include our electronic and print journals, our databases, academic scholarly publisher memberships, technology and online hosting fees.

As you can see from this slide, after the Collections Budget increases and decreases, we're taking into account for next year's estimated collections Budget. It's just slightly higher than this year's budget, exactly \$11,094 estimated. This includes replacing the current year's one time funds with the additional 500,000 in new reoccurring dollars for next year.

Each year the College of Books and Journals increases although the average percentage increased is lower than in previous years, we're still estimating between 5 and 6 percent increase of costs.

Our historical patterns indicate cost increases in some areas will be higher, especially in the science, technical and medical resources area where we estimate the increase may be as much as 6 to 8 percent.

This increase in cost of the existing Collections for our journals, our databases and for some of our new purchases is not entirely covered by our estimated amount needed for next year's collection

Budget.

At this time we're estimating a reduction in our collections of approximately 4 to 5 and half percent or just under \$300,000.

As we have over the last several years, our academic liaisons in collaboration with you, the faculty, will review our current collections and identify resources cancellations. This is a process that we normally do during the spring semester.

I met with the Academic Liaisons about three weeks ago so this process is underway. If you haven't heard from an Academic Liaison or if you'd like to talk to one there's a list on our website or I'll be happy to let you know who that person is.

And not to just talk about budget issues, I want to take just a moment to mention our electronic book collections which now includes almost 600,000 eBooks. Based on faculty request and input this past year we've added eBooks from several major publishers in a variety of subject areas and the Libraries has added a (unintelligible) text at UK Service now for eBooks in addition to the one we've had in place for our electronic journals.

And lastly, I'll mention a few of the new digital collections purchased this last year including the (unintelligible) Jazz Library which is a streaming music site that includes over 6,000 albums and over 12,000 Jazz artists. The papers with Thomas Jefferson, the digital addition. Oxford Bibliographies Online which is a scholar curated library, a discipline-based subject models. And the Scientific America (unintelligible). Thank you.

BIRDWHISTELL: Just in closing I want to say thank you to all of you all and faculty colleagues across the campus.

As we went through the budget discussions this past year it was very encouraging to librarians that in the forums a faculty member would stand up and say cut my budget, don't cut the library.

And I want you to know how much we appreciate that type of support and not just because he's still here but I also think we owe a thank you to Interim Provost Tim Tracy for working with us to find a way out of the budget problems that we were facing. And as you can see from what Mary Beth has just told

you, we have been able to stabilize that budget.

We still have challenges because of the price increases and the different demands that are on UK Libraries, but we really do appreciate, as UK Librarians, the support from you, from our faculty colleagues, and from the administration for helping us get through this year and we're anticipating challenges ahead but not even challenges that we can't reach. So thank you all very much. Do you have any questions at this point? Thank you very much.

BLONDER: The last presentation is by John Herbst, he's going to be talking about the December Commencement.

HERBST: I know we're getting late and I'll try to run through this as quick as I can so we'll have a few minutes for questions.

Let me give you just a brief historical content. In 2009, September, President Todd appointment a task force to look at all academic ceremonies led by the Dean of the College of Engineering at the time who was a task master, believe it or not, by December 2009 we had a report completed and submitted to the President and the Provost.

There were 23 recommendations presented and of that there was the recommendation that we added December Commencement. The University Senate recommended to do a three year pilot project and assess where we're at. I'm here for my three year checkup.

Task force actions. Like I said we moved very quickly. We collected University comparisons with our benchmarks, other Kentucky institutions. One interesting fact that I think surprised the entire task force was that UK actually awards 40 percent of the degrees in August and December. That's a surprising fact.

Degree candidates want individual recognition, we know that from our past historical legacy. Today the star speaker, that was a question that was posed and we continue to get asked.

I won't tell you how long I've been here but with all five presidents that I've had the privilege of working with, they all would rather give \$100,000-plus to students in scholarship money than pay for a big name speaker to come to commencement. I make the

analogy, speakers for commencements are like trying to hire a big name band for New Year's Eve. The price just went up and you get about 12 minutes, 20 minutes for a huge dollar zone.

The recommendation was that we have less awards in the Commencement Ceremony and more focus on student achievement. We did add December Commencement Ceremonies and I will mention that our objective here from the production standpoint was to try to make the December Commencements in Memorial Coliseum as much of a mirror image of what we did at Rupp Arena as possible.

So with that we have a 130 graduate professional degree ceremony and a 6 p.m. (unintelligible) degree ceremony. You all have already approved allowing honorary degrees to be presented in both December and May so that's in sync with what we're doing in Rupp Arena.

Awards have to moved to other ceremonies, the President is the only featured speaker, with the exception of we do continue to have a student speaker for (unintelligible) Ceremonies only. All the Greek (unintelligible) are at a University-wide ceremony now.

What we had to do in order to accomplish the production needs is we did have a wonderful partnership between Athletics and the Provost Office, the President's Office to purchase a new stage for accessibility in the Coliseum.

We have within our production component of the Student Center, full video projection, we went to streaming December Ceremonies live over the world wide web also which we have remarkably fine comments on that.

We added a human interest feature, the Blue (unintelligible) we added at the Coliseum also with names and degrees. We had a reader to announce individual candidate names and overall created a seamless production as we possibly could.

This is just an example to show you the new graphics anesthetics that we actually incorporated into the ceremonies. This is a part of on the blue carpet pre-show, it's a human interest element which again we've received positive reviews on.

We've enhanced the close captioning capabilities for hearing impaired, improved

the (unintelligible) graphics, that's an example. Those of you that have to be commencement have seen how each individual student were able to in-sync their name and their degree.

And this is probably the most telling figure, if you look at the three years where we've had December Commencement Ceremonies, you'll notice the undergraduate participation has gone up each of the three years. Graduate and Professional participation has gone up, be it a little more modestly. The Doctoral Hooding, take a look at that, pretty dramatic increase between the three years. And also take a look at the audience right here.

All in all, I think pretty remarkable. The Commencement Committee unanimously sends this report to you all with the recommendation that we continue December Commencement Ceremonies.

But one other thing that I would mention is you can take a look at this, this was 2012, you'll see there's about five or six half rows in the back here and standing room only in the Coliseum which is a tribute to what the December Commencement Ceremony has accomplished.

On one final closing note, you all know that it takes a huge team of people to put together ceremonies like this. Each one of the academic colleges has a commencement -- commencement coordinator, they are a key piece to this. I thank you from the bottom of my heart from the support that all the colleges give us with commencement.

I also would be remiss in not thanking the Graduate School, Jeannine Blackwell, (unintelligible) for their support with this program. And of course, the way the Commencement Committee is structured is we set up the sub-committees each dealing with component parts ranging from student speaker to production elements to platform party and overall management.

So with that I would entertain any questions that you may have.

BLONDER: Questions for John? Thank you very much.

Next meeting is April 8. May I have a motion to adjourn?

GROSSMAN: So moved, Bob Grossman, A and S.

BLONDER: Thank you very much.

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 E. HOINKE, 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: January 27, 2015.

IN TESTIMONY WHEREOF, I have hereunto set my hand and seal of office on this the 20th day of August, 2013.

LISA E. HOINKE
NOTARY PUBLIC, STATE-AT-LARGE
K E N T U C K Y
NOTARY ID 435798