

UKSenateMeeting-11-12-12.txt  
UNIVERSITY OF KENTUCKY  
SENATE COUNCIL MEETING

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NOVEMBER 12, 2012

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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: Any changes to the minutes? If there are no corrections -- are there any corrections to the minutes? Okay, then the minutes stand approved as distributed by unanimous consent.

Next are the minutes from the Special Meeting that the President called of October 22nd. Again we didn't receive any changes, are there any corrections to these minutes? Okay, then these minutes stand approved as distributed by unanimous consent. Thank you.

Some announcements: The Student Government Association, the Office of the Senate Council, and Information Technology, are coordinating an effort to create a syllabus repository.

We discussed this at Senate Council, there's already a syllabus repository in the College of Education and we're going to be working with faculty and students to make sure that people are happy with this and we will come back at a later date with more information.

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We're also working on the syllabus generator for faculty. This syllabus generator was originally developed by Jeannine Blackwell's office.

We want to eventually put this on the eCATS website. It would be an option for faculty to use in creating a syllabus.

We met with the IT people and they have to make some changes to the programming of it in order to have it be compatible with the -- with the platforms on campus. So the updated version, we'll be -- we'll be looking at at a later date.

And the next thing is that there's an updated version of the University Senate Rules that will be posted later this week. So look for an e-mail announcement on that.

The Office of the Senate Council is soliciting input on possible redesign for some or all aspects of the Senate's website.

We have a new student that's assigned to the University Senate who does programming. And that student will be able to help us if we want to make changes in it.

So some questions that if you have answers to you can please e-mail Sheila Brothers. For example, is the site faculty-friendly? Can you find what you need without endless searching?

One Senate Council member suggested having a section dedicated to solely facilitating communication between senators and colleges.

So if you do have suggestions, please e-mail Sheila Brothers with your suggestions and we'll work with the student who has been assigned to us to make those changes.

We now have a Chair of the Health Care Colleges Council. This person is Assistant Dean for Admissions and Student Affairs, Cindy Beeman at the College of Dentistry.

As we had discussed last time, this is going to be a three-year rotating position in the Health Care Colleges and it's being done alphabetically so Dentistry is the first college.

And in 2015 there will be a new term for a new person who will then come from Health Sciences.

I want to announce that we're going to be having an Annual Stakes Reception on December 11. We do this in collaboration with the Staff Senate and this is an opportunity to meet and talk with the Board of Trustees members. So it will take place on the 18th floor of Patterson Office Tower.

We're not sure of the exact time, we'll be sending you a notice about that. It will be right after the Board meeting so that you all can mingle with the Board members and discuss with them informally issues that

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might -- you might find important.

And again, we do that in collaboration with the Staff Senate and this is right after that Board meeting.

Note to elected faculty senators: Soon we're going to begin the process of electing three new members to the Senate Council. So you'll be receiving an e-mail about this later in November.

Let me now move to my Officer Report. If you attended the September -- the October 22nd Special Meeting of the University Senate, the President announced that he would accept additional members on the two Provost's Committees.

So as a result of that, Nancy Johnson from B and E, John Strang from Ag Extension and Melynda Price from the College of Law are going to be joining the Provost's Council on Metrics.

We already had three faculty members, so we're added to that, Hollie Swanson, David Berry and Katherine McCormick. So we now have six faculty on the Metrics Committee. And there are other faculty and Chairs, I think a couple of Deans on that committee.

We also added three faculty to the Financial Model Steering Committee and they are: David Pienkowski from Engineering, Jeff Suchanek from the Library and Connie Wood from Arts and Sciences.

And as far as I know, these three faculty members did meet with Melinda (unintelligible) and they also have attended one meeting so far of the Financial Model Steering Committee.

BLONDER: Vice Chair Report?

GROSSMAN: Nothing to report today.

BLONDER: Moving on.

GROSSMAN: Sorry. Should I take up my whole five minutes?

BLONDER: Would you like to? The next report is Trustee Wilson.

WILSON: My rebuttal will be about as brief as Bob's. First of all, I want to -- there is no Board of Trustees meeting in November. The next meeting is December the 11th after which there will be an opportunity to -- for informal chat between faculty and staff members and trustee members.

The main thing I wanted to do today was thank the University community for effectively communicating the depth and breadth of faculty concern about the budget cuts. I think the message was heard through the efforts of many people, students, faculty, colleagues and administrators.

And I would urge folks to keep informing senior administration of our concerns as the budget planning process continues. It worked effectively to produce some changes.

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We really need to continue that as this budget planning process continues throughout the year for a budget model that will be with us for a long time to come.

I'd be happy to use brief time for any questions folks have.

PRATS: Armando Pratts, A and S.

Is there any further word on possible layoffs that you know, that you can share?

WILSON: Not that I -- not that I know of.

Nothing other than what the President said he knew.

Thank you.

BLONDER: Thank you, John. Next we have a committee report and the first committee

report is by Andrew Hippisley who is Chair of the Senate's Academic Programs Committee. And Andrew is going to be talking about the proposed New Bachelor of Arts in Environmental and Sustainability Studies.

HIPPISLEY: So this is a recommendation that the University Senate approved for submission to the Board of Trustees, the establishment of a new BA program, Environmental and Sustainability Studies be housed in the College of Arts and Sciences.

The general argument is that it needs to understand how to use fundamental academic environmental concepts to solve the financial problems which themselves (unintelligible) by economic problems.

(Unintelligible) program study offers environmental studies, subjects with concepts of sustainability integrated throughout the curriculum (unintelligible).

It will help students understand the important relationship between the global economy and the natural world through a combination of four courses in Environmental Sustainability.

And a choice of three areas of expertise, economics, environment and (unintelligible) society. As such, students will be prepared to pursue jobs in the green economy and in the process students will gain skills that will help them live healthy and productive lives as global citizens.

Benchmark institutions for something similar include Penn State, Florida, Iowa, Michigan, Virginia and Washington. And interestingly, all these programs are increasingly popular programs.

There are other environmental-based programs at UK, but what is being proposed is distinct in a number of ways. So for example, there is a BS in Natural Resources and Environmental Sciences. This is much more Science-based, meaning it has requirements in the hard sciences.

What is being proposed here though is a mixture of behavioral and sciences and humanities subjects. The couple may include as a requirement environmental writing.

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So the claim here is that the two degree programs are complementary rather than rivals. The broader claim is that this proposed degree can (unintelligible) serve as a second major to a range of discipline-specific Bachelor of Science and Bachelor of Arts degrees.

I'll briefly talk about the requirements: there are 42 credits, 18 core and 24 elective. These 24 elective are categorized.

So the core, there are two new courses being proposed, a Humanities and Social Sciences course, a course called ENS 201 and a Natural Sciences and Policy course called ENS 202 both taken in the first year.

Then in the second year there's an ENG course through applied intermediate writing and another ENG course 300, special topics in environmental and sustainability studies (unintelligible).

There's also a Philosophy course, 336, Environmental Ethics, which gives a humanities flavor. All of those are taken in the second year.

Then by the fourth year, students will have written a fourth year 400 (unintelligible), an option we do in independent studies.

The electives are 24 credits. They operate a little bit like something like international studies. They draw from courses that already exist in the College of Arts and Sciences.

So there's an economics area of expertise so you can take 15 in that if you like. Or you can do the environmental -- the environment area of expertise, take 15 there, or the society area of expertise and take 15 there.

And then the remaining 9 you choose an area of expertise that you didn't choose already and 6 from another area of expertise and 3 from yet another. So all three areas of expertise are somehow fit into your transcript at the end.

This degree will be offered -- advertised as a companion degree as well as a gateway degree (unintelligible) in other programs.

There will be a detailed website summarizing all the environmental programs that we do at the University and all their synergies. This will be used to guide students and their advisors.

In fact, this website is already started and a summary of this differential ratios is on page 12 of the Proposal.

Some of the careers include education, non-profit such as the National Wildlife Federation, and state-level jobs such as the Kentucky Department of Environmental Protection.

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We're quite (unintelligible) about this as well, that students during their time as BA students here will pursue internships in these kinds of organizations. And we'll also do exchanges with other colleges, such as Berea College.

The administration structure works like this: An Advisory Board helped create the degree. But running the degree will perhaps be by a Program Faculty, and the Program Faculty will comprise people who teach the degree.

And they will also be advised by -- they will also make up the Advisory Board, but the ultimate decisions will be made by the graduate faculty.

There is a capital assessment plan in place that will go into details (unintelligible). Will be resourced by Arts and Sciences.

So the Dean of Arts and Sciences has assured \$8,000 running costs as well as a new faculty line to start with and more faculty lines if they need it.

BLONDER: Are there questions about the program for Andrew?

Okay. We have a motion from the committee that was amended by Senate Council that the University Senate approve for submission to the Board of Trustees the establishment of the new Bachelor of Arts in Environmental and Sustainability Studies within the College of Arts and Sciences. It doesn't require a second. Is there discussion? Yes.

PRATS: Armando Prats.

Is there a GPA minimum that they're going to have to have before they enter this program, before they apply to it?

HIPPI SLEY: Yes.

PRATS: Which is what?

HIPPI SLEY: It's in the proposal, I haven't got it at my fingertips, but it's in there. Is David Atwood here by chance?

ATWOOD: Arts and Sciences.

It's the same as the Arts and Sciences GPA minimum.

HIPPI SLEY: 3.2, I think it is.

Thank you.

BLONDER: Other questions? Discussion? Yes.

CHRIST: Sorry, I guess I have a question about the faculty line. Is it the faculty in the program who decide where that departmental home should be for a new faculty person? That the --

HIPPI SLEY: That's an infrastructure question, I don't know how to answer that.

ATWOOD: Was the question, faculty decide where the new faculty line goes?

HIPPI SLEY: Yes.

ATWOOD: Yes. The program faculty would determine the need for the program and they determine (unintelligible) dean to approve to

hire in a certain area. So the program faculty is in consultation with the Dean of Arts and Sciences.

CHRIST: So this person will be awarded to some department that didn't conduct the search?

ATWOOD: Well, we haven't gotten that detail from faculty (unintelligible).

BLONDER: I think Dean Kornbluh can address this.

ATWOOD: Yes.

KORNBLUH: Mark Kornbluh, Arts and Sciences.

We have a tradition of doing the interdisciplinary program hires in Arts and Sciences. So the faculty and the program will recommend an area and they'd participate in the search.

But every depart -- person would be hired into a department, so that department would interview the relevant candidates and would (unintelligible).

And the person then would (unintelligible) in their department. And we do this for several different

interdisciplinary programs, both the program and the department (unintelligible).

BLONDER: Thank you. Other discussion? All in favor? Opposed? Abstained? Motion carries. Thank you.

The next item on the agenda is the proposed name change of the College of Agriculture. I don't believe that Herman Farrell is here yet. So with your permission I'd like to -- if there are no objections, I'd like to reorder the agenda.

We'll go back to this one when Herman arrives, he's teaching a class. No objections?

Okay. We have GR changes that I want to run by the University Senate. This is -- the first one is GR II, Athletic Committee.

This provision increases the threshold amount the committee must review for per capital projects in athletics from \$400 thousand to \$600 thousand.

The purpose of this revision is to make the amount consistent with the amount the Board's Finance Committee reviews for capital projects and also with state laws regarding capital projects that must have legislative authority.

So the recommendation coming from the Senate Council is that the Senate make a positive recommendation for endorsement of the proposed changes to Governing Regulation VIII.

No wait, this is the wrong one. Sorry. All right. Let me redo this. Well, maybe we should just do the athletic one.

Okay, this is the athletic one. Recommendation that the Senate make a positive recommendation for endorsement of

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the proposed changes to Governing Regulations to Athletics Committee.

So this is a motion coming from the Senate Council. Is there discussion? Yes?  
FIN KEL: Raphael Finkel, College of Engineering.

What's the reasoning behind this?  
Why do we need this change?  
BLONDER: I believe it's to make it consistent with the Board's Finance Committee practice. John?

WILSON: John Wilson, Medicine.  
It was described to us that it simply makes it consistent with the amount that happens on campus. It simply --

FIN KEL: The amount of what that happens on what campus?

WILSON: The amount of the cap that has to be. It's currently 400 thousand for the Athletics, 600 thousand on campus. It's to make it the same number that requires it.

I believe this came up because now Athletics is now within the Board structure whereas before it was separate.

BLONDER: Other questions or discussion points? Okay. All in favor? Opposed? Abstained? Motion carries.

BLONDER: We can go back now to this one. This is proposed change to Governing Regulation VIII, University Appointments.

There's two revisions with this, in this GR. The first one permits the President to delegate to his Provost, as his Chief Academic Officer, the authority to take final action on a wide range of personnel matters.

As an issue, the concluding judgement on those faculty personnel decisions such as granting of tenure that must be sent to the Board for final action.

This reserves the President for adjudication in instances of appeal. Upon appeal the President has the authority to sustain or reverse the Provost's decision.

This amendment makes Governing Regulation VIII consistent with AR 2.1 which (unintelligible) the Senate and supported by appropriate constituency and approved by the President in 2011 as part of the comprehensive tenure review.

So this is to make the governing regulation consistent with the AR that was already approved.

And then the second revision modifies the language on the initial faculty appointments based on salary that is submitted to the Board of Trustees for final action.

Rather than identify a fixed dollar amount, which is currently \$100 thousand as the threshold for such reporting, the revised language establishes a formula for the calculation of that threshold.

And what it reads is: The

President shall report to the Board of Trustees any initial faculty salary that exceeds 125 percent of the rolling three year average of the starting salary of the equivalent rank and title series and educational unit of the faculty appointee. This formula was worked out by faculty members and legal counsel and Richard Greissman.

So these are the revisions. And the recommendation from Senate Council is that the Senate make a positive recommendation for endorsement of the proposed changes to Governing Regulations VIII, University Appointments.

Is there discussion? Yes.  
WASILKOWSKI: Greg Wasilkowski, Engineering.  
I'm sorry, I should think about this during our discussion with Senate Council, but there is a -- the following question just came to my mind: What happens if there is nobody in the program of equivalent rank?  
BLONDER: If there's nobody in that program of equivalent rank....  
WASILKOWSKI: We don't know what this three year running....  
BLONDER: Yeah.  
WASILKOWSKI: I apologize I have to think about this.  
BLONDER: Connie?  
WOOD: One of the things that we want to do within the next year or so is to define unit in a sufficiently global way that the counterexample which you just brought up will not occur.  
WASILKOWSKI: I'm sorry.  
WOOD: No problem.  
BLONDER: Gail?  
BRION: I remember talking about this in Senate Council.  
BLONDER: You need to say your name.  
BRION: I'm sorry. Gail Brion, College of Engineering.  
We talked about this in Senate Council and I thought it was not to exceed or to be under.  
BLONDER: Yes. But we're not putting -- that will be something that is vetted by the office that receives -- Richard, do you want to explain this? I think you can do a better job.  
GREISSMAN: Sure.  
BLONDER: Richard Greissman is working on this.  
GREISSMAN: Good afternoon. The idea was to not put in the Governing Regulation a specific threshold (unintelligible) heuristic problem. It seems 125 percent of the three-year rolling average makes sense.  
But as our good professor said, we may get it wrong. So it would be something recommended to the Board, vetted to the

Senate (unintelligible) for 125 percent greater than Dr. Brion suggested or below to make sure that a salary isn't disproportionately lower than it should be, close to but not greater than, and so would be either way.

So the recommendation will be plus or minus 125 percent of the rolling average. We'll see how it works.

The idea is that \$100 thousand as a fixed amount makes no sense when you think about the heterogeneity of the University. We have a system of profess -- we have full professors who hope to reach that sum sometime in their career and others who wouldn't be hired at the assistant professor rank at that amount.

So having that as some off-fixed marker make no sense. This is an attempt to come up with something that would more clearly identify the outlier cases, plus or minus. Does that make sense?

JONES: In this meaning about educational --

BLONDER: Could you identify yourself?

JONES: Davy Jones, Toxicology.  
Educational unit means like the department not the college, is that --

GREISSMAN: I think it would have to be a little more elastic. In Arts and Sciences, for instance, there are three broad divisions with thoroughly disparate salaries.

JONES: This language going to the Board refers to -- it uses the word educational unit.

GREISSMAN: Sure.

JONES: So how -- what's the -- educational unit means a department, a college.

When the next Board meeting happens somebody is going to have to comply with this, what are they going to think educational unit means?

GREISSMAN: Good question. Connie, help me out.

WOOD: Where do you see educational unit?  
It just says initial salary above a set of monetary threshold approved by the Board of Trustees.

UNIDENTIFIED: On the Board Education --

WOOD: Where?

UNIDENTIFIED: Right here.

UNIDENTIFIED: So wouldn't it be --

UNIDENTIFIED: The intention, Davy, was not to trap us into the least common denominator educational unit. But you're right, if we start playing loose with educational unit, you amend the GR VII discussion (unintelligible) You could say unit or (unintelligible) --

UNIDENTIFIED: Bob, what part did you want?

UNIDENTIFIED: Whatever they're talking about.

UNIDENTIFIED: Right there.

JONES: Yeah, in the educational unit. And

so (unintelligible) or upset over  
(unintelligible) educational unit.  
DEATON: (Unintelligible) action item, that  
talks about the initial formula? The initial  
formula is not actually in the Regulation  
because as you scroll down....  
UNIDENTIFIED: Oh, good.  
DEATON: The actual reg is there.  
UNIDENTIFIED: It just says in initial salary.  
UNIDENTIFIED: Good. Here we go.  
UNIDENTIFIED: Go up a little bit. There C: An  
initial salary set above -- above a set of  
monetary thresholds.  
UNIDENTIFIED: Yeah.  
UNIDENTIFIED: -- determine what the --  
UNIDENTIFIED: I think your point's well taken.  
We don't put it past but it could be a  
collection to try to deal with the issue  
of --  
UNIDENTIFIED: Does that -- the Board will take  
some action at some point that's going to  
clarify what that means?  
GREISSMAN: The Board will have a  
recommendation on threshold. We'll see how  
it works, we'll report any of the changes or  
-- so yeah.  
BLONDER: Is there additional discussion?  
FINKEL: Raphael Finkel, College of  
Engineering.  
So I'm at this point confused as to  
what we are recommending and to who. Are we  
recommending to the Board that they take into  
consideration setting up a threshold?  
GREISSMAN: Yes. Yeah, the language says that  
the -- instead of a -- instead of a fixed  
amount, it would be a threshold that would be  
recommended initially and then reported on  
and perhaps changed by Board action in the  
future.  
UNIDENTIFIED: But we're voting on a change for  
this?  
GROSSMAN: We're voting just on the rule.  
GREISSMAN: Voting just on the rule that  
simply said we're going from \$100 thousand  
fixed value to a notion that there would be a  
threshold --  
UNIDENTIFIED: Okay.  
GREISSMAN: -- to be determined later.  
FINKEL: And this is for Governing  
Regulations? We don't really have control  
over the Governing Regulations, have we?  
BLONDER: We just had a recommendation.  
UNIDENTIFIED: This is a recommendation to the  
Board to change the Governing Regulation to  
allow them --  
UNIDENTIFIED: Exactly.  
UNIDENTIFIED: -- to put a threshold in place.  
UNIDENTIFIED: Sorry for that confusion.  
BLONDER: Is there other discussion? Yes.  
MOHR-SCHRODER: Margaret Mohr-Schroder from the  
College of Ed.  
I just -- as a side-note, when the  
Board is coming up with whatever regulation,  
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I know in the College of Ed we did something like this last year and the year before in terms of salary compression issues, et cetera.

And they added in the line of "when you were hired". So there are various salary compression issues from when certain people are hired compared to the new people and you are only compared to those counterparts the equivalent for when you were hired.

GREISSMAN: Again the point is -- the good news is that we don't have to work that, those particulars out now. We wanted to get to the Board the --

MOHR-SCHRODER: Right. I was just saying for future, to keep in mind for future.

GREISSMAN: You can be (unintelligible) rely on people more clever than me, which is most anyone, but in particular, Professor Connie Wood.

BLONDER: Okay. Any other discussion? All in favor? Opposed? Abstained? Motion carries.

Is Herman here? This one we're taking off the agenda right now. If there's no objections we're taking this off the agenda because we're going to bring it back to you in December or February.

There -- it's possible that there might be some additional revisions and we don't want to have you have to look at it twice so we're taking it off.

Next we have Dianne Snow who is going to talk about the information -- she's going to give an Informational Presentation on the April 2014 National Conference on Undergrad Research and there's a couple of motions associated with this.

SNOW: Hi, good afternoon, thank you for your time. Some of you will remember that I appeared before the Senate a number of times before when I was with (unintelligible) and we talked to you about the fact that we at the University of Kentucky have the wonderful honor of hosting the National Conference on Undergraduate Research. The date set for this is April 3rd to the 5th, 2014.

We have probably about 75 people in place already, some of you in this room perhaps, who are helping with the planning of this meeting.

It's going to be a very big deal. It has support from the President on down and we're extremely excited about it.

We hosted this meeting in 2001 but it was much smaller at that time. (Unintelligible) Swift and Phil Kraemer were the people in charge of this meeting and I think we had about 1200 people attend campus.

At this particular meeting in 2014 we're expecting something on the order of 4,000 people consisting of students and their faculty members. So it's going to be a very

big event.

For those of you who have not heard of it before I just want to give a moment of background. NCUR, the National Conference of Undergraduate Research was established in 1987 and it moved around the country from institution to institution. And the focus of this is to promote undergraduate research, scholastic achievement and creativity.

It's a three day event and it consists of a lot of parts served by all of the number of people who are on the planning committee for this.

There are oral and poster presentations, there are major plenary talks, art and performing art exhibits. There is a faculty-administrator workshop network that takes place over the three day period. And there are a variety of student activities, big and small, that will take place all under this one guide.

In addition, I should note that we're trying to add something new that will reflect something special about Kentucky.

(Unintelligible) who is my Co-chair and I are trying to put together a coalition of leaders of undergraduate research across the State.

So we hope on the Tuesday before this meeting happens that we can bring together all the people from all the institutions in Kentucky who have anything to do with undergraduate research to start to develop a coalition so we can all be on the same page with undergraduate research.

So we're hoping that, in addition to this major NCUR meeting, it's very successful.

I'm here today to ask your permission to do something and that is the redirection of classes. We know that it's not easy or even maybe impossible to cancel classes for this period of time, Thursday and Friday and half of Saturday.

But what we'd like to do is redirect them and this is based on a number of things. We chose the dates of April 3rd to the 5th, 2014 so that people coming into the State of Kentucky can see the University of Kentucky, get a feel for what it's like to be on our campus, and so that our students can participate in this event.

We think it will be a very enriching activity for their education and we are going on the precedent that other universities, such as this year, 2012, at Weber State University in Ogden, Utah, they did exactly this and it was extremely successful.

What are the benefits of holding this event? Well, there are a lot of them. Just a few listed here: because it engages our students in active learning.

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So we're envisioning our students being on campus, doing everything from volunteering to giving directions to people, to maybe showing off their research activities, solar car. All kinds of things happening on campus.

A flash (unintelligible) may appear next to you while you're having your lunch or who knows what the students will come up with because they are the ones that are guiding us in this. Hopefully, this will be a reflection of what they'd like us to be.

It will help our students network with other students, hopefully set up very long-lasting relationships with them, work as a recruitment tool for undergraduate and graduate students. Part of this event is a graduate fair.

Demonstrate a diversity of research topics, that's talking about building a coalition of Kentucky leaders in undergraduate research.

Awareness about UK and provide funds to support UK, and this is across all disciplines. This meeting could net as much as 125 to \$150 thousand profit and we're planning to put that money back into efforts related to undergraduate research across every discipline on campus. So I think it's a very worthwhile event.

Here are some numbers to give you the data: Typically looking back at meetings that have been held in the past, there are -- in Ithaca, for example, in 2011, there were 1,556 oral presentations, and in Weber State in 2012, there were 1400 oral presentations.

So this is crux of the issues. We need to redirect classes because we need to allow space for these people to give these oral presentations.

The poster presentations are not an issue with this because we have Memorial Coliseum. They'll be on the floor, the posters there, we'll have the graduate fair and then the areas surrounding that.

But what we really need is a particular part of this meeting that relates to the oral presentation by the students. There will eight different sessions, four of them on Thursday, three on Friday and one on Saturday.

There about 195 talks per session, about four talks per session per room. And if you do all that math it ends up that we need about 50 rooms, classrooms, for these sessions all day long on Thursday and Friday.

So if we ask professors to redirect their classes, what this means to the faculty is giving your students some kind of assignment to allow them to participate in the event and then having some way to check that they actually did participate in that event. And that the sky's the limit on how

you do this.

I talked to (unintelligible) at Weber State University about how this worked for them and they said that there were no problems at all. Faculty did not complain about this change, in fact, they found it a very enriching experience and that they worked through the dean and they had a neat time with it. So I'm imaging the same thing for us.

We would like this to be in close proximity. By talks to Wayne Richie and other people in private facilities here on campus and they talked through how many classrooms space.

What it looks like we're going to need is mostly the classroom buildings and -- -- buildings --

This is the crux of the issue. So we would like not only to redirect classes for those two days. Keep in mind it may be once in a lifetime. We certainly don't want (unintelligible) so often event. There is only two days and this is a very enriching experience for the students.

So I think I feel like as a faculty member it is kind of incumbent upon me to work with the system and make that happen. I hope you do too. I think this will be great for them.

So questions about that? Obviously another piece of this is that we're going to have to work with scheduling and scheduling can help enhance.

DEBSKI : Liz Debski, A and S.

What I was going to ask, is the schedule of the whole event going to be available online to --

SNOW: Yes.

DEBSKI : -- to the professors?

SNOW: Yes. One thing that we're

working on right now, Katherine (unintelligible) is our budget manager, and she's putting a web site in place.

It will building this up until the one happens 2013 spring, that will be at the University of Wisconsin, La Crosse. And the day after their meeting ends our website goes live.

From that time in April of 2013 that information will be available and we're hoping to have everything in place by spring so people have all summer to work on, all fall, to get those in before (unintelligible) college (unintelligible). We're a year and a half away yet.

BLONDER: Are the motions right after this?

BRI ON: This of course wouldn't affect evening courses that start after 5:30?

SNOW: That's a very good question. We were talking about using them because we were hoping to get the opportunity to people across the entire campus who have other kinds

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of presentations to show off their  
departments and work.

But that's not -- that has not been  
decided yet or not been discussed the options  
but we might need some classrooms in the  
evening as well.

My guess is there's only the larger  
classrooms, auditoriums or something like  
that. Regular classrooms (unintelligible)  
certainly (unintelligible).

But everything is going to be  
taking place largely on the north end of  
campus where we'll need the Student Center  
and Singletary Center and -- but we don't  
want to leave anyone out.

We want agriculture on the other  
end of campus, everybody is to have a part in  
this equally. And we're going to discuss  
with leaders in each of those areas things  
that they can do to bring the students and  
faculty members.

SNOW: Other questions from anyone?

BAILLEY: Ernie Bailey, Agriculture.

Why isn't this scheduled on a  
weekend rather than during the week?

SNOW: It is scheduled --

BAILLEY: I guess the reason I ask is you're  
going to bring in several thousand additional  
students from outside.

It's very much like a conference.  
It would seem to be more amenable for the  
activity to have a weekend or a time  
dedicated where all the facilities are  
available. There's going to be, I would  
anticipate, problems with the eating areas  
and traffic.

SNOW: This has had a long history  
of working this way since 1987. It's been  
going on Wednesday we're going to be meeting  
with Council all day on Wednesday.

And then Thursday and Friday on our  
campus so that the people who are here can  
see our campus in action. That's a really  
important piece. We want them to see our  
campus when all of our students can be here.

And it goes through half of a  
Saturday and on Saturday there are excursions  
so the people who come here can also see the  
rest of Kentucky.

We have been working on one that  
will be five different excursions  
(unintelligible) paid event for people  
attending. And then they have Sunday to get  
back to their state.

I think this is a plan that has  
worked out traditionally year after year and  
people are afraid to mess with that.

BLONDER: Okay, well, we've got a couple of  
motions -- thank you, Diane -- associated  
with this from the Senate Council.

The first recommendation from  
Senate Council is that the Senate endorse the  
request from UK's National Conference on

Undergraduate Research Programming Committee to ask faculty to redirect undergraduate classes on April 3rd to the 5th, 2014 and to encourage students to participate in NCUR.

This is coming from Committee, it doesn't require a second. Is there discussion?

JONES:

Davy Jones, Toxicology.

Forgive me, I'm slow here. Is what you're asking we want your classrooms, students and faculty, so you're not going to have class those two days, or are you asking, please let your students who are participating in this have an excused absence from your classes otherwise be -- or both? I missed what you're asking here.

SNOW:

I'm sorry I wasn't clear about that. We're saying please join with us and redirect your class for that day which means give your student or students, all of them, an alternate assignment for that day to participate in the event and then show evidence of having participated from the event and learned by it.

It is not mandatory, it is voluntary. But we are hoping that we get the majority.

At Weber State University almost the majority did this. There were a few holdouts for various reasons, not being cantankerous, but just reasons they had to have class. But the majority of them redirected classes and all the students participated. Does that answer your question?

JONES:

Yes.

GROSSMAN:

With respect to the question --

BLONDER:

Name and college, please.

GROSSMAN:

Bob Grossman, A and S.

With respect to the distinguished gentleman from medicine's question, I believe the next motion specifically addresses scheduling.

But this motion is just encouraging the faculty or giving the Programming Committee the blessing to encourage faculty to redirect their undergraduate students and participate.

BLONDER:

Other discussion points? Ready to take a vote? All in favor? Opposed? Abstained? Motion carries.

This is the second motion. This is from the Senate Council recommending that the Senate authorize the Registrar to make scheduling arrangements as necessary for NCUR to proceed and if someone's room is used for NCUR, the Registrar will identify another room for the class if possible.

Is there discussion of this Motion? Name and college, please.

LEWIS:

Wayne Lewis, Education.

Will this pertain only to graduate courses for the rescheduling?

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BLONDER:

Undergraduate courses?

LEWIS:

Or undergraduate courses.

BLONDER:

I don't think so.

SNOW:

It will pertain to all classes.

We're asking all faculty to please redirect classes. If there are some who cannot do that, then we hope the Registrar will find them an alternate place so that we can keep all of the oral presentations for the event (unintelligible) to one another.

We don't want people to have to walk a long distance from one talk, one oral presentation, to the next. So we're just trying to make this as easy on our guests as we possibly can.

BLONDER:

Davy? Name and college.

JONES:

Davy Jones, Toxicology.

I see authorize the Registrar to make necessary and then I see if possible. If this is approved, is this authorizing the Registrar to have the end effect, if necessary, of canceling some of these classes?

SNOW:

I would guess yes. I hope we don't have any difficulty with that if that's the case.

Let me -- John Cavet sent a message about this and he said: The faculty had the option of either canceling class or relocating somewhere else. We did not get involved in finding additional rooms for classes that wanted to move, get involved with the faculty assigned to the classes that were canceled.

But we are saying we want to go one step further than they did and actually get involved to the extent that we want to meet to facilitate this and make it as easy as we can on everyone.

We're not trying to cause a hardship, we're really trying to get faculty to see that this is a premiere event that will benefit their students as much as sitting in class. How it can enhance being a part of (unintelligible).

We hope that people share this enthusiasm.

BUTLER:

J. S. Butler, Graduate School

I am not affected by this. So this is not about me.

But it appears to me that reading that, it is clearly involuntary and this (unintelligible) the cancellation of faculty classes without their consent.

SNOW:

I don't think it's involuntary.

All we're saying is that we need that particular classroom so it is contiguous with the others. It means that if you still want to hold your class, we only ask that you do it in a different room.

BUTLER:

If possible.

SNOW:

I think it will always be possible given the breakdown of numbers that I

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provided for you on the slide. Working with our facilities people, there are enough classrooms to make this happen.

PEFFER:

Sean Peffer, B and E.

So I walked in here at 3:00. I had no idea about this and I'm now being asked to vote on this for the College of B and E to say that professors in B and E, I'm assuming if we pass this, this is going to say faculty agreed to this therefore let's go forward.

It would really help me to go back and have some details about this and go talk -- and send it out to the faculty in B and E since B and E is going to be one of those colleges that's going to be taken and find out what they would like before I have to vote on this.

Or am I just going to sit here and -- I do not feel comfortable sitting here just raising my hand and saying yes, B and E, take the school.

So I'm wondering how everybody else in here feels about that because I'm wondering if the answer to this is going to be afterwards. Are we going to walk out of here and go, well, the people sitting in faculty senate room said it was okay, therefore let's go ahead and cancel these classes.

I'm not sure I feel comfortable doing that.

SNOW:

I want to redirect you to the Motion. And it's giving -- what it's asking is --

BLONDER:

The first Motion or --

SNOW:

The first one. The first one is asking: Can I have your permission to ask the faculty if they would join with us to do this.

PEFFER:

How are you going to ask the faculty?

SNOW:

Through the deans. We're going to start with the deans and ask them to meet with their faculty and give background to everyone.

We've provided background and continue to do so and then the deans will discuss with them, this is the value of the event, this is what is being asked of the faculty, can you agree to do that. And it will still be voluntary.

UNIDENTIFIED:

(Inaudible).

SNOW:

Right.

BLONDER:

So the first one we've already passed. The second one we have not.

PEFFER:

Yeah, the second one is what I'm talking about.

SNOW:

Well, that's just asking --

PEFFER:

Are you now saying go ahead and give power to the Registrar to take the rooms? Have the deans said okay yet? So I'm just -- we need to do this right away.

BLONDER:

Debra?

ANDERSON: Debra Anderson, College of Nursing.  
Can we amend this Motion to just remove the words "if possible"? Because if there's going to be rooms available then we'll just say the Registrar will identify (unintelligible).

SNOW: That's an excellent suggestion. I asked Wayne Ritchie if he could be here today and he was going to try. Apparently he had something. But we can continue to work with him to reassure everyone that there are indeed enough rooms for those who cannot redirect their classes. Because again it will be voluntary.

We're just asking that people really jump on board and participate with us and we have hope we have an overwhelming response just to show our participation and to show our enthusiasm about the event.

But I know there will some people who can't and their classes will be held and they will find the space for that.

BLONDER: So we have an amendment on the floor to remove the two words "if possible".

BUTLER: Second.

BLONDER: What?

BUTLER: I second.

BLONDER: You second that amendment?

BUTLER: Yes.

BLONDER: Okay. So we now need to vote on the amendment.

GROSSMAN: We're discussing the amendment first.

BLONDER: Yes, sorry. Go ahead.

GROSSMAN: I would argue against removing the words "if possible" because you're telling us that there should be enough rooms elsewhere on campus to hold the class and that may be. And if that's if the case it will be possible. If it's not the case because there's much greater enrollment in NCUR than you expect, it may not be possible.

I don't know whether it will be possible but I don't think we want to give an impossible task to the Registrar.

If this is going to go forward, the rooms need to be found. That's why I support this -- the entire Motion in its original form.

But I think giving an impossible task to the Registrar just isn't a very good idea.

There should be plenty of notice. There should be tons of notice about whether the room will be needed and so that will give faculty plenty of time to try to find another place or to make alternate arrangements for their class.

SNOW: The good news is it's a year and a half away and the bad is it's a year and a half away.

There's only so many things we can predict between now and then. What if it's a

smashing success and we have 5,000 students on campus then things change a little bit.

That's a possibility and we kind of hope for that, but the odds are not toward that.

We've been looking at this since 1987. And judging from previous years how it's gone, I used the past two years as an average of how many oral presentations we would have.

BLONDER: Okay. So we have an amendment on the floor, it's been seconded, and we're having a discussion. Are there other discussion points?

PRATS: Armando Prats.  
So would the Registrar be able to guarantee a room that has the same facilities as the room originally scheduled for the class?

SNOW: I would say that --

PRATS: In other words, should it read identify an equal or better room for the class?

SNOW: I would say that the Registrar cannot guarantee it, but they would work very hard to find something very comparable for you.

BAILEY: Ernie Bailey, Agriculture.  
This first amendment says  
(unintelligible) ask to redirect --

BLONDER: The first Motion that we passed?

BAILEY: The first one says they're going to ask and so I would think that it would be necessary in the second one to remove "if possible" because if their answer is no, I'm going to continue to have class, then it's up to the University to find another classroom for them.

BLONDER: Okay. So are we ready to vote on the amendment? So the amendment is everything in the wording minus "if possible". So all in favor of the amendment? Opposed?

UNIDENTIFIED: We're going to have to count.

BLONDER: We're going to have a count.

UNIDENTIFIED: I've got 16.

BLONDER: Sixteen opposed. And let's see the

in favors again, please.

UNIDENTIFIED: Thirty-eight.

BLONDER: Okay, so the amendment passes,

right? Okay.

So now we need to vote on the

Motion as amended, correct?

BUTLER: Let's return to the discussion.

BLONDER: Okay. So now we're returning to discussion of the Motion as amended, which reads the above minus if possible.

Is there further discussion of the

Motion as amended? Okay. All in favor?

Opposed? Abstained? Motion carries.

Amended Motion carries. Thank you.

Is Herman now here? No.

We'll move now to Interim Provost

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Tracy who is going to give a presentation that (unintelligible).

TRACY:

So thank you for having me here today. Lee asked me to come speak about two things actually, one was the financial model, a little bit on that, and then also a little bit on the budget as well.

So I've got slides for both, about five slides for each, something like that, leave some time for questions.

So the first part is talking about implementing a value-based financial model for the University. What I'd like to walk you through are pieces of what that entails, what kind of a model we have today, what this model might look like, and the steps that we're taking.

So first thing I think any model, whether it's incentive, incremental-based, performance-based, productivity-based or a values-based model really needs to be based around our Mission.

And so this is simply a restatement of the University of Kentucky Mission. I won't read it to you, I figure you can find that on the website and go through it.

And by the way, Lee is going to make these slides available after my presentation, probably tomorrow morning.

But the point is here that I think any model needs to be based around our Mission which is related to teaching, research and service.

So what are some models? I'm going to talk about our current model which is incremental-based budgeting and an incentive-based or values-based modeling.

I won't talk about productivity-based or performance-based since we're not considering those and those are other models. I just don't want to confuse the conversation.

But let's walk through the benefits and then some considerations of each of those two types of models. Again remembering that incremental budgeting is our current model, which means that you get the allocation that you got last year plus or minus, and unfortunately lately it's been mostly minus, what the State changed in terms of appropriations.

So it is simply that you're getting whatever you got last year plus or minus a little bit. And it does have some advantages or benefits in that it's a very consistent treatment of budgets over time.

I would argue that could also be a disadvantage or a consideration as well because it's consistent treatment of budgets over time.

It is very simple to understand and very simple to facilitate because you get a state/tuition allocation into your colleges

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and then deans manage to direct expenses.

So you really are dealing with salaries for both faculty and staff, and a few categories of current operating expenses, travel, communication. I'm blanking on the fourth one, but it's another small fee premium.

So you're managing a fairly small portion of the total budget. And hopefully it provides equity across the units because that's assuming that they were budgeted appropriately and based appropriately to begin with.

Now some considerations with incremental budgeting are that it does require stability of funding and very consistent priorities. It really is very difficult when you have inconsistent funding or and also inconsistent priorities.

It doesn't allow a lot for moving in new directions unless you come in and cut a new deal with the Provost. That's really the way incremental budgeting works is it's deals that you can cut to change your budget some meaningful way.

But otherwise it's that incremental: You get what you got last year plus or minus a little bit.

It does need periodic rebasing to ensure that the base doesn't become an entitlement or to make sure that you have adequately based the unit.

So remember if it's incremental, you're getting plus or minus a little bit from the previous year. It's assuming that nothing huge has changed in your budget either in a positive or negative way such that you have different needs.

So again that requires either cutting a deal or that, you know, it works out when you work out what the new budget would be. But it does need periodic rebasing to ensure that the units are adequately funded.

And then finally because it's usually a spend it or lose it type of modeling system until -- at least until the last couple years here, it does encourage spending to maintain your budget. If you didn't spend it, you must not have needed it so maybe we'll take it away from you.

So it does encourage a lot of spending that may not be directly related to Mission unless you allow the funds to carry forward.

Within a Senate-based model it does promote entrepreneurship because now you have much more control over your revenues. You know that if you do X, Y will happen.

If you change your number of students in your program plus or minus, you know that that will change the tuition revenues coming in to you.

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If you change your grants and contracts you know that your F&As will change by a certain amount, if again you get more than the 15 percent that we currently get for F&As on our grants.

So it does promote entrepreneurship in coming up with new programs and new ideas because you can generate funds from that.

It can encourage efficient administrative services because now you see a cost associated with that. So you see the cost associated with academic administration, with general administration, with facilities and that type of thing.

So you see those costs and you say well how would I control those or have any kind of impact.

Well, we imagine that you would also have -- they would have performance metrics for those units.

One of the things that someone said to me once upon a time earlier in the spring was well, you know, I heard the taxes go up in this kind of a model. And I said so what are your taxes now.

And that's the response that I got, we don't know what our taxes are now. It comes off before you get your portion of the budget. This way you'll see what's associated with your college's efforts.

It does align revenues and cost and I'll show you that in just a few moments. And it does facilitate conversations about what are our priorities.

Now some considerations with incentive-based or value-based models are that it does require strong central and local unit leadership. You do need strong leadership to have one of those models in place because you have to make sure that your activities match the Mission, that they aren't going off Mission.

For instance, you aren't making widgets that are nothing related to teaching, research and service but they're widgets to make money. That would -- obviously that wouldn't something central to our Mission so you do require strong leadership.

It can be criticized for replacing academic with financial focus. So that's one of the criticisms that you hear about incentive-based models, is that well it's all about the numbers, it's not about the academic. And again I'll go back to strong leadership is key in that.

And it can challenge academic collaboration if you don't set the right kinds of levers in place that, in fact, encourage collaboration. There are ways to do that.

But if you don't have that in there then it's sort of I take care of myself and there's no motivation to work with anyone

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else. And we've certainly heard very strongly from all the groups that I've talked to that collaboration is important and something that they value.

So again each of them has their benefits and each of them have their considerations. There is no perfect model or else we'd all be in the perfect model, every university would have it. But you've got to find the model that works best for you.

So this is what -- this is a fictitious college, please don't try to calculate and figure out whether this is your college because it ain't.

We made up these numbers, they are totally derived. But it shows you the differences between our old model of incremental-based budgeting and a value-based model.

I'm going to walk you through this relatively quickly. But I'd like to show you what it means in terms of how you look at your balance sheets, so to speak.

In the old model, you have revenues which are comprised of program and course student fees, clinical revenue, gifts and endowments, investment income, sales and services, grants and contracts, mandated appropriations, other income, your State/Tuition base budget, tuition and fees again, and State -- I'm sorry, tuition and fees and State appropriations.

Now in those, in the current model this is how we really break things down and so there is a State/tuition base budget that essentially brings you up to your revenues for the particular college.

In a value-based model you have all those same categories but now it's not a State/Tuition base, it's a tuition and fees, and State appropriations are broken out so you begin to see those. Right now we don't see those, you get a budget in your college that is a combination of state and tuition.

So in terms of the revenue side it begins to say how much did you bring in from tuition and fees, how much are you given in state appropriations, and also it assigns the F&As to you, the total F&As. And then we'll talk about how those are charged back against that.

Again in the current model, you only get the State/Tuition based budget and of course you already have grants and contracts, sales and services, gifts and clinical revenue and so forth.

So it's simply a way, it breaks it out a little better in terms of what you are actually getting allocated to your college or what's attributed, maybe is the better word, to your college.

BRI ON:

So how many students would be in that tuition and fees?

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TRACY:

How many students?

BRI ON:

How many students does that boil down to for that number, 32 million 500 thousand?

TRACY:

These are fictitious numbers.

BRI ON:

I know, but you had to have --

TRACY:

There are several ways to do that. One you can do it by the college of record. The college of record means the college that you are enrolled in as a major.

You can do it by the college of record and the college of instruction and have a proportion between the two. Or you can do it by a cost of instruction model.

So again we're working through these in terms of our committee, how we would poll those levers.

BRI ON:

I'm just wondering how many students about that would be in your college.

TRACY:

Let's see. So if you take -- you're going to make me do quick math here. If you take 75 to 25 roughly split, we have out of state and in state. I can probably do 80/20 easier in terms of math.

So if it's 80 percent in state at 9,000 per student, and you go through it, it's going to be 500 to 700 students, something like that, Lee? So would you guess knowing what we have -- you can calculate that back based on 18,000 out of state, 9,000 in state and then roughly the percentage of how many.

So remember we have differential tuition in different colleges. We have graduate student tuition. So I'm kind of roughing that --

BRI ON:

I just -- I just wanted to know this fictitious college that you made, I was trying to figure out how many students would be in this fictitious college.

TRACY:

The way to calculate that, I won't embarrass myself by trying to do that much math here standing up, is to take 80/20 in state to out of state, 9,000 tuition for the in state, 18,000 for the out of state, and you can figure about how many it would be for that. But that's the way you come up with that number.

So then direct expenses are those which we have already essentially in our budget. This is breaking it out a little bit more than just current operating expenses, but into the categories of what most colleges for current operating expenses.

So salaries and benefits, and for most of us that's by far the largest portion. Virtually every college on this campus, 90 percent plus of your budget goes to salaries and benefits.

That's just the rule of thumb for all the colleges here, it's essentially 90 percent. And here it's roughly 90 percent as well, 85 to 90.

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Supplies, capital outlay, computer services, communications, maintenance & repairs, rentals, services & fees, travel, debt service and other expenses. Those are the kinds of things the deans already manage today. And there's direct expenses directly attributed to you.

The part that is now taken off before the deans get their allocations are these allocated expenses. And that's things like academic overhead which includes the things like the Registrar's Office, the Bursar's Office, financial aid that's centrally allocated. All those services that we have that are necessary to run the University and manage all those students that we have.

Then there's administrative overhead, things like the Police Department, Provost's Office, the President's Office, and those offices would be administrative overhead.

You notice that those aren't in the old model because those come off before you get your State/Tuition allocation.

Campus Affairs, things like the Office of Faculty Advancement is one of those, and Student Affairs, those things again that deal with faculty and student affairs. The management of the Research Office facilities and then some kind of strategic investment fund.

And that's a point that I'd like to point out is that in the value-based model there is also a non-formulae portion. So up to this point, these expenses are generally allocated formulaically and so are the revenues.

But there's generally a portion that is non-formulae to either true-up units that need true-up because they don't generate as much revenue as their expenses or to invest in new programs. We need some kind of dry powder, if I can use that term, to be able to invest in new programs or true-up them.

GROSSMAN: Where would libraries fall in this?

TRACY: Libraries falls in academic overhead in this particular model.

BRI ON: Where would previous administrative salaries fall in?

TRACY: They would actually still fall in the salaries and benefits.

BRI ON: So if we had a President at the University that came back to our College of Engineering, we would have to continue to pay their salary?

TRACY: That is -- those have been held in the Provost Office until they will be converting in July of 2013. A decision was made back in the spring to transfer those over to the colleges.

So you have then allocated expenses

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of \$23 million here in this fictitious model.  
Total expenses 58050 in the values-based  
model but you also have revenues of 58  
million 100 thousand and for a net of \$50  
thousand margin.

In the old model you have 35  
million 100 thousand of revenues and direct  
expenses of 35 million 50 thousand. Again  
the same net result of the \$50 thousand  
margin.

ANDERSON: Debra Anderson, College of Nursing.

In interest of transparency, can I ask who  
made the decision to transfer the money, I  
mean the salaries to the colleges? Were the  
deans involved in that decision or is that at  
a higher level than the college deans?

TRACY: To the best of my knowledge, Dr.  
Subbaswamy made that decision. It was prior  
to my taking this position so I -- I would  
have to assume that was it. Lisa, can you  
confirm?

UNIDENTIFIED: That is correct.

TRACY: That's correct.

BRION: Gail Brion, College of Engineering,  
again.

Talking to our financial person, I  
don't think it's quite clear that the  
colleges think that's actually coming back.  
And so I would encourage the administration  
to make it clear to the colleges that these  
administrative salaries will be coming back  
for someone who is really no longer an  
administrator.

I imagine we would also then as a  
college have the ability to change the  
salaries.

TRACY: That's an HR decision that I don't  
-- I don't want to pretend to get into. But  
I've spoken with the College of Engineering  
Administrator, so we've had that  
conversation.

BRION: I have as well just this last week.  
TRACY: So I've -- I have spoken to all the  
other deans and administrators as well. I am  
working on a plan to hopefully at least phase  
that in over time.

I can't tell you that I have the  
approval for that yet, but I've been working  
on that.

WASILKOWSKI: Greg Wasilkowski, Engineering.  
You said the (unintelligible)  
decision were made by Subbaswamy about your  
plans for the future.  
How will this be treated?

TRACY: The President has confirmed that  
that will continue in the future, for future  
cases.

WASILKOWSKI: So the Provost Office will make  
this decision regardless of how this is being  
seen by the deans of colleges? I'm sorry, I  
think it's a little bit strange and very  
unfair.

TRACY: I appreciate your comment.

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Okay. So how do colleges receive funding in the new model. Two ways.

One is on the front end. The front end where they get those revenues distributed to them based on formulas. And I've sort of given you some ideas of how those formulas come about.

And the second is on the back end where you receive that centrally-held strategic investment fund.

And so there are two ways that colleges receive funding within a values-based model. One again formulaically on the front end and secondly access through a centrally-held strategic investment fund.

So the front end includes things like tuition allocation, state appropriations, transit contracts, F&As or facilities and administrative dollars, sales and services, and gifts and endowments.

And on the back end again is strategic investment fund. Potential uses of that fund are again re-balancing, or subvention is another term for truing-up budgets of an individual unit.

To reward quality and success, start-up funds, and we've even discussed the possibility of micro-financing where there's money available for units to take on a micro-financing for a certain amount of money and then they have a return from that.

But this is again the typical kinds of uses for that. Realizing again, not every college necessarily will be fully able to generate all the revenues that they need to operate so there needs to be some way to true those colleges up.

And I guess when I use the term unit, I'm really using the term mostly unit because I have to deal with Provost Office units and other units. I'm not talking about departments, I'm talking about colleges.

So this is something that will be in the college level and colleges, in fact, are encouraged not to implement this down into departmental level until several years into it. Until they have much more familiarity with it. So it's at college level, not at the individual department level.

UNIDENTIFIED: Why do you say colleges and units?

TRACY: Because again there are some units that again are like Student Affairs. Again I have to deal with both so it's those that are not college.

So other questions about the financial model before I get into budget highlights? This gentleman?

WILSON: John Wilson?

Just a question about how do the -- the units that charge departments for services, library, et cetera, PPD, et cetera, how do you encourage efficiencies in those

units?

TRACY: That's a very fair question. And so again we don't have a mechanism now to encourage efficiency.

WILSON: Right.

TRACY: What we've been working on in the committee is metrics by which those units would be judged for productivity and for effectiveness and efficiency. And then base part of their budget on it as well.

So if they perform, you get to keep it, or if they do not perform maybe they get some of the benefits of that by not performing. And if they underperform, then there's either got to be a reduction in their budget or else a plan for how they're going to address the non-performance.

So performance metrics for those units is something that we think is very vital and important for that.

BRION: Gail Brion, College of Engineering. Forgive me if I'm asking something that is simple but I'm not very familiar with this type of budgeting.

What structure is in place to prevent administrative costs? The budget now looks like the administration decides what they're going to tax. What feedback mechanism is involved in that to prevent administrative costs from ballooning?

Because I have seen this put in place in other colleges and the tax that administration takes once this is put in keeps increasing. So what feedback mechanism so that (unintelligible).

TRACY: Well, first we don't have a mechanism now, right? But the question is what in the future. And you probably can talk with some college or some university --

BRION: I have.

TRACY: -- that say this. The ones that I surveyed, it doesn't move that much. Two or three percentage points usually in terms of the taxes don't seem to move that much. You can argue whether that's a lot, a little. But it typically doesn't move that much.

But usually there's also some kind of budget (unintelligible) that's looking at this. And you go back every three to five years and reevaluate, say is it right, is it working correctly.

And look at that and say, you know, are things moving disproportionately. And there's always got to be some kind of feedback mechanism to make sure things are running right. And if things aren't then make adjustments. I saw something over here. Yes.

WASILKOWSKI: Greg Wasilkowski, Engineering.

I have a question. Currently units are -- there's some rules that we have to use specific vendors. We have to buy on the Dell computers. We go to Office Max or something

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like that. We are restricted to specific vendors. And in particular, I would like my office to be repainted, I would have to ask Physical Plant to do it.

But with this income would it be fair to allow units to search for the least expensive services?

TRACY: So first, the Model doesn't address that, that's a purchasing issue. I mean that's not in the Financial Model, but you're saying -- let me ask you a couple questions because I think it's fair. The question is how you work through it.

Let's say every unit can choose its internet provider, let's use that as an example. You say well, I can save money by getting Windstream and somebody else says well, I can save money by getting Insight. And now you've got 15 or 20 different internet providers on campus.

WASILKOWSKI: Yeah, I understand.

TRACY: I mean you've got to walk through this and say what are rational decisions.

Again I'll go back to the performance metrics for units and making sure they're performing to expectations.

So I think the question is a little bit bigger than that. You really have to walk through all of our policies and say how are we doing things most effectively and most efficiently.

Again I don't want to create a total free for all either because again I can give you an example of internet providers. If you have 15 internet providers nobody can talk to anybody and everybody is doing something different, you can get into a real mess as well.

So it's a matter of stepping through it rationally and asking the questions as you get through then how those units perform.

WASILKOWSKI: Will it be considered by administration?

TRACY: I think we're always looking at things like that. I mean, you know, I understand there's a lot of consternation about the choosing of one vendor or a lot. But there was also a lot of savings associated with that as well.

We were at one time buying something like 5,000 different styles of ink pens. Do we really need 5,000 styles to choose from or would 2- or 300 be good enough to choose an ink pen.

So I think you've got to walk through this very carefully and say what are decisions that make sense and what are things that, you know, it's really moving us in the right direction. There's something here, there and there.

ANDERSON: Debra Anderson, College of Nursing.  
I've been thinking about the value-

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based piece ever since the President spoke last week. And I was remembering that when we tried this briefly as the College of Nursing unit and I brought up the information about the discrepancies between male and female salaries at the University of Kentucky.

And I've been thinking about that. Not an issue, but it seems to me the more important value is pay equity. And I'm thinking of how to propose, how do we think about that money that we have for the values-based -- I forget the next word on that, values-based funding, but we have money for value. It seems to me the pay equity is one of the values that we (unintelligible). I just wanted to get that out there. I think we need to take a long hard look at pay equity (unintelligible) University of Kentucky.

TRACY: Sure. I think you can also put the first (unintelligible) inclusivity in that and I'm going to come back when I talk about the Provost Council and metrics and those metrics around that. That's one of our key values.

That's also to me is the kind of value that you put in that strategic investment. Is that you would award some of those things you value or you would address issues that need addressing because you know what your values are and you're not there.

So I think that all fits in that. I think it was here.

JONES: Davy Jones, Oncology.

For the moment the unit means the college level. There's a formula for outpatient (unintelligible) you made a mention that in a few years this would be coming down to the department level.

And I guess what I was thinking in my mind then is do you anticipate in a few years you don't contemplate a dean would say I'm going to hold all the money up at the deans level and the Department of Finances will be run out of the deans office and contemplate the money will come down to the department for them to manage their (unintelligible).

TRACY: So let me say that what I was intending to say, maybe it didn't come out as I hoped, was that I would not want any deans to put this in place in the departments. In fact, I don't necessarily think they have to.

If you have one department, or two or three departments, it probably doesn't even make sense to put this model down at the departmental level. You even have to think hard about whether you take it to the departmental level at a larger college.

So my point was simply when I say a unit I'm talking about colleges and I'm not talking about individual departments within

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that. I don't think -- that's not a decision I think needs to be made hurriedly or potentially ever for some colleges.

It may work out for some to be beneficial, but I'm not advocating that the next step is to take it down to there. I think that becomes where you, as a college, sit down and say what, would this work best for us if we took it down to this level.

But again we're looking at it strictly at the college level not at the departmental level.

MENAGUA:

Menagua, Arts and Sciences.

You mentioned that the challenges for these models include (unintelligible) to replace academic portions of financial programs by challenging academic collaboration. (Unintelligible) values-based model, these are -- this is challenging essential values?

TRACY:

I totally agree.

MENAGUA:

(Unintelligible) do you plan --

TRACY:

So you make sure that you put things in, for instance, that reward, in fact.

Let me just give an example. I'm just saying something that would be an example is, if you do collaborative teaching across colleges, in fact, there's a 110 percent return of tuition instead of 100 percent.

That's a way to reward collaboration. Or that you get -- we actually have someone now in the F&A return and she gets 16 percent F&As instead of 10 by having a cross-college (unintelligible).

So it's just simply putting those kinds of things in to make sure that there is a reward for doing that, where there's a benefit to doing that versus a differentiation.

The other thing that I hear a lot is again that academic versus financial focus and I want to go back to our Mission is teaching, research and service.

And so it's not solely about making money. Obviously the University as a whole can't lose money for a number of years or we're not going to function well as a university.

But if you have to go back to your values and say we value a broad education and the breadth of what we offer here and make sure that you -- make sure that that's funded if not through formulaically, through the strategic investment fund.

And so it's something that can happen if you don't have strong leadership and you don't make sure that you reward people for doing it instead of putting incentive to do other things. You know, one college teaches its own course in X, even though it's already offered at another

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college because they can make more money  
doing it.

There are two ways that that  
shouldn't happen, one you've got a Faculty  
Senate who has to approve all new courses,  
right?

UNIDENTIFIED: Yeah, but we'll start approving  
them.

TRACY: I'm staying out of that one.  
The second is that you should have  
again at the provost level, the provost  
should sit down and say, no, dean, this is  
already offered over here, it's just fine,  
not going to do it that way.

BRIAN: I'm very concerned with this type  
of model. You have faculty that are trained  
to be competitive. That this type of model  
is like throwing blood in the water and  
you'll have departments turning against  
departments inside colleges that this is a  
way to initiate a reduction in the breadth of  
what we offer at the University of Kentucky  
without being responsible for it.

TRACY: Fair opinion. I hear your comment.  
I would ask you: Do you -- then you're  
saying you don't trust your colleagues?

BRIAN: Not when there's money on the  
table.

TRACY: Okay. Let me flip forward. There  
are the universities that have this type of a  
model. You can probably all look them up.  
You can go to our website and you can find  
information on most of them, Penn, USC,  
Vanderbilt, Toronto, Indiana, Purdue,  
Minnesota, Michigan, Ohio State, Duke, Auburn  
and Clemson.

And it's arranged. It's private.  
It's public. It's land grant. It's a lot of  
universities. I would argue that there's  
some good universities in that list.

BRIAN: Probably better endowed as well.

GROSSMAN: Did Harvard start its value-based  
model in 1606?

TRACY: Well, that's the way they've always  
been operating, but the current model started  
nearly -- they've always operated this way.

So it's a list of universities.

And again your comment is well-taken.

I think we have to work together to  
make sure that we recognize the value of the  
breadth of what we do here. And that's going  
to take the effort of all of us.

GROSSMAN: Bob Grossman, A and S.

Several times you mentioned the  
need for strong leadership. So a little bit  
of concern there. Present company excepted  
of course.

TRACY: No offense taken.

GROSSMAN: So how do we go about assessing and  
holding people responsible for the strength  
of their leadership?

TRACY: Sure. And I would also counter as  
well that an incremental-based model can also

fail without strong leadership.

GROSSMAN:

Okay.

TRACY:

They both -- but I think you have to -- again I'll go back to two things. One is these are generally accompanied by some kind of a committee that is always watching each year what things do and monitoring and walking through that. It's usually a broad-based committee for that.

And I think you have to have the transparency where you can really clearly look at it. And my hope is again to put it out there and let people see what's actually there and see the decisions that are being made.

Right now you really don't know what decisions are being made. And put it out there in a much more transparent way.

One of the things I've done is I showed every dean every other dean's budget. So they now have seen everybody else's budget at least in aggregate terms. How much they're spending on salary, how much they're spending on faculty salaries, staff salaries, how much on current operating expenses, how much on capital improvement.

And so trying to begin to put that information out there to let people see what's there.

GROSSMAN:

I'm saying the incremental model makes it easier to kind of get along even if the leadership isn't strong.

TRACY:

Yes, as long as you don't know what's going on. It's been a -- it's a lot of deals.

And I will tell you that there are deals. Every college -- I can name a different deal for virtually every college in this University for many different things.

So deals about how to deal with students from foreign countries. There are different deals for different colleges. There are -- it's just all over the place.

And so I would argue some of it's already there, you just don't know about it. There's a question over here then.

EDWARDS:

I have a question about --

BROTHERS:

Name please.

EDWARDS:

I'm sorry. Eli Edwards, College of Education.

So I was trying to think about admissions and if there's any way that that (unintelligible) to this. And I know that in state -- out of state tuition is more than in state tuition so you can further a college or get more money by adding more out-of-state students.

And I was thinking about the, you know, the different colleges that have programs that you have to get accepted into for upper level. And I was wondering do you think that that -- that it would hurt the in-state students chances of these things as

compared to out-of-state since it's more about money and they will get more money if they have more out-of-state students?

TRACY: So the question is would a college go to, I'm making this up, 70 percent out-of-state and 30 percent in-state or something. That's the question you're asking, would they change --

EDWARDS: Right.

TRACY: -- the out-of-state, in-state for their financial benefit. First remember that out-of-state tuition has to be at least two times in-state tuition by state law. So we have no choice on that, that's where that is.

I think again it comes down to this is that leadership question and what do we value as the University in terms of educating Kentuckians versus educating out-of-state.

And please don't misconstrue my words. If you just look across the SEC, we remain the most in-state college across the SEC. Some of them are approaching 60 percent out of state, Alabama being one of those that is essentially 60 out of state. I wouldn't advocate that as something we should strive for.

I think we need to make sure we're educating the Kentuckians that we should be educating. And we should educate the out of state students that we should be educating as well.

And, you know, there's advantages of so much out of states in terms of diversity. For a few graphic: economic, socio-economic, racial, cultural, ethnic, et cetera, et cetera, et cetera, that you get from those out of state students.

I think we got to find the right mix for us and I wouldn't advocate that we follow Alabama or Missouri or Mississippi or Florida, whatever. We got to find right -- what's right for Kentucky. Those over here now.

DEBSKI: Yeah. Liz Debski, A and S.

So I always heard sort of a faculty productivity being emphasized in these value-based models.

But what I'm wondering since administrative overhead is a line there, whether these models also sort of increase sort of the scrutiny with which the upper administration works?

TRACY: I think they clearly would because you're going to see what that participation fee is for those -- for the administrative units. I would think it would do exactly that.

DEBSKI: Right. So it would seem that you want, I mean a college would want to, if they can't increase revenues anymore, reduce some of those costs out of the way, right?

TRACY: Some of them. I mean again I think

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you look at their productivity. You say, well, I don't want to use the Registrar, I'm going to use my own Registrar. That's probably not going to work.

We need a University Registrar because you've got to look at what pieces of that as well, but it comes down to the accountability piece.

If you know what's going there then you have -- and you have key performance metrics, you can begin to look at are they meeting those metrics that we've all (unintelligible).

DEBSKI :

Okay.

UGANAGA:

Just --

BROTHERS:

Name please.

UGANAGA:

Oh, Uganaga, Health and Sciences.

(Unintelligible) asked the question was mentioning (unintelligible) do you trust your colleagues. If you think trust is going to be eroded by incentives (unintelligible) by this model. Maybe you can argue we just need strong leadership. But your model has to put some incentives in place that you want to be incentives. So maybe we (unintelligible) strong leadership, maybe we would also need to adjust incentives that --

TRACY:

You've got to have the right incentives in place as well.

UGANAGA:

Yeah.

BLONDER:

I think in the interest of time we need to have Provost Tracy move on to the second part of his presentation.

TRACY:

You'll probably have more questions for it. Lee asked me to speak about budgets highlights so I'll take a few moments.

Some of you might have been at the presentation last Monday --

BLONDER:

Yeah.

TRACY:

-- a week ago Monday. But I won't do the whole presentation, I've got only three or four slides relating to that. Let me back up here. There we go. Okay.

So quickly walk you through a bit. This is our current year's budget that we're operating in. And I simply will point that out. So that's the '12-'13, that started in July.

The real comparisons here are what we projected to be the '13-'14 budget that we projected back in May of 2012. Remember, the President did a two year biennial budget and that was projected for 2013-'14.

At that time tuition revenues were projected to be \$23 million 537 thousand. Increased, right, this is more than \$223 million in tuition and revenues. But it was projected this would be the increment in tuition revenues.

So I'm going to focus on the red numbers here mostly for the interest of time. And it was projected that we would spend about \$3.4 million on strategic initiatives,

again I have some of those that I'll share with you.

And then there was no values-based performance for colleges and the debt service pool was going to add \$7 million for a total of \$12 million in the debt service pool. That was projected back in May, what we were guessing would be the tuition revenues.

Fast forward to November and when the numbers started coming in for the fall and you can see that tuition was \$35 million to the plus instead of 23 million, essentially a \$12 million difference.

So our tuition revenues in the fall were \$12 million higher than we projected they were going to be.

So then the President made some decisions. One to now invest instead of \$3.4 million to strategic initiatives, \$8.3 million, for a change of approximately \$4.9 million in strategic initiatives.

And to put out an extra \$3.9 million which is in essence one percent of the total colleges budgets for what he calls a values-based performance funding for colleges.

And then he decided to reduce this year's investment in the capital debt service pool from 7 million to \$2 million so the total now is 7 million instead of \$12 million.

That will now allow borrowing of about \$130 million instead of the 200-plus million that had originally been estimated.

So those are the differences, so what it's result -- I'm trying not to take Sheila's eyes out with the laser pointer here -- is it was projected that the colleges, the academic units would be reduced in budget by 4.2 percent for FY '14 that begins in July of 2013 and the administrative units would take a reduction of 6.4 percent.

So a total of 7.5 in the colleges and 11.4 in the administrative units for budget re-allocations.

What is the difference now with these changes that I pointed out here is the colleges will be on average reduced by 2.1 percent and the administrative units by 5 percent.

So there's a slight mitigation of the reduction in the administrative units but about a halving of the reduction in the academic units.

So what are the reasons for that revenue increase? One is the rate increase. And so again we're making assumptions of 3 percent resident increase, 6 percent non-resident. That's still the same assumptions for next year as of right now.

The big differences are we were projecting a Freshman class of, 2012 Freshman class, of 4500, it came in at 4645 and so

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that was one part of the difference, still projecting the same class for 2013 of 4800. And the other difference is that it came in as 69 percent in state, 31 percent out of state versus 75/25 was the projection.

We really didn't target that but I can tell you that as we go around to preview nights across the country, the applications from Atlanta are 147 percent, from the Chicago area they're up about 60 percent.

And so we're having record numbers at all the preview nights across the country which suggests that the UK brand is very popular and most of those have been the past years of the past two crowds for that.

Again I'm not advocating we're going all the way, that's where it landed this year. There really wasn't a conscious effort to pick some number, that's where the numbers landed.

We also have an increase, we had 40 more transfer students than we had projected. Instead of 1129, it was 1169. And again slightly more non-resident in the transfer numbers.

A good number of those are Legacy Scholarships which means their parents had gone to UK. And so they get a scholarship for coming from out of state. That and some of the out of states here as well. But it did come in about \$12 million over on the tuition estimate from what we had originally planned.

So what are some of those initiatives, the strategic initiatives? These were the original ones that were planned, the 3.4 million.

One was the TIF funding for the colleges which we've been doing for several years now.

One was the QEP, I think you may have heard about that a little bit earlier today, the quality enhancement plan that we have to do through SACS, that had not been funded to date so it was for that.

And then the software enhancements to HANA, HANA is a highspeed analytics for SAP. I will tell you that some of the queries we're making used to take 12 hours, they're now taking one to two minutes.

It's made a huge difference in the data that we can generate and the speed with which we can generate it.

Online performance evaluations, the decisions made, been made to go to online performance evaluations for staff and so we needed some software to do that. So that was already in the assumptions back in May of 2012.

Now what's the changes that extra money that the President put forward for strategic initiatives, all of the above that you have here plus money for e-learning.

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Monies for police officers and safety,  
staffing for the Counseling Center. A  
Student Transfer Center expansion, and the  
North Campus Student STUDY, tutoring and  
libraries.

I'll take a few moments to go  
through those a bit. The e-learning is for  
to help with course redesign and program  
redesign for e-learning. I'll use the term  
e-learning very intentionally. So how you  
can further use e-learning to enhance  
learning within your classrooms.

It's not just business learning.  
It's if you want online programs that's fine  
too, but it's to enhance learning across the  
curriculum.

The police officers and safety, I  
hope that's fairly self-explanatory. When we  
look at our police officers, we're in, and  
compared to our benchmarks, we're at the  
bottom. And in terms of salary and in terms  
of numbers as well. It's a very significant  
need for us.

The Counseling Center,  
unfortunately with the increases in students,  
they've had no increase in funding and so  
students with challenges are now being told  
three to four week waits to get to see a  
counselor.

This is not an academic counselor  
this is a clinical counselor. And I'd hope  
you agree that's a good thing to do, to make  
sure that they have access to that.

The Student Transfer Center, we  
have over the past five years, our transfers  
have essentially doubled and yet there's been  
no change in the staffing for the Transfer  
Center. If any of you have worked with  
students trying to transfer either credits or  
transfer in, I don't think it's as good of a  
process as should have.

I certainly get a lot of complaints  
about it in terms that we're not performing  
in that area and it's relatively modest  
investment for what I hope will be a big bang  
for the buck.

Remember that we also have a legal  
obligation to take transfers from some of our  
community colleges and so forth and  
facilitating that as well.

This North Campus Student STUDY is  
I think a very important project. One of the  
things when I was at Jewell Hall about two  
weeks ago doing the after office hours, I  
don't know if any of you have ever  
participated in that, the students ask you  
questions.

You sit there for two hours and  
they ask you questions. They are frank.  
They're not afraid to ask.

And as I was sitting there with a  
group of primarily Freshman in Jewell Hall,  
and we'd already been working on this plan,

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they said to me, you know, we think the STUDY, which is the academic enhancement peer tutoring, over in the commentary is great, but we're sitting here in Jewell Hall and that's a 20 to 25 minute walk after dark and we don't feel safe doing that so we don't use it.

And so we fortunately have a facility, the Hamilton House, that's not being used right now. It's an empty building so the costs of getting this up and going are very minimal.

And now for those roughly 1500 students that are sitting on the North Campus, I'm getting my directions straight, North Campus now have access, will have access, to a peer tutoring system again hopefully enhancing student success and retention. So that's that project.

And in the libraries we have heard multiple times from the chairs to the deans to the faculty that, you know, unfortunately the libraries got classified as an administrative unit back in the spring and so its budget was subjected to the administrative cut, not the academic cut.

We've since changed that to an academic unit and we've put money into make it whole again in terms of collections and get those collections back up. It's about a half million dollars into the libraries to keep the collections where they're at. So that gives you some idea of where we put that.

And then the last part is this values-based performance funding for colleges. I think this is a nice transition to a values-based model.

It's -- you know that -- you hopefully know that the Provost Council metric has been working on a set of values. I'll show those in just a moment.

And the idea is for colleges to compare to themselves and say are we getting better in some areas that matter to us.

And so we will use some of that for this potential so the reduction could be as much as down to 1.1 percent for colleges instead of even the 2.1 percent if we have some of these values-based performance and they're meeting some of these metrics and they can do some of these metrics.

I will tell you that you're probably going to ask me how are we going to decide that or how we going to get there.

Well, we'll talk about some of the things we're looking at. I don't know all the steps of how to implement that, I'll be honest about that. We're working on it, we're getting feedback from the deans and others as to how to do that and carry that out.

Also, you know, you can't put that  
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in place and say well, it's going to go in place on July 1 and you've got from now to July 1 to change something.

That's probably not a valid way to do it. I've argued that that's not a good way to do it.

So the question is do we put it out there the first year and then say after this year then you'll have to meet those kinds of things. So for that 18 months.

So again it's not totally finished and we're trying to come up with how to do that. It was a late breaking item.

And so I'm -- the President put an extra \$3.9 million on the table. I'm appreciative of that.

Now of course I've got to figure out how to do that, but I'll work on that and again get feedback on it.

So what are those values-based performance funding metrics that we've been talking about? They really fall into five categories that that committee's been talking about.

One is student success. Things like earning degrees. The number of degrees, retention and timely completion, program and major, value of the degree or program as in post-graduation placement or employment, quality of learning, learning outcomes or UK Core Assessments, engagement, enhancement.

So what I've giving you here are some of the types of things they're talking about as metrics within those categories.

And I think very germane to our discussions that we've been having today are things like student success, collaboration. And notice there's collaboration and instruction, scholarship, research and service.

Impact, recognition of the faculty, publications and outreach, innovation and entrepreneurship, trying new things.

Implementing new -- for instance, number of new courses offered using nominal methods, decimation of those efforts, and then diversity and inclusivity, as I was alluding to a little bit earlier, excuse me, as ways of looking at different values.

So again things that I'm hearing a lot in terms of your conversations, things that matter hopefully to you. And certainly due to the Council on Metrics as they're proposing these.

And so that was my (unintelligible), was that. So Lee?

BLONDER: I think we have time for maybe one or two questions.

BERRY: David Berry, Psychology.

As I looked over the beneficiaries of first of all the very generous retention of some of these cuts that were in place, I don't really see anything about graduate

training.

And as I look at these value-based metrics, I'm also -- it's difficult to identify anything and specifically is to put in place the support of improving our graduate training. Can you speak to either of those, please?

TRACY:

I'll do my best. If you look at it about roughly 850K is for commitments to colleges and some of those include things that include graduate education, but there's also undergraduate professional education. We didn't really get down into one or the other, it was more college level.

With that I would also argue that the 2.1 percent versus the 4.2 gives colleges a lot more flexibility around money because the reduction in the budget is smaller.

But we really didn't try to address that specifically. Although I would say that safety applies to everyone and the Counseling Center applies to everyone as well.

It's not just undergraduates that have difficulties, it's also graduate students and professional students as well. We really didn't try to get down and address that directly.

BERRY:

If I could follow-up. At this point I'm the Director of Graduate Studies. We have two doctoral training programs in the Department of Psychology.

I can't get any numbers out of anybody. In terms of okay, here's how many TAs you got to work with and here's the fellowship numbers that are available from the graduate school.

Our closing date for application is a little more than a month away. We're going to have to make decisions pretty soon about who we're going ask to spend money to come interview with us and I need to know what the resources are that we would have potentially to be able to support graduate students.

TRACY:

Well, I think it's a fair comment. And so we're trying to work to get the 2.1 percent versus the 4.2 implemented very quickly with your dean.

As well the 1 percent is going to be a little bit longer because again it's values-based and so we're going to have to walk through that and get that finished.

So your deans could have some information very quickly for that so that they can make those kinds of judgements to do that.

But your point is well taken. Same as the graduate school, how do we know where this is falling, we can give them much more definitive answers pretty quickly.

BERRY:

Thank you.

BLONDER:

Well, I think we're going to have to move on now. We're got a very important

agenda. Thank you very much.

TRACY: You are welcome. Thank you all.  
BLONDER: The next item on the agenda that we've reordered is proposed names for the change in the College of Agriculture. And Herman Farrell will Chair the SAOSC.

FARRELL: So the recommendation from the SAOSC is that the University Senate endorse the proposed name change of the College of Agriculture to the College of Agriculture Food and Environment. I won't spend too much time on this, we're close to the hour.

But basically back in 2004, 2004, the College of Agriculture and the College of Human Environmental Sciences were merged. And then subsequently there was a conversation quickly to change the name then.

It went before the Board of Trustees and now it's sort of a discussion that ended up setting it back down. And the issue was -- the question was -- what was suggested to folks was to let the dust settle before we make a -- before a name change goes forward.

Well, it's been a while and Dean Smith back in the fall of last year began the process of discussing with the College of Agriculture the name change.

And after a process that involved informal discussions at first and then subsequently formal discussions and a formal vote that took place over the course of a month in January of this year, as well as subsequently even a discussion on the Faculty Council, the decision was made to support this name change to the College of Agriculture Food and Environment.

There was some issue as to whether or not human should be included in it. There was some dissent.

But from what I've -- from what we've gleaned in the committee from the Faculty Council, many of those issues even though they -- they still are there, there isn't that much of a concern at this point.

There was an open discussion according to Brian Lee and the voting by the college was apparently transparent.

And so the (unintelligible) was that this has finally settled as being a name change that is supported by the broad faculty, administration and staff.

Some of the factors that we looked at in addition to just the votes themselves were the rationale for it. I'll read from the proposal one that more accurately reflects the nature of the education, research and extension activities of the entire college.

It will enhance improvement and retention of high ability students. It will improve the recruitment of faculty and professional staff and better represent the

programs that relates to the core of it. It will better represent all the programs within the college.

It was also noted in the program proposal or the name change proposal that nine other 1862 land grant institutions retain the College of Agriculture or College of Agricultural Sciences as their complete name.

However, there are many that have changed that include agriculture and agricultural but they've gone on to add life sciences, natural resources, or environment or food within their name and is also noted that Cornell, Wisconsin, Texas A&M, Iowa State, North Carolina State, are other institutions that have made similar changes.

So with all of this taken into consideration our committee in that meet we actually deemed by internet and after a discussion back and forth, pros and cons, and some of our problems with regard to the name itself, we voted unanimously in favor of it, two members of the committee abstained and -- -- then it went before the Senate Council and approved by them as well.

BLONDER: So we have a recommendation from the SAOSC that the University Senate endorse the proposed name change of the College of Agriculture to the College of Agriculture Food and Environment. Is there discussion?

GROSSMAN: Bob Grossman, A and S. I have an exceedingly important question which is the omission of the Oxford comma after food.

UNIDENTIFIED: Yes. Thank you.

GROSSMAN: I'm just wondering is that intentional, is this actually what the college decides? Do they have a vote on the use of the comma or --

SMITH: The comma was not voted upon and I would hesitate to take it back to the faculty for fear of a split vote.

GROSSMAN: But this is specifically without the second comma the name that the faculty voted on?

SMITH: I honestly cannot remember, Bob, whether when the faculty voted the comma was there or not. I was somewhat surprised that it was not there, however.

BLONDER: Other discussion?

PORTER: Porter, Pharmacy.

I generally oppose name changes to making longer buzz word names. This is an example of that.

College names typically are activities, professions. Medicine is something that is done, we do. Engineering is something that you do. Agriculture is something that you do, culture, growth.

Food is not. If you take away everything but food it's the College of Food. Is that what you are? Are you the College

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of Environment? The problem is agriculture  
is doing something. Food is not.  
Environment is not.

So if you want to extend it, it is  
College of Agriculture and Food Preparation.  
College of Agriculture Food Preparation and  
Environmental Studies or something. But you  
just put in buzz words to make yourselves  
look like you're hip and happy. But it isn't  
a name that really is traditional for a  
college or a department.

FARRELL: This question did come up  
and we did ask Brian Lee who -- is Brian  
here, yeah -- so I'm just going to read the  
e-mail that Brian shared with us. He was a  
member of this committee and excused himself  
from participating in the voting, but we for  
informational purposes will always go back to  
the College of (unintelligible).

We raised this issue about the use  
of the word food and what the  
(unintelligible) was, you  
take a broad view of food and by implied  
extension the entire integrated food system  
across many units in our college. We have  
many colleagues working in nutrition, food  
technology, food economics, hospitality  
and food services, food safety/security,  
local/(unintelligible) food, food access as  
related to human health and food system  
sustainability in all food system  
sustainability (unintelligible) college. And  
said if there's (unintelligible) we  
call on Dean Smith (unintelligible)  
satisfactory answer but (unintelligible).

then  
could

UNIDENTIFIED: I think it's a satisfactory answer.

BLONDER: Is there other discussion? Okay.

Let's vote. All in favor? Opposed?  
Abstained? Motion carries. Thank you,  
Herman.

While it's almost, pretty much five  
o'clock so if there are no objections I  
suggest we discourage discussion about the  
budget to the December meeting. Do I have  
any objection to that? Okay. Then I need a  
motion to adjourn.

STEINER: So moved.

WASILKOWSKI: Second.

BLONDER: All in favor? Thank you.

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

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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 6th day of October, 2012.

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